

Da Vinci Charter Academy

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LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Da Vinci Charter Academy

CDS Code: 57726780119578

School Year: 2023-24

LEA contact information:

Tyler Millsap

Principal

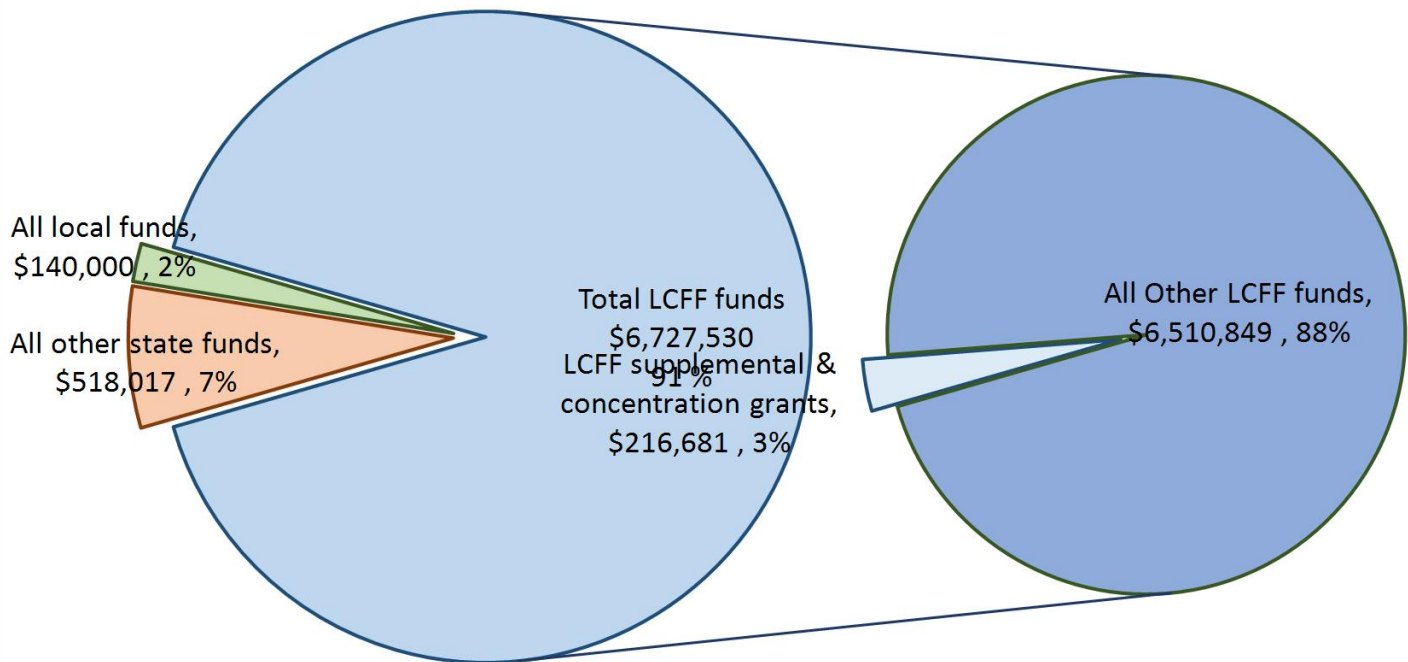
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(530) 757-7154

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

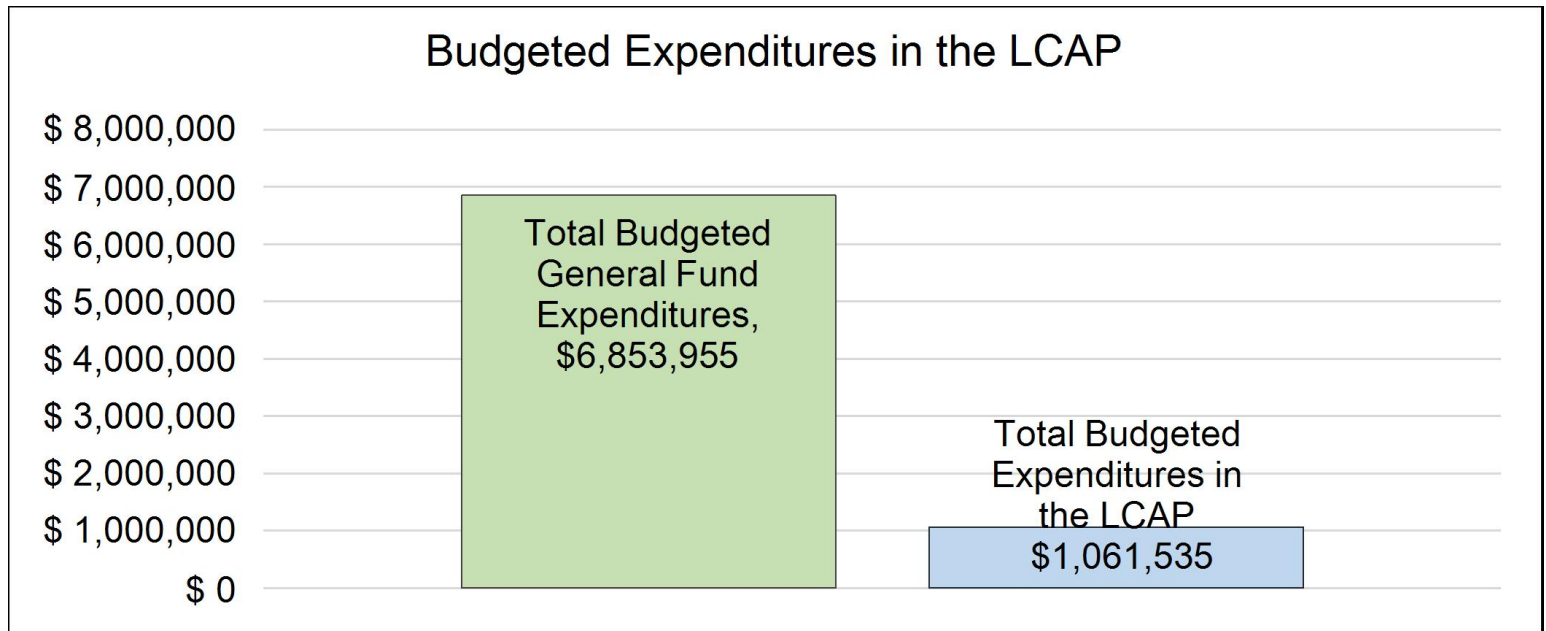


This chart shows the total general purpose revenue Da Vinci Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Da Vinci Charter Academy is \$7,385,547, of which \$6727530 is Local Control Funding Formula (LCFF), \$518017 is other state funds, \$140000 is local funds, and \$0 is federal funds. Of the \$6727530 in LCFF Funds, \$216681 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Da Vinci Charter Academy plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Da Vinci Charter Academy plans to spend \$6853955 for the 2023-24 school year. Of that amount, \$1061535 is tied to actions/services in the LCAP and \$5,792,420 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

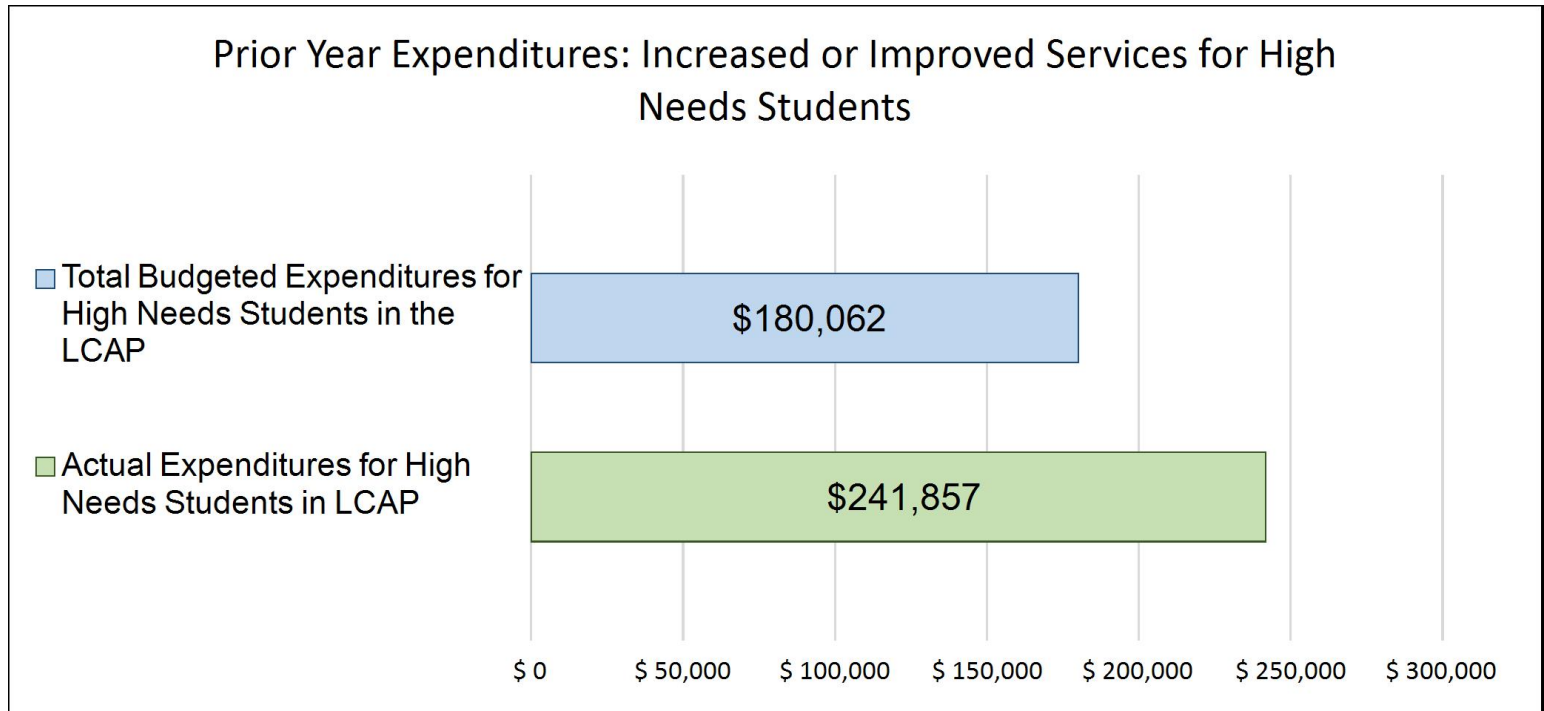
Budgeted expenditures that are not included in the Local Control and Accountability Plan will be used for General and Special Education programs to include classroom teachers, classified staff, administration, technology, pupil services, maintenance and facilities.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Da Vinci Charter Academy is projecting it will receive \$216681 based on the enrollment of foster youth, English learner, and low-income students. Da Vinci Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Da Vinci Charter Academy plans to spend \$218682 towards meeting this requirement, as described in the LCAP.

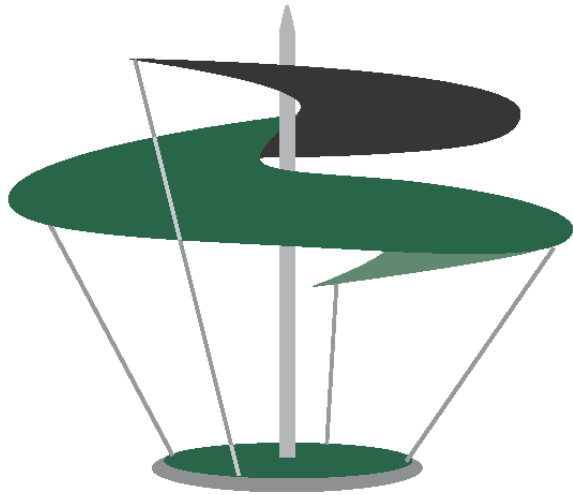
LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, Da Vinci Charter Academy's LCAP budgeted \$180062 for planned actions to increase or improve services for high needs students. Da Vinci Charter Academy actually spent \$241857 for actions to increase or improve services for high needs students in 2022-23.



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Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Da Vinci Charter Academy	Tyler Millsap Principal	tmillsap@djUSD.net (530) 757-7154

Plan Summary [2023-24]

General Information

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

Da Vinci Charter Academy (DVCA) is a dependent charter school of the Davis Joint Unified School District (DJUSD). The Davis Joint Unified School District covers the southeastern section of Yolo County and a small part of Solano County, stretching from the Yolo Causeway on the

east to former DQ University on the west, from Road 29 on the north to Putah Creek and the boundaries of Yolo and Solano counties in the south. In addition to DVCA, the District includes eight K-6 elementary schools, one rural K-3 elementary school, three junior high schools (grades 7-9), one comprehensive high school (grades 10-12), one continuation high school, and a school for independent study (grades K-12). Transitional Kindergarten is planned for expansion across the elementary schools over the next three years. Davis Adult and Community Education (DACE, formerly Davis Adult School) serves approximately 3,000 students on average in a broad range of courses, including coursework for earning a high school diploma. The District also operates the Early Learning Center (formerly Children's Center) with state and for-fee preschool programs and a special education preschool. Before and after school childcare is available on most elementary school campuses.

Da Vinci Charter Academy (DVCA) began as Leonardo Da Vinci High School in 2003 as a school-within-a-school at Davis Senior High School (DSHS). In 2009, the school transitioned to a dependent charter and expanded from grades 10-12 to grades 7-12 on two different campuses, the former Valley Oak Campus in central Davis and the shared Emerson & Da Vinci Junior High (DVJH) Campus in West Davis. The 2022-23 school year marks the twentieth year of operation for the school.

DVCA implemented a grade realignment and received access to new facilities at the start of the 2022-23 school year. The grade realignment plan shifted DVCA ninth grade students from the junior high campus at Emerson/DVJH to the Da Vinci High School (DVHS) Campus, making it a ninth through twelfth grade program of approximately 400 students. The Da Vinci Junior High (DVJH) program is now a seventh and eighth grade program. While overall enrollment will remain at approximately 250 at DVJH, the seventh and eighth grades each expanded from approximately 100 students to approximately 140 students. These changes increased overall enrollment and to create a more sustainable and diverse student body at DVCA.

The approximately \$18 million facilities project, which was part of the DJUSD Measure M Bond Program and a Career Technical Education (CTE) Facilities Grant from the California Department of Education, created a new Tech Hub Building. This new building features a community gathering space, four CTE learning spaces, new Physical Education locker rooms, a new science lab, additional restrooms, and spaces for student demonstrations of work. A new playfield, outdoor landscaping, and onsite parking for students were also part of the improvement project.

As a dependent charter school of DJUSD, DVCA has a Memorandum of Understanding (MoU) with the district which outlines certain services that are provided to the school through DJUSD. These services include: fiscal services such as reporting and auditing; supervisorial oversight; special education services; certain administrative services; personnel services; student services; student nutrition services; facilities and operations services; and other services that may be required. DVCA makes an annual transfer of funds from the charter school fund to the district general fund for the above services in accordance with a district developed formula. Classified employees and certificated employees are part of the DJUSD labor partners, California School Employees Association (CSEA) and Davis Teachers Association (DTA), respectively. Through this arrangement, DVCA is already included in many LCAP actions and services conducted by DJUSD which are not necessarily reflected in the DVCA LCAP. Actions and services that are unique to the DVCA program are specified in the DVCA LCAP.

Student Demographic Data

Census day data for the 2022-23 school year reflects a total enrollment in Davis Joint Unified School District was 8,308 students. Da Vinci Charter Academy enrollment was 610 students at Census reporting date. DVCA comprises 7.34% of DJUSD students. Enrollment by ethnicity and race was: White, 60%; Hispanic, 21.8%; Asian, 12.3%; two or more races 1.1%; African American, 3.2%; Filipino, 1%; and American Indian or Alaska Native, 1.3%. The percent of District students considered socioeconomically disadvantaged was 16.47% and 1.1% of enrolled students were receiving English Learner services. The percentage of students receiving Special Education Services was 16.7%. In-district enrollment was 65% and out-of-district enrollment was 35%.

DVCA projects a static level of enrollment based upon recent precedent and the number of non-resident students who enroll at DVCA; however, DJUSD projects ongoing declining enrollment based on annual demographic analyses and consistent with historical trends of decline over the last decade.

Educational Program

DVCA provides a comprehensive educational program based on the California Common Core standards but also grounded in the tenets of project-based learning (PBL) and building an inclusive and collaborative community. The program provides sequentially developed course work in English/language arts, fine arts, foreign language, history and other social sciences, mathematics, music, physical and life sciences, physical education, and more. DVCA offers seven Advanced Placement (AP) courses and three Honors courses. While DVCA students can complete all required courses for graduation, A-G eligibility, and competitive college admissions, some students do co-enroll in elective courses, or advanced courses at Emerson Junior High or Davis Senior High School (DSHS). In 2022-23, some students were also co-enrolled in courses at nearby Holmes Junior High School. Finally, many Da Vinci students take advantage of dual enrollment opportunities through the Los Rios Community College District.

DVCA launched two Career Technical Education (CTE) Pathways in 2018-19 which are fully implemented as of the 2021-22 school year with approximately two-thirds of DVCA students enrolled in one or more CTE course. DVCA's CTE Pathways offer sequenced courses in Digital Media Arts (DMA) and four sequenced courses in Software and Systems Development (SSD). In the 2021-22 school year, the introductory courses for each pathway were made available to Da Vinci Junior High Students, creating an earlier entry point for the CTE Pathways. Through the general fund, DVCA has invested \$224,508 as of March 2023 to support CTE-credentialed teachers, high-quality sequenced CTE pathway courses, CTE counseling support, and other student engagement activities such as work-based learning through our Internship Specialist. This is an increase of \$77,649 since last year. In addition, approximately \$15 million of the \$226 million local Measure M Bond along with a \$3 million CTE Facilities Grant were utilized to build a new learning spaces that now house DVCA's CTE Pathways at the Da Vinci High School Campus.

DVCA utilizes a project-based learning (PBL) instructional methodology that is based upon the New Tech Network (NTN) model and the project design and teaching practices developed by PBL Works (formerly Buck Institute for Education). DVCA promotes the development of seven distinct Schoolwide Learning Outcomes (SLOs) that are aligned to the outcomes of the Da Vinci Graduate Profile. Students are assessed on the seven SLOs and can see their development of each SLO through the NTN multi-outcome gradebook.

DVCA has established a Restorative Practices System to build community, address conflict and, in some cases, resolve discipline issues on campus. This Da Vinci Restorative Practices Referral System is based upon training from the International Institute of Restorative Practices (IIRP) but has been customized to the local context of the community. Da Vinci places a strong emphasis on individualized support services through the DVCA Counseling Department. Finally, Da Vinci students are able to participate in the interscholastic athletic program operated by DSHS and Emerson Junior High, respectively. The goal of Da Vinci's educational program is to prepare students with skills, qualities, experiences, and dispositions to be successful in the ever-changing 21st Century, which are embodied in the Da Vinci Graduate Profile.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

DVCA has reviewed all available data from the California Department of Education to include available dashboard data and metrics available through Ed-data.org and Dataquest. Additionally, DVCA staff reviews local data in an assessment of ongoing successes and areas for improvement. A review of the most recently available data indicates that DVCA remains in the high performing (blue) in the indicators for English Language Arts and Graduation Rates. Additionally, there continues to be low rates of suspension.

DVCA reviewed local data to analyze success and progress in the 2022-23 school year. Due to CAASPP testing being suspended during the 2020-21 school year, DJUSD data was available from the dashboard release as a baseline, not including change over time. Due to relatively low numbers within specific student groups, disaggregated data is not reported publicly for certain groups but the following successes can be discerned. In English Language Arts, only one student group, Students With Disabilities, scored in the 'low' range. All other groups performed at 'medium' or higher and all groups were above the state performance level. In Mathematics, the same is true with only Students With Disabilities performing the 'low' category, and all other groups performing at 'medium' or higher. Data is not reportable for English Learners but Reclassified English Learners performed at 19.3 points above the standard in English Language Arts. iReady Reading data demonstrates static performance for most groups with the 'All Students' group showing 60% of students in the 'proficient' category while iReady Mathematics data demonstrates a reduction in 'at risk' students and an increase in 'proficiency' for Socioeconomically Disadvantaged Students and Hispanic Students, iReady mathematics data also showed an increase in the 'proficiency' level for Special Education Students but also a slight increase in Special Education Students in the 'at risk' level.

Overall DVCA CAASPP scores from Spring 2022 show that In English Language Arts, 71.83% of 'all students' assessed were meeting or exceeding standards in the Spring of 2022, and another 19.59% of 'all students' nearly met standards. In math, 2022 CAASPP results show that 49.48% of students were meeting or exceeding standards, while 26.83% were nearly meeting standards.

Youth Truth data, an annual student perception survey of school climate and culture, demonstrated a few areas of success. In grades 7-12, Da Vinci continues to perform in the highest percentiles in Belonging and Peer Collaboration along with comparatively high scores in Culture and Relationships. At Da Vinci High School, there is a notable increase in College and Career Readiness. On a very positive note, the subgroups of English Learners, Socioeconomically Disadvantaged Students, and Special Education Students demonstrate very comparable scores to the 'all student' group.

Finally, DVCA is in year four of developing Multi-Tiered Systems of Support. Successes with implementation includes: staff professional development in first-best instructional strategies for vocabulary development across subject areas; Tier III Math Lab Support; increased Tier II and Tier III social emotional support; increased use of CASEL SEL strategies; and development of an MTSS Team at DVJH that meets weekly to identify students for supports.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

One immediately identifiable area of need across student groups in DVCA is the high level of Chronic Absenteeism. Factors such as Covid infection rates, prolonged absences to interrupt transmission, and increases in student mental health needs have exacerbated this issue. While Chronic Absenteeism is present for 'all students' in 2021-22, the percentages in Socioeconomically Disadvantaged, Students With Disabilities, and Hispanic student groups were 10% or more higher than the 'all student' group. Other subgroups do not meet the CA Dashboard reporting threshold. The overall DVCA suspension rate is in the 'low' performance level; yet, the subgroups Hispanic, Two or More Races, and Socioeconomically Disadvantaged were suspended at a slightly higher rate and were in the 'medium' performance level.

For students in the subgroups Hispanic, Socioeconomically Disadvantaged and Students with Disabilities, there continues to be a lower level of performance on CAASPP ELA with those groups performing at 13.5, 27.8 and 26.8 points below standard respectively. In Mathematics, there is an overall area of need with the 'all student' category performing in the 'medium' performance level which is 12.3 points below the standard. Students with Disabilities demonstrate a significant area of need in CAASPP Math since that subgroup is performing in the 'low' category and 84.1 points below the standard. Hispanic and Socioeconomically Disadvantaged students scored in the 'medium' performance level at 53.8 and 52.4 points below the standard, respectively, which also demonstrates a need for improvement. A comparison of i-Ready Reading diagnostics results from Spring 2022 with Fall 2022 shows very static performance for all students and within subgroups. The only notable changes are a moderate increase in proficiency for Special Education Students and a moderate increase in the number of 'at risk' grade twelve students. A comparison of i-Ready mathematics diagnostic results from Spring 2022 with Fall 2022 demonstrates a similarly static level of performance for all students and within subgroups. The only notable exception is a moderate increase in proficiency levels for Hispanic students.

DVCA has identified needs in the College/Career Readiness indicator which was at the 'yellow' performance level on the most recently reported CA Dashboard in 2019. While DVCA has maintained at the 'medium' performance level within the College and Career Preparedness indicator, this level falls short of DVCA's stated goal of preparing all students at a high level for college and career. Subgroup data does not meet reportable thresholds in the College/Career indicator. More recent Youth Truth data from Fall 2022 demonstrates some

improvement of student perception in this area through an increased average student rating from 3.28 to 3.42 which also equated to an increase from 51st percentile to 70th percentile amongst all schools participating in the Youth Truth survey. These modest gains are encouraging but a high level of college and career readiness remains an area for ongoing improvement. To that end, DVCA continues to focus on supporting students through individualized college and career preparation through the Counseling Department and Internship Specialist. DVCA also continues to emphasize opportunities for College and Career Readiness through increased CTE offerings, additional AP offerings, Advanced Education offerings, supporting participation in the Seal of Biliteracy, dual enrollment through local community college programs, and other actions that promote the skills and confidence for post-secondary success.

In 2020-21 DJUSD worked to increase the digital resources and increased the FTE or hours as practicable for Special Education teachers (all receiving .2 additional FTE in the 2020-23 school year) and providing EL Specialists to increase or maintain services for those students qualifying as English Learners. The additional EL Specialist FTE provides additional support services to EL and migrant students in the form of small group interventions and case management support and wrap-around services. Additionally, English Learner Specialists and other staff served as community liaisons, hot spots and laptops were purchased to enhance access to technology and overcome the digital divide, and staff used shared collaboration time to design instruction through a Universal Design lens. DJUSD has worked to develop the Language Justice Working Group as well as explicit development of staff to serve as interpreters and translators. This work is intended to promote parent partnership and access to school staff, resources, and interventions.

DJUSD reviewed local data to analyze 2021-22 social emotional well-being. DVCA incorporates its data through with DJUSD Student Services Department for tracking and reporting purposes. Suicide Risk Assessments and Mental Health Hospitalization data indicate significant needs in addressing social emotional and mental health needs of students. Risk assessments during the 2020-21 school year were significantly less, likely a result of Distance Learning where staff did not have in-person contact with students. Fall of 2021 risk assessment data indicates a rate parallel to that in the 2019-20 school year. During the 2020-21 school year DJUSD created a Social Emotional Support referral form that continues to be in use. Additionally, a mental health referral concierge service was identified and implemented (Care Solace). Staff also implemented Collaborative for Academic and Social Emotional Learning (CASEL) 3 SEL Signature Practices across DJUSD in every classroom. Finally, DVCA has established a partnership with Communicate and makes referrals to their clinicians when students demonstrate Tier II or Tier III levels of mental health support. Currently, the Communicate clinician is onsite five days per week managing a caseload of ten to fifteen students on average.

DVCA is in year five of developing Multi-Tiered Systems of Support (MTSS). While there has been strong progress, certain areas of need remain, including: clearer identification of tiered support; increased progress monitoring of students; increased integration of Universal Design for Learning; and increased staff implementation of research-based first-best instructional strategies.

Finally, DVCA has not been designated for Differentiated Assistance in any categories.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-24 Da Vinci Charter Academy (DVCA) Local Control and Accountability Plan (LCAP) includes a focus on services and high-quality instruction for socioeconomically disadvantaged students, students with disabilities, and other students furthest from opportunity, to ensure they have the academic and social emotional supports for success. This priority is systemized through the ongoing development and implementation of a Multi-Tiered System of Support (MTSS), which is the framework to organize interventions effectively and efficiently for all students.

The work of DVCA is guided by the instructional goals outlined in the DJUSD “Coherence Map,” a visual representation of DJUSD’s mission, goals and strategies to achieve the outcomes of the DJUSD Graduate Profile for all students. DVCA’s further builds upon that mission is to engender and elicit in all students the characteristics, skills, and dispositions embodied in the Da Vinci Graduate Profile in order to prepare them for college, career, and life, in the rapidly changing 21st Century. DVCA’s vision is to provide a learning environment uniquely able to prepare students in a diverse, technologically advanced society and craft their own educational experiences. Finally, the DVCA Graduate Profile seeks to develop the following specific outcomes in students: oral communication, written communication, collaboration, a learning mindset, critical thinking, professionalism and curricular literacy.

To achieve the above outcomes, the DVCA LCAP sets forth the following goals: 1) All DVCA students will experience 21st Century Teaching and Learning; 2) DVCA educators will close the Opportunity Gap; 3) DVCA classrooms and school communities will be safe and inclusive environments. While these educational goals remain guiding principles, the work of achieving these goals continues to evolve with changing times and conditions and in response to the community. The work of achieving these goals is accomplished through evidence-based, structured collaboration, research-based effective instruction, and innovation, as well as Social Emotional Learning practices guided by experts and implemented by DVCA staff.

Cross-cutting themes elicited through data review and outreach to educational partners include the need for increased social-emotional wellness, continued creativity and innovation, and ongoing support for attaining a high level of college or career readiness. The plan also responds to the areas discussed in the “Reflections: Identified Needs” portion of this plan.

To further the goal of providing 21st Century Teaching and Learning, DVCA will continue its mission of designing and facilitating learning experiences that promote development of the qualities, skills, and characteristics of the Da Vinci Graduate profile in all students. Over the course of the 2021 through 2023 school years, DVCA staff worked to establish and refine the clear School-wide learning Outcomes (SLOs) for Da Vinci High School and five for Da Vinci Junior High. Each site developed a set of SLOs that were agreed upon by staff and represented age and developmentally appropriate school-wide learning outcomes. The Da Vinci SLOs are also grounded in research-based evidence about what students need for success in college, career and life. These SLOs are explicitly expressed within the Da Vinci community and staff assesses student progress in each SLO according to school wide rubrics for each SLO. With the work of consistent understanding and commitment of SLOs now complete, the work ahead rests in continued implementation amongst all teaching staff and developing and sharing best practices amongst teaching staff. As such, the plan includes resources for ongoing professional development of

current project-based learning instruction and practices for effective assessment of DVCA's School-Wide Learning Outcomes (SLOs). DVCA plans to enter the next phase of this work to fully realize graduate profile outcomes for all students.

A second key element of supporting 21st Century Teaching and Learning will be continued growth and development of DVCA's Career Technical Education Pathways in Software and Systems Development and in Digital Arts. These pathways have reached full implementation but additional work ahead includes increasing the number of students completing pathways, increasing the number of students earning industry recognized certifications, aligning curriculum to community college Career Education (CE), furthering industry partnerships, placing students in CTE-related work-based learning experiences, and additional training for students and staff on the use of CTE equipment and technology.

To close the opportunity gap, particularly for DVCA's unduplicated students, DVCA continues to provide support through staffing, programming, embedded and dedicated interventions, and coordinated case management services. For DVCA's English Learners, DVCA will partner with the Director of Multilingual Education and Categorial Programs to access support and conduct progress monitoring. Additionally, DVCA teachers will be provided with professional development opportunities focused on effectiveness for literacy, language acquisition, and content knowledge in all subject areas in support of English Learners. Additionally, two DVCA Staff members have been trained to help coordinate interpretation, translation and, most importantly, family and community outreach. Additionally, based upon recent success with small group interventions in both reading and mathematics, DVCA will continue to explore structures and systems to identify and provide support for students at critical stages to ensure that all students have opportunities to meet graduation requirements as well as reach A-G eligibility.

Much of the work in closing the opportunity gap lies in removing barriers and providing targeted support for students. To that end, the further development of DVCA's Multi-Tiered System of Support (MTSS) is a central focus of Goal 2, which will involve continued commitment to first, best instructional practices and effective Tier II and Tier III supports. DVCA will continue to provide general education Academic Support Classes (ASC), and reading and math intervention classes. DVCA will be implementing i-Ready assessments for math and literacy in grades 7-12 to inform MTSS teams, progress monitoring, and teaching scaffolding to increase accessibility of content. Additionally, DVCA will engage in professional development and ongoing coaching support to strengthen staff knowledge of MTSS, develop more robust screeners and interventions, and utilize data to provide efficient and efficacious outcomes.

DVCA is committed to the introduction of Ethnic Studies Programming, which will be implemented as a stand alone course in the 2023-24 school year. The plan supports the Ethnic Studies recommendation approved by the DJUSD Board of Education, by dedicating a Social Studies position at grade nine to teach a semester-long, stand-alone course. DVCA will participate in the larger DJUSD initiative to further research, collaborate and access professional development for Ethnic Studies implementation. Ethnic Studies is one component of establishing an 'equity lens' to ensure all students are supported equitably. In addition to Ethnic Studies implementation, DVCA administration will participate alongside DJUSD administrators in the work of the National Equity Project (NEP) and Restorative Practices training from the International Institute for Restorative Practices (IIRP).

To create safe and inclusive environments, the DVCA LCAP includes important actions and services to support the wellbeing of students. DVCA will continue to provide a high level of counseling support by maintaining a low counselor-to-student ratio so that students and families

have access to academic and social-emotional support and so that counselors can case-manage students effectively in their post-secondary planning. DVCA will continue to provide access to school site-based nursing and support from the liaison for homeless and foster students through the annual MoU. DVCA will also provide a high level of safety and accountability for students through a part-time Vice Principal and campus Safety Supervisors for each site. DVCA will also continue to employ a Restorative Practices Coordinator for resolution of conflict, community building, and for alternatives to suspension. DVCA also seeks to further inform the DVCA community, including students and parents, about the opportunities to engage in a restorative approach to community building and conflict resolution. Finally, partnerships with local mental health clinicians, such as Communicare, will continue to be provided for students needing Tier II and Tier III support.

Safe and Inclusive environments are further addressed through the continued development of DVCA's MTSS. Along with DJUSD, DVCA is in the process of implementing a Social Emotional Learning (SEL) screener, called the DESSA, to implement within the SEL strand of the MTSS. This will allow for more efficient identification of students in need of support resources to address their overall well-being. Additionally, DVCA counseling staff have been trained in the use of Care Solace, a counseling concierge service for students, staff, and families and will be building that service into the MTSS structure.

DVCA believes that safe and inclusive environments are furthered through relationships and peer mentoring which are largely developed through DVCA's leadership classes and Dino Pack student mentoring group. To continue building this into the overall program, DVCA teachers in Leadership Courses will receive professional development and additional FTE to support community building, connectedness, and mentoring at each site. A cohort of mixed-grade students will receive restorative practices training through Community Matters and, under the supervision of the DVCA Restorative Practices Coordinator, those students will be delivering training on community building and conflict resolution to their peers throughout the year through the 'Extended Time' component of the weekly schedule.

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.

School was not identified as 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.

School was not identified as CSI.

Monitoring and Evaluating Effectiveness

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

School was not identified as CSI.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

DVCA works in parallel with DJUSD systems for ongoing feedback from district educational partners while simultaneously soliciting specific feedback from its own educational partners. Through this process, DVCA gains valuable feedback from the broader community as well as specific feedback regarding its own smaller community. At the district level, feedback from educational partners is gathered through several established community groups, which include DVCA staff, students, and parent/guardians. The Superintendent's All Advisory is composed of members from the following advisories: parents, students, staff, District English Learner Advisory Committee (DELAC), District Technology Advisory Committee (DTAC), Climate, Certificated Personnel, Classified Personnel, Special Education, Native American, AIM (GATE), Administrative Leadership Team. In March of 2023, staff presented local data to advisories and facilitated discussion to elicit questions from the group to deepen understanding of that data. DJUSD's District MTSS team conducted focus groups, consulted with Davis Teachers Association, consulted with district and site leadership, and used the multiple student and parent surveys given over the course of the past two years to gather inputs.

The Superintendent's All-Advisory and the DELAC advisories gathered in April of 2022 to review high level plans for LCAP drafting and will see the draft document in May. Specifically, Superintendent's Advisory was held: October 13, 2021; November 11, 2021; January 12, 2022; February 9, 2022; March 9, 2022; April 13, 2022; and May 11, 2022. Superintendent's Parent Advisory, English Learner Parent Advisory, and Special Education Parent Advisory were consulted with input incorporated for the LCAP throughout winter and spring of 2022. Specifically, the Parent English Learner Advisory met on September 21, 2021; October 19, 2021; November 16, 2022; February 15, 2022; March 15, 2022; April 19, 2022; and May 17, 2022. The Parent Advisory viewed and consulted over the draft 2022-23 LCAP on May 11, 2022 and the English Learn Parent Advisory viewed and consulted the draft 2022-23 LCAP on May 17, 2022. In addition to our Superintendent's advisories, data was shared with the Parent Advisory Committee of the Native American Education and Title VI Program. SELPA consultation occurred in March 15, of 2020 and was informed by Special Education staff meetings and SACSE (Superintendent's Advisory Committee on Special Education) meetings.

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

Parents and Guardians are invited to participate in the DVCA Booster Parent Group, which meets monthly, to provide input and feedback on school improvement. Additionally, four elected parent representatives and five appointed students serve on the DVCA Advisory Board, which meets monthly, and provides representation for the parent community. As of April of the 2022-23 school year, the following meetings were held and included topics to inform LCAP planning:

October 18, 2022

January 17, 2023

February 21, 2023

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

Student voice is essential to the DVCA community and as such, DVCA administration met with student groups on several occasions during the school year. At each grade level, two presentations were given on Youth Truth School Climate and Culture Data. The first meeting provided students with a historical look at Youth Truth results and a discussion on the purpose of the survey. The second meeting included a review of the 2022-23 data with opportunities for feedback. DVCA administration also meets approximately once per month with the DVCA Leadership Class. This allows for input directly from elected student leaders and Dino Pack Student Mentors. It also allows students to report to administration on issues raised in monthly Student Council meetings.

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

Finally, DVCA administration participated in all Core Group Meetings of the Strategic Planning Process during the 2022-23 school year. Updates on this process and an opportunity for DVCA staff input occurred on May 29, April 5 and April 12 of 2023.

A summary of the feedback provided by specific educational partners.

A review and synthesis of student, parent, staff and The Superintendent's All-Advisory feedback showed that students and parents believed that successes include: supportive and flexible teachers, accessible and supportive counseling staff, effective school to home communication, strengthened supports for college preparation and admissions, strong partnerships with community groups such as Sac City dual enrollment and Communicare, authentic CTE experiences and student internships, and use of Canvas Learning Management System.

DVCA educational partners did express a need for the following: more social-emotional learning in relation to high levels of stress and a desire for more positive peer interactions; earlier opportunities for guidance in college and career choices after high school; more and better structured interventions for students struggling in mathematics and literacy; more efficient and better use of Extended Time; and improved onboarding and culture building for new students, particularly the ninth grade class which is now on the high school campus.

Our partners in Special Education noted an emphasis for the need to train General Education teachers in UDL (Universal Design for Learning) and to have regular, protected collaboration time for special education and general education teachers as part of MTSS work. Additionally, particularly at the junior high level, there is a desire for increased PBIS practices to improve student behavior. Additionally, staff believes that continued focus on Grading for Equity and CTE pathway exploration will benefit students with disabilities.

Together they expressed a vision for DJUSD schools that prioritized Social Emotional Learning (SEL), humanize communities, embed support structures, broadcast post K-12 opportunities, implement innovative, equitable grading practices, as well as benefit from and implement strategies from high quality professional development. They envision schools where academic supports, culturally responsive

learning, and transitions are skillfully implemented and want DJUSD to promote Social Emotional Learning, community connectedness, and structures that promote balance and depth of learning.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The DJUSD 2021-24 LCAP includes actions and services in direct response to the feedback of students, staff, families, leaders, and partners. As a result of stakeholder feedback regarding CTE, college and career guidance and innovation, DVCA plans to continue CTE support through hiring a CTE College and Career Specialist for coordination of pathways 7-12, to promote internships and certifications, and to develop community partnerships. Additionally, CTE teachers will be provided with additional opportunities for professional development to ensure that curriculum is highly aligned to industry skills and certifications.

Feedback regarding teaching practices at DVCA is generally positive but some feedback suggests a need for additional alignment and focus on outcomes. As such, DVCA will continue actions and services that promote alignment of curriculum to the outcomes specified in the DVJH and DVHS graduate profiles and school wide learning outcomes (Goal 1). Additionally, stakeholder groups frequently shared a need for more culturally responsive pedagogy and an Ethnic Studies program. DVCA will focus on providing staff with opportunities to learn about and develop culturally responsive teaching practices and implement culturally diverse instructional materials. Along with DJUSD, DVCA will implement actions and services to ensure that the forthcoming Ethnic Studies course, as guided by the Ethnic Studies recommendation approved by the Board of Education (Goal 2), is successful and inclusive for all students (Goal 2).

Students, staff, and families identified a need for academic support for students who are struggling and/or not at grade level. The implementation of reading and mathematics intervention courses is in direct response to this need. DVCA will continue to use screening tools such as iReady and Mathematics Diagnostic Testing Project (MDTP) to identify students who demonstrate a need for intervention (Goal 2).

Educational partners at all levels identified the social emotional health of students as a priority to support learning and community. As a result, an SEL screener, DESSA, was purchased, a contract was completed for Care Solace (a mental health referral concierge service), and counselors and nurses have been staffed at each site (Goal 3). Actions and services that include maintaining partnerships with community mental health clinicians such as Communicare or others will continue. Additionally, increased student exposure to restorative practices through partnerships with Community Matters will increase community building and conflict resolution at DVCA (Goal 3).

Goals and Actions

Goal

Goal #	Description
1	All DVCA students will experience 21st Century Teaching and Learning

An explanation of why the LEA has developed this goal.

DVCA defines 21st Century Learning through the school wide learning outcomes (SLOs) expressed in the DVCA Graduate Profile. These outcomes specify the skills, characteristics and dispositions that DVCA seeks to teach, instill, and engender in its students so that they are prepared for the challenges of college, career, and life, in a constantly evolving and technologically diverse society. The SLOs of the DVCA Graduate Profile were conceived at the inception of the school in 2003 and have evolved over time. They were codified as the DVCA Graduate Profile through stakeholder input in 2016 and then went through a revision starting in the 2021-22 and 2022-23 school years. The result is seven outcomes that have been clearly defined by staff, each with a corresponding rubric demonstrating the level of achievement expected of a DVCA student upon graduation. The DVCA Graduate Profile is an essential guidepost for reviewing, developing and enhancing school programs and practices. The competencies of the DVCA Graduate Profile include:

- Oral Communication
- Written Communication
- Collaboration
- A Learning Mindset
- Critical Thinking
- Professionalism
- Curricular Literacy

Actions, services, and initiatives under Goal #1 reinforce the DVCA values of innovation and deeper learning to engage students, access their strengths and interests, and provide relevant and impactful learning experiences.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.1 Teachers in the LEA are appropriately assigned and fully	1.1 100% compliance with teacher credentialing and	1.1 100% compliance with teacher credentialing and	1.1 100% compliance with teacher credentialing and		1.1 100% compliance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
credentialed in the subject area and for the pupils they are teaching	teaching assignments, based on Human Resources data October, 2020.	teaching assignments, based on Human Resources data October, 2021.	teaching assignments, based on Human Resources data October, 2022.		
1.2 Pupils in the school LEA have sufficient access to the standards- aligned instructional materials (LOCAL Indicator)	1.2 100% compliance with Williams Act requirements, reported October, 2020.	1.2 100% compliance with Williams Act requirements, reported October, 2021.	1.2 100% compliance with Williams Act requirements for 2021-2022 reported February 2023.		1.2 100% compliance
1.3 School facilities are maintained in good repair.	1.3 Average FIT score across district sites fall in "good" rating December, 2020	1.3 Average FIT score across district sites fall in "good" rating December, 2021.	1.3 Average FIT Score of "good" across all district sites, reported February 2023.		1.3 Maintain "good" rating

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	1.1 Innovation of Systems and Instruction, a	a. Project Based Learning Professional Development for DVCA Graduate Profile Competencies	\$14,000.00	No
1.2	1.1 Innovation of Systems and Instruction, b	b. Project Based Learning Professional Development of Equitable Assessment of Schoolwide Learning Outcomes (SLOs)	\$14,000.00	No
1.3	1.1 Innovation of Systems and Instruction, c	c. DVCA Grade Realignment Support	\$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	1.1 Innovation of Systems and Instruction, d	d. DVCA Schedule Review & Implementation	\$5,000.00	No
1.5	1.1 Innovation of Systems and Instruction, e	e. Implementation of World Language and Math Framework Adoption, Professional Development for New Standards	\$45,000.00	No
1.6	1.1 Innovation of Systems and Instruction, f	f. Civic Seal of Engagement	\$1,000.00	No
1.7	1.1 Innovation of Systems and Instruction, g	Contract for multi-outcome scoring Gradebook & Support	\$3,000.00	No
1.8	1.2 Technological Tools, a	a. Instructional Technology Specialist	\$100,672.00	No
1.9	1.2 Technological Tools, b	b. Essential Software licenses	\$10,000.00	No
1.10	1.2 Technological Tools, c	c. Reliable and Safe Internet Access	\$10,000.00	No
1.11	1.2 Technological Tools, d	d. 1:1 Student to Computer Ratio	\$100,000.00	No
1.12	1.3 Career Technical Education, a	a. DVCA Internship Specialist	\$40,000.00	No
1.13	1.3 Career Technical Education, b	b. CTE Program Support	\$31,259.00	No
1.14	1.3 Career Technical Education, c	c. CTE Teacher Salaries	\$137,258.00	No

Action #	Title	Description	Total Funds	Contributing
1.15	1.3 Career Technical Education, d	d. CTE Counseling Support	\$43,545.00	No

Goal Analysis [2022-23]

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

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

There were no substantive differences with the implementation of Goal 1 Actions and Services. The actions and services were implemented but certain actions and services were accomplished within the regular hours of operations and anticipated extra duty budgeted expenses were not necessary. Other actions were addressed through DJUSD, such as the Social Studies adoption, and expenses were addressed through the annual transfer of funds to DJUSD for services outlined in the DVCA and DJUSD Memorandum of Understanding.

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

DVCA's PBL coaching agreement with Center for Excellence ended up being significantly less than budgeted. The explanation is twofold. During the 2021-22 school year, DVCA began the process of revising its School-wide Learning Outcomes. By the conclusion of that year, the DVCA staff developed increased capacity in doing the process without the support of external providers. As a result, less time was required from the Center for Excellence. Additionally, Center for Excellence transitioned to only virtual support requiring less time for travel resulting in a lower overall cost.

DVCA anticipated the possibility of extra duty compensation and materials to address the change of moving its grade 9 students to the high school campus. Such extra duty tasks were not deemed necessary and were accomplished during the regular operation of the school. Expenditures for materials were less than expected. This resulted in no lower actual expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

DVCA continues to make progress in assuring that students experience 21st Century Teaching and Learning. A significant area of progress was completion of the process of revising the school-wide learning outcomes at Da Vinci Junior High and Da Vinci High School which established an agreed upon set of developmentally appropriate learning outcomes that are taught and assessed as well as expressed in the DVCA Graduate Profile. Increased participation in DVCA's two CTE courses as well as increases in 'completers' and students participating in industry recognized certification exams is also an area of positive progress. Goal 1 metrics demonstrate maintenance of performance and achievement of desired outcomes.

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

DVCA has historically maintained and paid for its own Internet infrastructure through contracts with vendors and an onsite Instructional Technology (IT) Specialist. As DJUSD has expanded its Internet infrastructure and as a result of expanded and new facilities, DVCA will be eliminating operations of its own Internet network and receiving services through DJUSD, allowing for improved service, better oversight and the opportunity to shift IT Specialist duties towards educational support rather than network support. This transition began during the 2022-23 school year and will be completed in the 2023-24 school year.

DVCA has had school-wide learning outcomes since its inception in 2004 and has had an established graduate profile since 2016. DJUSD has recently established a graduate profile and is in the process of completing a strategic plan for implementation district-wide. DVCA is continuing to explore how it will adapt, support and remain a uniquely focused organization within the context of the changes in the district.

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

Goals and Actions

Goal

Goal #	Description
2	Da Vinci Educators will work to close the Opportunity and Achievement Gap

An explanation of why the LEA has developed this goal.

DVCA has experienced, like much of the state and nation, a persistent and predictable gap in academic achievement based on race, income, language, and ability. It is DVCA's moral imperative to address this opportunity gap, systemically, structurally, and programmatically, through the Local Control Accountability Plan. Actions, services, and initiatives in this goal are intended to ensure that supports and opportunities are available for all students to meet high academic and social emotional expectations.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.1 Student proficiency rate in English Language Arts as measured by CAASPP (STATE Indicator)	2.1 Very high/blue as measured on the 2019 English Language Arts Indicator -- Schools Five-by-Five Placement	2.1 Unknown	2.1 Per CDE Dashboard, a "high" performance rating with 45.6 points above standard.		2.1 Maintain very high/blue status for all students
2.2 Student proficiency rate in Math as measured by CAASPP (STATE Indicator)	2.2 High/green as measured on the 2019 Mathematics Indicator -- Schools Five-by-Five Placement	2.2 Unknown	2.2 Per 2021-2022 CDE Dashboard, a "medium" performance with 12.3 points below standard.		2.2 Increase to very high/blue status for all students
2.3 English Learner Progress as measured by CAASPP ELA	2.3 To be determined, CASSPP data not reportable due to the number of students testing is below the 11 student threshold	2.3 Unknown	2.3 No Performance Level due to data privacy (less than 11 students).		2.3 To be determined, CASSPP data not reportable due to the number of students testing is below the 11 student threshold

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.4 Implementation of state board adopted academic content and performance standards for all students (Local Indicator)	2.4 Content standards of ELA, ELD, Math, NGSS, and History Social Science in fully implemented or fully implemented and sustainable (4 or 5)	2.4 Content standards of ELA, ELD, Math, NGSS, and History Social Science in fully implemented or fully implemented and sustainable (4 or 5)	2.4 Content standards of ELA, ELD, Math, NGSS, and History Social Science in fully implemented or fully implemented and sustainable (4 or 5)		2.4 Maintain content standards of ELA, ELD, Math, NGSS, and History Social Science in fully implemented or fully implemented and sustainable (4 or 5).
2.5 English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency	2.5 ELD standards embedded in ELA and other content standards implementation at fully implemented and sustainable.	2.5 ELD standards embedded in ELA and other content standards implementation at fully implemented and sustainable.	2.5 ELD standards embedded in ELA and other content standards implementation at fully implemented and sustainable.		2.5 Maintain ELD standards embedded in ELA and other content standards implementation at fully implemented and sustainable.
2.6 Pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements (i.e. % of students completing A-G requirements), or programs of study that align with state board approved career technical educational standards and frameworks.	2.6 77% Prepared, 95% through A-G, 80% Smarter Balanced, 6% through CTE, and 46% on State Seal of Biliteracy on 2020 College/Career Measures Reports & Data	2.6 Unknown	2.6 74% Prepared through A-G, 21% through CTE, 33% through College Course Credit, 23% on State Seal of Biliteracy on 2020 College/Career Measures Reports and Data on Dataquest.		2.6 Maintain or increase from 77% Prepared, maintain or increase from 95% through A-G, increase to 12% through CTE and maintain or increase 46% on State Seal of Biliteracy College/Career Measures Reports & Data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.7 English learner progress toward English proficiency as measured by the ELPAC	2.7 English Learner Progress Indicator (ELPI) from fall 2021.	2.7 Unknown	2.7 No Performance Level due to data privacy (less than 11 students).		2.7 Maintain or increase from original ELPI
2.8 English Learner reclassification rate	2.8 55.6% reclassification rate on 2020 English Learner (EL) Data from DataQuest.	2.8 22.1% DataQuest reclassification rate for 2020-21	2.7 100% reclassification rate (7 out of 7) in graduating class of 2022.		2.8 Maintain or increase reclassification rate of 55.6%
2.9 Pupils who have passed an advanced placement exam with a score of "3" or higher	2.9 Of the total number of AP Tests taken (148) in 2019-20, 119 (80%) scored a 3 or higher. 102 students out of 297 students in the grades 10-12 student population took one or more AP Tests. This reflects 34% of the total 10-12 grade population of DVCA participating in AP tests.	2.9 Unknown	2.9 Of the total number of AP Tests taken (86) in 2020-21, 57 (66%) scored a 3 or higher. 72 students out of 256 students in the grades 10-12 student population took one or more AP Tests. This reflects 28% of the total 10-12 grade population of DVCA participating in AP tests.		2.9 Increase the number of students participating to 40% of the overall 10-12 grade population. Maintain or increase the number of students passing with a 3 or higher at or above 80%.
2.10 Pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness	2.10 88% of DVCA 11th grade students achieved college preparedness by achieving 'conditionally ready' or 'ready' on the English Language Arts CAASPP test in 2019-	2.10 Unknown	2.10 82% of DVCA 11th grade students achieved college preparedness by achieving 'conditionally ready' or 'ready' on the English Language Arts CAASPP test in 2021-		2.10 Maintain or increase the number of DVCA grade 11 students qualify as conditionally ready or ready on the English Language Arts CAASPP Test. Increase the number

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	20. 62% of DVCA 11th grade students achieved college preparedness by achieving 'conditionally ready' or 'ready' on the Mathematics CAASPP test in 2019-20.		22. 42.5% of of DVCA 11th grade students achieved college preparedness by achieving 'conditionally ready' or 'ready' on the Mathematics CAASPP test in 2021-22.		of DVCA grade 11 students qualify as conditionally ready or ready on the Mathematics CAASPP Test.
2.11 Attendance rates (SIS)	2.11 Attendance rate disruption 2020-21. Establish baseline in 2020-21 with full return to in-person learning.	2.11 in Progress	2.11 in progress		2.11 Meet charter expectation of 95% ADA attendance rate for grades 7-12.
2.12 Chronic Absentee rate	2.12 7.9% chronic absenteeism rate on 2019 CDE dashboard.	2.12 2.1% chronic absenteeism rate for 2020-21 Dataquest	2.12 24.4% Chronic Absenteeism Rate		2.12 Reduce Chronic Absenteeism to 5% or lower
2.13 Middle school dropout rate	2.13 0% middle school dropout rate	2.13 Unknown	2.13 unknowwn		2.13 maintain 0% middle school dropout rate
2.14 High school dropout rate	2.14 0% high school dropout rate	2.14 Unknown	2.14 0% dropout rate		2.14 maintain 0% high school dropout rate
2.15 High school graduation rate	2.15 98.8% high school graduation rate	2.15 98.8% graduation rate (4 year cohort) on 2020-21 data from DataQuest	2.15 100% graduation rate (5 year cohort) on 2021-22 data from DataQuest.		2.15 100% graduation rate
2.16 Career Technical Education pathway completion rate	2.16 Baseline to be established in 2021-22 with full implementation of CTE SSD and DMA	2.16 Unknown	2.16 20.7% (17 students) completed a CTE Pathway in 2021-22.		2.16 To be determined using 2021-22 CTE complete data

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	pathways and opportunities for student completers.				
2.17 CTE Completers with A-G eligibility	2.17 DVCA had 84 graduates in 2019-20. 12 of those graduates were Unduplicated students. DVCA had 0 CTE completers in 2019-20 due to CTE Pathways still being implemented. 62 of the 84 graduates were A-G eligible. Of those 62, 12 were Unduplicated and 7 of those Unduplicated Students achieved A-G eligibility.	2.17 Unknown	2.17 18.3% (15 students) completed a CTE Pathway and achieved A-G eligibility.		2.17 As DVCA CTE Pathways reach full implementation and students can attain 'completer' status, DVCA endeavors to reach 50% of Unduplicated students in CTE Pathways achieving both 'completer' and A-G eligibility and 75% of All Students in CTE Pathways achieving both 'completer' and A-G eligibility.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	2.1 Ethnic Studies and Culturally Responsive Practices, a	a. Ethnic Studies Programming	\$5,000.00	No
2.2	2.1 Ethnic Studies and Culturally Responsive Practices, b	b. Culturally Responsive Supplementary Materials	\$5,000.00	No
2.3	2.2 Data and Outcomes, a	a. MTSS Data Analysis	\$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	2.3 English Learner and Unduplicated Supports, a	a. Academic Success Courses	\$65,729.00	Yes
2.5	2.4 Interventions, a	a. MTSS Structures and Systems Development - PBIS	\$17,500.00	No
2.6	2.4 Interventions, b	b. Content Area Literacy Support	\$10,000.00	No
2.7	2.4 Interventions, c	c. Secondary Literacy Paraeducators	\$80,000.00	No
2.8	2.4 Interventions, d	d. Summer School Credit Recovery	\$35,000.00	Yes
2.9	2.4 Interventions, e	e. Development of Junior High Career Exploration Program	\$5,000.00	No
2.10	2.4 Interventions, f	f. Expansion of High School College and Career Bootcamp	\$5,000.00	No
2.11	2.4 Interventions, g	g. After School Homework Club	\$15,000.00	No
2.12	2.4 Interventions, h	MTSS Social Emotional Supports (Tier III)	\$10,000.00	No

Goal Analysis [2022-23]

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

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

DVCA implemented the actions and services within Goal 2 which are primarily manifested through staff compensation for extra supports and interventions within and immediately after the regular school day. DVCA discontinued an unsuccessful contract with WestEd that was intended to provide coaching and progress monitoring for developing Multi-Tiered Systems of Support (MTSS).

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.

Material differences were identified after review of each action within Goal 2 to include Goal 2, Action 2 (Data and Outcomes) and Goal 2, Action 4 (Interventions). The plan for MTSS Data Analysis totalled less than a 25% difference than was budgeted. The explanation is two-fold; the partnership with WestEd for MTSS coaching and support was ended which meant that time for after school hours meetings with staff was no longer utilized. Additionally, some MTSS activities were carried out during the regular hours of school operation. Overall, DVCA did not need to utilize the amount of anticipated extra duty hours for MTSS planning and intervention. The plan for ongoing coaching and support through a partnership with WestEd totalled less than 25% of the budgeted amount because the contract was terminated due to a lack of continuity with the provider.

An explanation of how effective the specific actions were in making progress toward the goal.

DVCA continues to work towards closing the opportunity gap for its students. Despite the need to pivot plans for MTSS development, there was continued progress towards providing Tier II and Tier III supports for students, including the creation of a Math Clinic to ensure supports for students to stay on an A-G eligibility track, a reading lab support class for students struggling with ELA course content, Academic Support Classes (ASC), and consistent implementation of Homework Club during the last period of the day and after school. Through partnerships with UC Davis, Homework Club was staffed by Da Vinci staff members along with UC Davis interns.

DVCA realized gains in the number of students reaching college and career level of preparedness through CTE Pathway completion and the overall A-G rate was static but there were decreases in preparedness through AP examination and Seal of Biliteracy.

DVCA continues to make progress on the implementation of an Ethnic Studies course to be implemented in the 2023-24 school year. The action/service for this goal was well utilized with DVCA teacher(s) using ample time to prepare the community and develop curriculum for the forthcoming implementation.

DVCA experienced an increase in absenteeism, seen through a rise of Chronic Absenteeism rates and there is room for improved structures related to MTSS but, overall, Goal 2 metrics demonstrate growth over time in most areas, though pandemic related data gaps and changes in CDE reporting structures make direct comparisons more challenging.

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

As a result of consultation with educational partners, sees a need to revisit MTSS structures, particularly at DVHS. DVJH offers a strong model for ongoing MTSS staff collaboration for student progress monitoring and interventions.

DVCA will revisit policies and supports regarding student attendance. The current absenteeism rates coupled with the high number of students requiring home hospital or home instruction suggest a need for improvement in this area.

DVCA will partner with the overarching DJUSD plan to bring professional development opportunities to staff in the use of Universal Design for Learning (UDL) to continually improve best-first teaching practices. DVCA will evaluating how already established practices for PBL will be complimentary with UDL.

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

Goals and Actions

Goal

Goal #	Description
3	Da Vinci Charter Academy classrooms and school communities will be safe and inclusive environments.

An explanation of why the LEA has developed this goal.

Students best learn and thrive when they feel connected and cared for in their community. This goal reflects DVCA's commitment to a positive school climate and the social-emotional wellbeing of all students. Actions, services, and initiatives in this goal provide programs and spaces that are responsive and inclusive to students in their learning environment. Resources under this goal also support DVCA's most vulnerable student populations through personalized "wrap-around" services that address physical, academic, and counseling needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.1 Parent/guardian participation in decision making through advisory opportunities. (Local Indicator)	3.1 Parent participation in decision making at Full Implementation and Sustainability (5)	3.1 Parent participation in decision making at Full Implementation and Sustainability (5). Seven DVCA Parent Advisory Board meetings held in 2021-22.	3.1 Parent participation in decision making at Full Implementation and Sustainability (5). All DVCA parent Advisory Board Seats were filled during the 2022-23 school year. Four DVCA Advisory Board meetings were held during 2022-23.		Maintain Full Implementation and sustainability
3.2 Parent/participation in programs for unduplicated students.	3.2 DVCA under 20 EL student minimum for school ELAC. Six District English Learner Advisory Committee (DELAC)	3.2 DVCA under 20 EL student minimum for school ELAC. Six District English Learner Advisory Committee (DELAC)	3.2 DVCA under 20 EL student minimum for school ELAC. Six District English Learner Advisory Committee (DELAC)		Identify one or more DVCA parent(s) to participate in District English Learner Advisory Committee (DELAC).

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	meetings held 2019-20. Minimal DVCA parent participation (1 parent).	meetings held 2020-21. No DVCA parent participation.	meetings held 2020-21. No DVCA parent participation despite outreach to parents of EL students.		
3.3 Parent/participation in programs for exceptional needs.	3.3 Eight Superintendent's Advisory Committee of Special Education (SACSE) meetings held in 2019-20. Minimal DVCA parent participation (1 parent).	3.3 Six Superintendent's Advisory Committee of Special Education (SACSE) meetings held in 21-22. No DVCA parent participation.	3.3 Six Superintendent's Advisory Committee of Special Education (SACSE) meetings held in 21-22. No DVCA parent participation despite outreach to parents and designation of a parent representative.		Identify one or more DVCA parent(s) to participate in Superintendent's Advisory Committee of Special Education (SACSE)
3.4 Pupil suspension rate	3.4 3.5% Suspended at least once on the 2019 CDE Dashboard of Suspension rates.	3.4 Unknown	3.4 1.5% of students suspended for at least one day, per 2021-2022 CDE Dashboard.		Through the use of alternatives to suspension and restorative practices DVCA intends to decrease the percentage of students suspended at least once on the 2019 CDE Dashboard of Suspension rates.
3.5 Pupil expulsion rate	3.5 0.0% from 2019-20 Data Quest Expulsion Rate report	3.5 Unknown	3.5 0.0% expulsion rate for 2021-22 from Data Quest Expulsion Rate report.		Maintain 0.0% expulsion rate
3.6 Youth Truth data (Local Indicator)	3.6 Positive percentages, Engagement: junior	3.6 Positive percentages, Engagement: DVHS:	3.6 Positive percentages,		3.6 Positive percentages, Engagement: junior

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	high 52%, high school 52% Culture:, junior high 72%, high school 67%, and Relationships: junior high 71%, and high school 60%	57%, DVJH: 54%; Academic Challenge, DVHS: 77%, DVJH 64%; Culture, DVHS: 73%, DVJH: 54%; Belonging & Peer Relationships, DVHS: 83%, DVJH: 72%; Relationships, DVHS: 62%, DVJH: 59%; College & Career Readiness, DVHS: 35%, DVJH: n/a	Engagement: Middle 50%, High School 60%, Culture: Middle 42%, High school 63%, Relationships: Middle 59%, High School 62%.		high 60%, high school 60% Culture:, junior high 75%, high school 70%, and Relationships: junior high 75%, and high school 65%
3.7 Student access to a broad course of study (Local Indicator)	3.7 Percentage participation in 12th grade CTE: 38% all students, 45% unduplicated, 33% Special Education. 10th grade World Language: 73% all students, 75% unduplicated, 45% Special Education; 12th grade core (ELA)100% all students, 100% unduplicated, 100% Special Education	3.7 Percentage participation in 12th grade CTE: 52% all students, 38% unduplicated, 33% Special Education. 10th grade World Language: 66% all students, 73% unduplicated, 32% Special Education. 12th grade core (ELA)100% all students, 100% unduplicated, 100% Special Education	3.7 Percentage participation in 12th grade CTE: 53% all students, 46% unduplicated, 22% Special Education (included AP/CTE Capstone in 21-22). 10th grade World Language: 57% all students, 71% unduplicated, 27% Special Education; 12th grade core (ELA)100% all students, 100% unduplicated, 100% Special Education		3.7 Percentage participation in 12th grade CTE: 50% All Students, 50% unduplicated, 40% Special Education. 10th grade World Language: 80% all students, 75% unduplicated, 30% Special Education; 12th grade core (ELA) 100% all students, 100% unduplicated, 95% Special Education

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	3. 1 Social Emotional Learning and Safety, a	a. Secondary Counseling Support	\$117,953.00	Yes
3.2	3. 1 Social Emotional Learning and Safety, b	b. Social Emotional Screener	\$0.00	No
3.3	3. 1 Social Emotional Learning and Safety, c	c. DVHS Vice Principal for Counseling, Course Access, MTSS, Grade 9 transition	\$28,814.00	No
3.4	3. 1 Social Emotional Learning and Safety, d	d. Secondary Campus Safety Supervisors	\$79,925.00	No
3.5	3. 2 Climate and Access, a	a. Restorative Practices Coordinator	\$16,000.00	No
3.7	3. 2 Climate and Access, b	b. Restorative Practices Programming	\$5,000.00	No
3.10	3. 2 Climate and Access, c	c. Leadership & Mentoring Programs	\$12,000.00	No
3.11	3. 2 Climate and Access, d	d. Staff Professional Development in Gender Inclusivity	\$2,500.00	No

Goal Analysis [2022-23]

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

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

Actions within Goal 3, Classrooms and school communities will be safe and inclusive environments, were implemented as planned with a few minor modifications. For the second year, the use of the DESSA SEL screener for MTSS has taken place at the elementary level and, as a result, no additional purchases or staff compensation were implemented. Annual Restorative Practices training were able to be resumed

post-Covid and a staff training and two-day student training were implemented in partnership with Community Matters. A Gender Spectrum training was implemented through DJUSD of which DVCA participated and, as a result, there was no expense to DVCA.

Staff compensation to support SEL counseling, Student Activities and Leadership, and Restorative Practices were successfully implemented and those costs were consistent with previous years.

A Lead Teacher position was implemented at DVJH to support administrative duties. This was initially done through extra duty hours but was transitioned to .2 FTE mid-year to support the volume of work. This resulted in a higher than expected cost for action/service 3.1.C - administrative support.

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.

Material differences were identified after review of each action within Goal 2 to include Goal 3, Action 1 (Social Emotional Learning and Safety) and Goal 3, Action 2 (Climate and Access). The use of the DESSA SEL screening tool was not implemented at the secondary level, therefore, the licensing and staff compensation time was less than the expected expense.

The Gender Spectrum training to promote staff ability to create gender sensitive and inclusive environments was implemented but it was decided to host this opportunity through the DJUSD Fall Summit for staff, which DVCA staff participate in. As such, DVCA did not need to pay for this service resulting in less expense than was anticipated.

The full return of in-person professional development and training opportunities allowed DVCA to return to implementing restorative practices training for students and staff. DVCA was able to provide a full day staff training and two days of student training through Community Matters. Community Matters required that all staff be trained in restorative practices prior to training portions of the student population. As a result, DVCA needed to provide more overall training than anticipated resulting in an expense that was higher than expected.

An explanation of how effective the specific actions were in making progress toward the goal.

DVCA students continue to receive a high level of counseling and administrative support through actions and services under 3.1 Social Emotional Learning and Safety. This can be seen through positive results on student survey feedback in the categories of relationships with adults and sense of safety on campus. DVCA will continue an emphasis on low ratios for student to counselor and student to administrator ratios. The revised senior high bell schedule which included a weekly Extended Time block which required additional planning and organization time from Leadership Teachers and administrators. Continued actions and services will be needed to maximize the use of this time in building SEL skills, relationships and positive school culture.

The transition of DVCA grade nine students to Da Vinci High School created a new dynamic with mixed results. Grade 9 students report increased levels of academic challenge but also reported less connection with their upper grade level peers. Staff also found increased levels of discipline in grade 9. The intentional use of restorative practices was effective in addressing such conflicts and the opportunity to provide students with restorative practices training was very well received by participating students. An increased focus on both staff and student restorative practices training will be emphasized.

While participation in DVCA Advisory Board by DVCA parents has been adequate, the participation in DJUSD-wide governance and feedback structures continues to be lacking, despite efforts to recruit parents and guardians into those positions.

DVCA continues to devote energy and resources to the safe and inclusive environment for all students. Students and staff continue to report both health and mental health needs, validating the need for services described in Goal 3.

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

As a result of consultation with educational partners, DVCA will continue to focus on building the Social Emotional skills of students. Maintenance of low counseling ratios and increased administrative support are identified goals for the future. A decline in attendance rates, especially in the Chronic Absenteeism rates indicates a need for additional administrative support for addressing absences. Positive feedback on student restorative practices suggests that maintaining and increasing this action/service in future years will help decrease conflict and discipline as well as help develop engagement and foster a stronger culture that is empowered by students.

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

Goals and Actions

Goal

Goal #	Description
4	Community Engagement: Da Vinci will encourage family and community involvement through improved avenues of communication and opportunities for collaboration.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4.1 Da Vinci will hold 4-6 Echo parent nights in order to attain attendance by 75% of the parent population.	Da Vinci held two Echo Parent Nights in 2016-17 with a total of 123 participants.				
4.2 Da Vinci will hold 6-8 Restorative Practice Parent nights in order to educate the parent community about the opportunities for conflict resolution at Da Vinci.	Da Vinci held one Restorative Practice Parent Night in 2016-17 with a total of 26 participants.				

Actions

Action #	Title	Description	Total Funds	Contributing
4.1		This goal will continue to be implemented but eliminated from the 2019-20 LCAP because it requires no funding source.		No
4.2				No
4.4		This goal will continue to be implemented but eliminated from the 2019-20 LCAP because it requires no funding source.		No

Goal Analysis [2022-23]

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

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

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.

An explanation of how effective the specific actions were in making progress toward the goal.

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

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

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
5.1				No
5.3				No

Goal Analysis [2022-23]

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

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

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.

An explanation of how effective the specific actions were in making progress toward the goal.

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

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
216,681	0

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
3.33%	0.95%	\$48,671.00	4.28%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

2.3 English Learner and Unduplicated Supports:
2.3, a - ASC Courses for English Learners and Unduplicated Students

After assessing the needs, conditions, and circumstances of unduplicated students by assessing College and Career metrics, DVCA has learned that its Unduplicated students lag behind the All Student in achieving A-G eligibility. In 2019-20, 78% of All Student achieved A-G eligibility while 66% of Unduplicated Students achieved A-G eligibility, a difference of 12%.

- In order to address this condition of unduplicated students, DVCA will implement ASC support courses beginning in junior high and continuing through high school to provide case management of unduplicated students by supporting them with executive functioning, assignment tracking and academic support for their courses. Further, ASC teachers act as a liaison to coordinate interventions and supports amongst counselors, classroom teachers, parents and administrators to ensure that students remain on track for graduation and A-G eligibility. DVCA expects to see that the increase in A-G eligibility for its Unduplicated Students will increase more significantly than the average rate of the All Students Group to continue to increase with this action in place.

3. 1 Social Emotional Learning and Safety:

3.1, a - Secondary Counseling

3.1, c - .2 FTE DVHS Vice Principal for Counseling, Course Access, MTSS, Grade 9 transition

After assessing the needs, conditions, and circumstances of unduplicated students using a combination of student perception data (Youth Truth Surveys) and College and Career Metrics, DVCA has learned that its Unduplicated Students have lagged behind the All Student Group in developing relationships on campus. From 2017 - 2021, Unduplicated Students reported lower scores on the Relationships Domain in the Youth Truth Survey. In 2021, through a high level of counseling support, DVCA's Unduplicated Students demonstrated slightly higher scores on the Relationships Domain of the Youth Truth Survey. Additionally, DVCA has learned that its Unduplicated Students reach A-G eligibility at a lower rate, 66%, compared to the All Student Group, 78%.

- In order to address this condition of unduplicated students, DVCA will implement additional secondary counseling FTE to case manage Unduplicated Students and to develop additional relationships and supports with staff on campus. Additionally, DVCA will employ additional Administrative FTE to assist in the development of relationships at the transition point between junior high and high school and to assist in organizing and implementing interventions and supports through DVCA's MTSS system for Unduplicated Students.

These actions are being provided on an LEA-wide/school-wide basis and DVCA expects that A-G eligibility rates and reports of stronger relationships on campus will continue to increase more significantly than the average rate of the All Students Group with this action.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The DVCA LCAP plans to increase and improve student services by the percentage required using supplemental (LCFF) funds. The plan also includes actions and services designed principally toward DVCA's unduplicated students which necessitates other funding sources. As noted, DVCA plans to spend \$164,281 in order to meet the 3.18% threshold.

The DVCA plan includes school-wide and LEA-wide actions as described above.

DVCA benefits through its partnership with the DJUSD Instructional Services which provides additional services in support of Unduplicated Students, including: English Learner Teachers (3.0) on Special Assignments; English Learner Specialists (5.4); Structured English Enrichment Lab (STEEL) courses for long-term English Learners; English Learner Paraeducator support for each campus; an English Learner Instructional Coach; licensing for English Learner curriculum; Migrant Education transportation and supervision; and site support for extended learning needs, EL interventions, mentoring, and push-in support of unduplicated students.

DVCA also increases and improves services as a dependent Charter by providing resources like clothing, school supplies, and bus passes for students experiencing homelessness and living in foster care and for students in need of resources due to low income or crisis. This support is offered through the DJUSD liaison for homeless and foster students and is coordinated through the DVCA Counseling Department.

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	28.95	
Staff-to-student ratio of certificated staff providing direct services to students	15.64	

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,019,396.00	\$70,759.00	\$10,000.00		\$1,100,155.00	\$789,582.00	\$310,573.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	1.1 Innovation of Systems and Instruction, a	All	\$14,000.00				\$14,000.00
1	1.2	1.1 Innovation of Systems and Instruction, b	All	\$14,000.00				\$14,000.00
1	1.3	1.1 Innovation of Systems and Instruction, c	All	\$10,000.00				\$10,000.00
1	1.4	1.1 Innovation of Systems and Instruction, d	All	\$5,000.00				\$5,000.00
1	1.5	1.1 Innovation of Systems and Instruction, e	All	\$45,000.00				\$45,000.00
1	1.6	1.1 Innovation of Systems and Instruction, f	All	\$1,000.00				\$1,000.00
1	1.7	1.1 Innovation of Systems and Instruction, g	All	\$3,000.00				\$3,000.00
1	1.8	1.2 Technological Tools, a	All	\$100,672.00				\$100,672.00
1	1.9	1.2 Technological Tools, b	All	\$10,000.00				\$10,000.00
1	1.10	1.2 Technological Tools, c	All	\$10,000.00				\$10,000.00
1	1.11	1.2 Technological Tools, d	All	\$100,000.00				\$100,000.00
1	1.12	1.3 Career Technical Education, a	All	\$40,000.00				\$40,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.13	1.3 Career Technical Education, b	All		\$31,259.00			\$31,259.00
1	1.14	1.3 Career Technical Education, c	All	\$137,258.00				\$137,258.00
1	1.15	1.3 Career Technical Education, d	All	\$43,545.00				\$43,545.00
2	2.1	2.1 Ethnic Studies and Culturally Responsive Practices, a	All	\$5,000.00				\$5,000.00
2	2.2	2.1 Ethnic Studies and Culturally Responsive Practices, b	All	\$5,000.00				\$5,000.00
2	2.3	2.2 Data and Outcomes, a	All	\$20,000.00				\$20,000.00
2	2.4	2.3 English Learner and Unduplicated Supports, a	English Learners Foster Youth Low Income	\$65,729.00				\$65,729.00
2	2.5	2.4 Interventions, a	All	\$17,500.00				\$17,500.00
2	2.6	2.4 Interventions, b	All	\$10,000.00				\$10,000.00
2	2.7	2.4 Interventions, c	All	\$80,000.00				\$80,000.00
2	2.8	2.4 Interventions, d	English Learners Foster Youth Low Income	\$35,000.00				\$35,000.00
2	2.9	2.4 Interventions, e	All		\$5,000.00			\$5,000.00
2	2.10	2.4 Interventions, f	All		\$5,000.00			\$5,000.00
2	2.11	2.4 Interventions, g	All		\$15,000.00			\$15,000.00
2	2.12	2.4 Interventions, h	All			\$10,000.00		\$10,000.00
3	3.1	3. 1 Social Emotional Learning and Safety, a	English Learners Foster Youth Low Income	\$117,953.00				\$117,953.00
3	3.2	3. 1 Social Emotional Learning and Safety, b	All	\$0.00				\$0.00
3	3.3	3. 1 Social Emotional Learning and Safety, c	All	\$28,814.00				\$28,814.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.4	3. 1 Social Emotional Learning and Safety, d	All	\$79,925.00				\$79,925.00
3	3.5	3. 2 Climate and Access, a	All	\$16,000.00				\$16,000.00
3	3.7	3. 2 Climate and Access, b	All	\$5,000.00				\$5,000.00
3	3.10	3. 2 Climate and Access, c	All		\$12,000.00			\$12,000.00
3	3.11	3. 2 Climate and Access, d	All		\$2,500.00			\$2,500.00
4	4.1		All					
4	4.2		All					
4	4.4		All					
5	5.1		All					
5	5.3		All					

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
6,510,849	216,681	3.33%	0.95%	4.28%	\$218,682.00	0.00%	3.36 %	Total:	\$218,682.00
								LEA-wide Total:	\$218,682.00
								Limited Total:	\$0.00
								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 (%)
2	2.4	2.3 English Learner and Unduplicated Supports, a	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$65,729.00	
2	2.8	2.4 Interventions, d	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Da Vinci High School	\$35,000.00	
3	3.1	3. 1 Social Emotional Learning and Safety, a	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$117,953.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,061,535.00	\$793,723.00

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	1.1 Innovation of Systems and Instruction, a	No	\$14,000.00	\$3,000
1	1.2	1.1 Innovation of Systems and Instruction, b	No	\$14,000.00	\$3,000
1	1.3	1.1 Innovation of Systems and Instruction, c	No	\$10,000.00	\$5,674
1	1.4	1.1 Innovation of Systems and Instruction, d	No	\$5,000.00	\$700
1	1.5	1.1 Innovation of Systems and Instruction, e	No	\$45,000.00	\$0
1	1.6	1.1 Innovation of Systems and Instruction, f	No	\$1,000.00	\$0
1	1.7	1.1 Innovation of Systems and Instruction, g	No	\$3,000.00	\$2,825
1	1.8	1.2 Technological Tools, a	No	\$100,672.00	103,000
1	1.9	1.2 Technological Tools, b	No	\$10,000.00	12,445
1	1.10	1.2 Technological Tools, c	No	\$10,000.00	12,364

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	1.11	1.2 Technological Tools, d	No	\$100,000.00	36,678
1	1.12	1.3 Career Technical Education, a	No	\$40,000.00	36,496
1	1.13	1.3 Career Technical Education, b	No	\$31,259.00	9,601
1	1.14	1.3 Career Technical Education, c	No	\$137,258.00	137,258.00
1	1.15	1.3 Career Technical Education, d	No	\$43,545.00	43,545
2	2.1	2.1 Ethnic Studies and Culturally Responsive Practices, a	No	\$5,000.00	2,172
2	2.2	2.1 Ethnic Studies and Culturally Responsive Practices, b	No	\$5,000.00	2,173
2	2.3	2.2 Data and Outcomes, a	No	\$20,000.00	692
2	2.4	2.3 English Learner and Unduplicated Supports, a	Yes	\$50,000.00	58,207
2	2.5	2.4 Interventions, a	No	\$17,500.00	0
2	2.6	2.4 Interventions, b	No	\$10,000.00	0
2	2.7	2.4 Interventions, c	No	\$80,000.00	27,341
2	2.8	2.4 Interventions, d	Yes	\$35,000.00	9,388

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.9	2.4 Interventions, e	No	\$5,000.00	0
2	2.10	2.4 Interventions, f	No	\$5,000.00	4,242
2	2.11	2.4 Interventions, g	No	\$15,000.00	4,825
2	2.12	2.4 Interventions, h	No	\$10,000.00	0
3	3.1	3. 1 Social Emotional Learning and Safety, a	Yes	\$95,062.00	98,000
3	3.2	3. 1 Social Emotional Learning and Safety, b	No	\$0.00	0
3	3.3	3. 1 Social Emotional Learning and Safety, c	No	\$28,814.00	42,378
3	3.4	3. 1 Social Emotional Learning and Safety, d	No	\$79,925.00	86,970
3	3.5	3. 2 Climate and Access, a	No	\$16,000.00	16,146
3	3.7	3. 2 Climate and Access, b	No	\$5,000.00	7,800
3	3.10	3. 2 Climate and Access, c	No	\$12,000.00	26,803
3	3.11	3. 2 Climate and Access, d	No	\$2,500.00	0
4	4.1		No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.2		No		
4	4.4		No		
5	5.1		No		
5	5.3		No		

2022-23 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)
198,733	\$180,062.00	\$150,062.00	\$30,000.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.4	2.3 English Learner and Unduplicated Supports, a	Yes	\$50,000.00	\$20,000		
2	2.8	2.4 Interventions, d	Yes	\$35,000.00	\$35,000		
3	3.1	3. 1 Social Emotional Learning and Safety, a	Yes	\$95,062.00	95,062		

2022-23 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)
5,114,914	198,733	0.00	3.89%	\$150,062.00	0.00%	2.93%	\$48,671.00	0.95%

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

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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.

Broad Goal

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.

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

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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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.
- 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.

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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **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 of 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 + 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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