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daVinciCharter.org

LCFF Budget Overview for Parents

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Local Educational Agency (LEA) Name: Leonardo da Vinci Health Sciences Charter

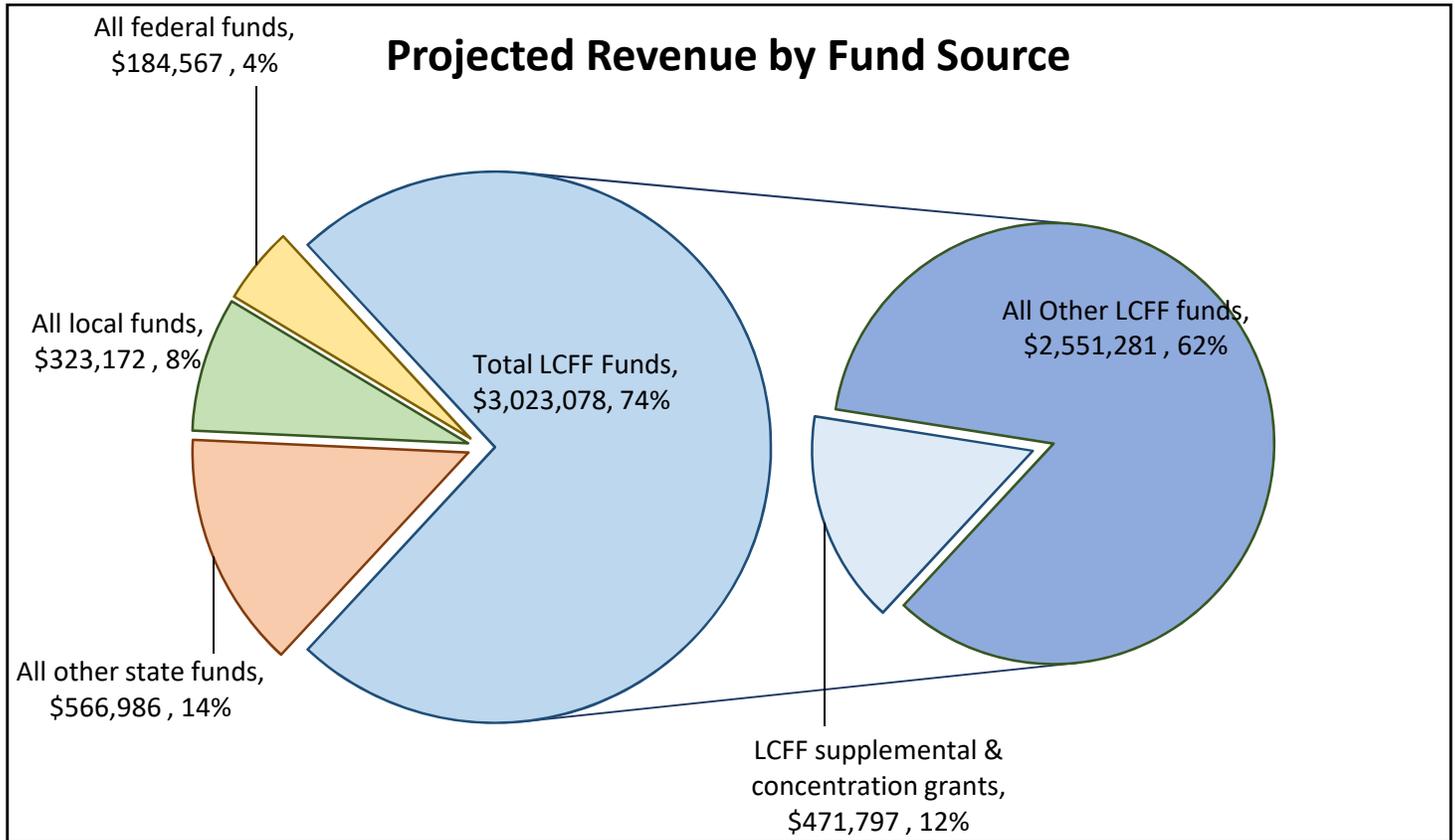
CDS Code: 37-68023-0119594

School Year: 2023 - 24

LEA contact information: Courtney Cox courtney.cox@davincicharter.org

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

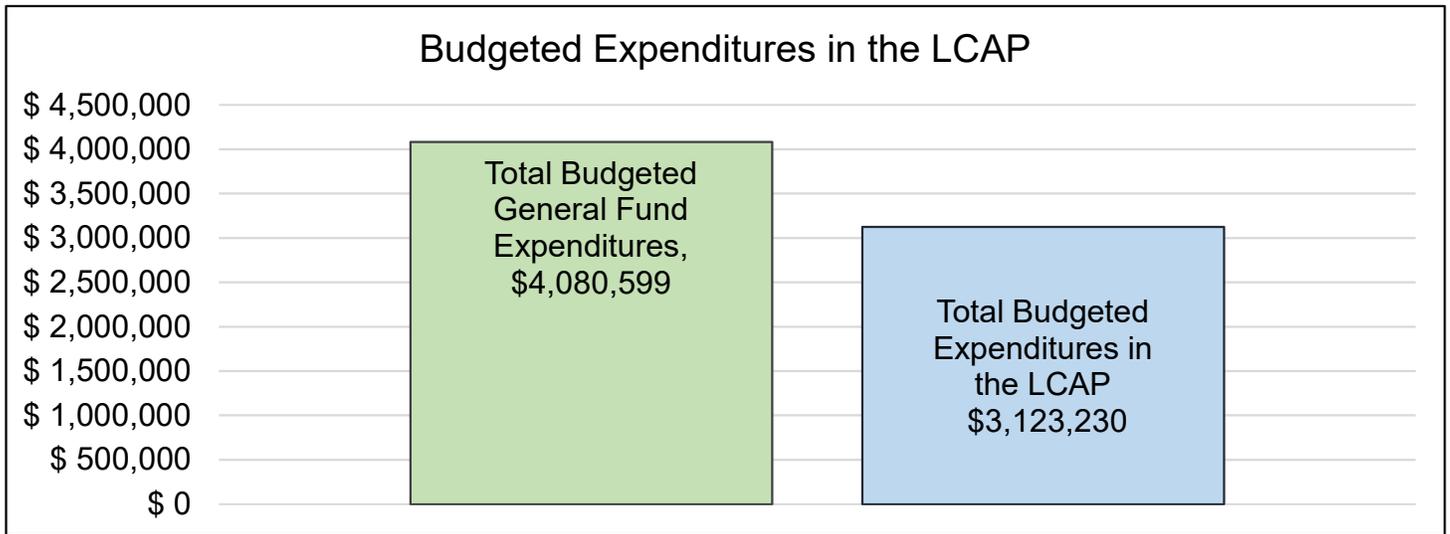


This chart shows the total general purpose revenue Leonardo da Vinci Health Sciences Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Leonardo da Vinci Health Sciences Charter is \$4,097,803.00, of which \$3,023,078.00 is Local Control Funding Formula (LCFF), \$566,986.00 is other state funds, \$323,172.00 is local funds, and \$184,567.00 is federal funds. Of the \$3,023,078.00 in LCFF Funds, \$471,797.00 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 Leonardo da Vinci Health Sciences Charter 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: Leonardo da Vinci Health Sciences Charter plans to spend \$4,080,599.00 for the 2023 - 24 school year. Of that amount, \$3,123,230.00 is tied to actions/services in the LCAP and \$957,369.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

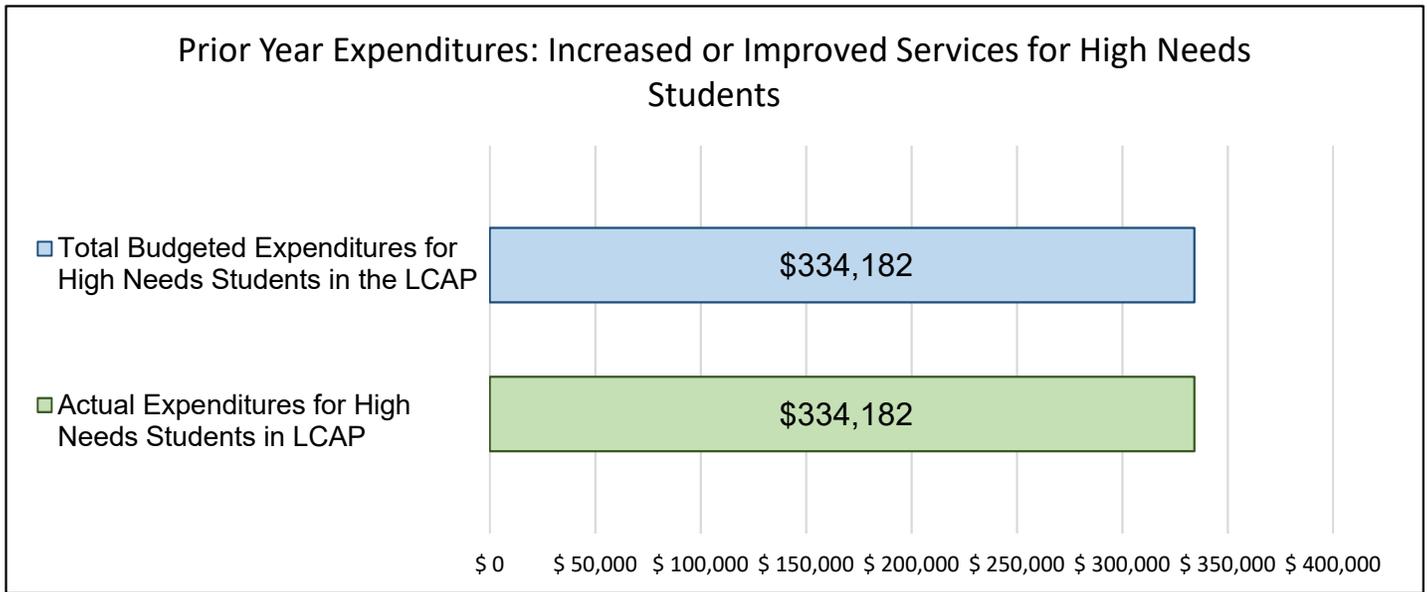
General Fund Budget Expenditures for 2023-24 not included in the Learning Continuity and Attendance Plan (LCP) consist of, but are not limited to, costs associated with school operations and programs, such as the following: Personnel salaries of teachers and auxiliary staff members, personnel benefits, operational supplies, general insurance costs, legal/audit fees, various non-instructional consultants, and administration fees.

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

In 2023 - 24, Leonardo da Vinci Health Sciences Charter is projecting it will receive \$471,797.00 based on the enrollment of foster youth, English learner, and low-income students. Leonardo da Vinci Health Sciences Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Leonardo da Vinci Health Sciences Charter plans to spend \$471,797.00 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 Leonardo da Vinci Health Sciences Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Leonardo da Vinci Health Sciences Charter 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, Leonardo da Vinci Health Sciences Charter's LCAP budgeted \$334,182.00 for planned actions to increase or improve services for high needs students. Leonardo da Vinci Health Sciences Charter actually spent \$334,182.00 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
Leonardo da Vinci Health Sciences Charter School	Courtney Cox Director	courtney.cox@davincicharter.org 619.420.0066 ext. 350900

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.

At Leonardo da Vinci Health Sciences Charter School, we feel learning knowledge-age skills best occurs when students are actively engaged in authentic and meaningful learning experiences that aim to develop such 21st century skills. Rather than students passively learning isolated facts, the Charter School’s instructional program is founded on inquiry-driven, project-based learning (PBL), supported by technology. Through project-based learning, students are better able to master creativity and critical higher order thinking as well as an inquisitive attitude, sensitivity to alternative points of view and to ethical issues, an enlarged perspective and more original and unconventional thinking. We believe that learning best occurs when students are self-motivated and inspired to investigate, test, research, create, invent, inquire and question via hands-on projects that have meaning and relevance for them across disciplines. We believe project-based learning capitalizes on students’ natural curiosities and methods of exploring the world around them, reality, self-awareness and more. Students at Leonardo da Vinci Health Sciences Charter School are valued as first-hand inquirers and producers of knowledge. Leonardo da Vinci embodies the habits of mind fostered in each student. He was a true Renaissance man who interpreted, challenged and dissected knowledge. A master painter, sculptor, mathematician, scientist and writer, Leonardo da Vinci's ingenuity and passion for ideas make him an exemplary role model for our students. Leonardo da Vinci Health Sciences Charter School believes that educated people in the 21st century not only have academic knowledge, but also exhibit the "habits of mind" necessary to work collaboratively and solve complex problems in multiple ways. Our students develop knowledge of and practice what it means to be healthy individuals physically, mentally, and emotionally.

LdVCS students will strive to:

- Persist
- Question and reflect
- Strive for accuracy
- Are technologically literate
- Lead others
- Think and communicate with clarity and precision

- Create, imagine and innovate
- Think and work interdependently

LdVCS students will strive to:

- Solve peer conflicts
- Make healthy food choices
- Engage in daily physical activity
- Maintain healthy relationships
- Show good character
- Listen with understanding and empathy
- Have a positive self-concept

Having a specific focus throughout the content areas ensures that integrated project-based learning aspects tie these curricular areas together in a way that makes learning relevant to students and to today's society. The educational program at LdVCS provides a rigorous, engaging and comprehensive education for students. The LdVCS program is focused around the Next Generation Science Standards (NGSS) and the California History-Social Studies Science Content Standards and integrated with the Common Core State Standards (CCSS) for California English Language Arts (ELA) and Mathematics (hereinafter, collectively the State Standards). While aligned with the State Standards, learning engagements at LdVCS go beyond these standards by promoting project-based learning and enrichment opportunities designed to enhance student engagement, subject matter comprehension, and content application in every classroom. In addition to building foundational skills in the core academic subject areas, LdVCS provides enrichment programs embedded within the regular school day as well as after school. Following are descriptions of the key program attributes of LdVCS including: health sciences, assemblies and families.

At their best, projects can serve a number of purposes well. They engage students over a significant period of time, spurring them to produce drafts, revise their work, and reflect on it. They foster positive cooperativeness in which each student can make a distinctive contribution. They model the kind of useful work that is carried out after the completion of school in the wider community. They allow students to discover their areas of strength and to put the best foot forward; they engender a feeling of deep involvement or flow, substituting intrinsic for extrinsic motivation. Perhaps most important, they offer a proper venue in which to demonstrate the kinds of understandings that the student has (or has not) achieved in the course of the regular school curriculum. The teachers and staff at LdVCS deem that learning best occurs in a collaborative environment, in which the school's teachers, staff, parents, students, and the community work together to ensure that all students reach their highest potential. Leonardo da Vinci Health Sciences Charter School values student-centered, interactive classrooms and group projects in which student voices and opinions are valued. The curricular focus for LdVCS is health sciences, from personal habits to global awareness. LdVCS students develop knowledge and gain hands-on experience in three key areas:

- 1) What it means to be a healthy individual—physically, mentally and emotionally;
- 2) What it means to have a healthy community and society; and
- 3) What health-related issues exist locally and globally.

“The health of children and their success in school are intimately linked. Increasingly, the value and importance of educating the whole child, including focusing on children’s health, is being supported by empirical studies. Inadequate nutrition and a wide range of negative and self-destructive behaviors, such as the use of alcohol, tobacco, and other drugs, have been linked to poor school performance. The converse is also true; that is, children who are helped to accept responsibility for their health are more likely to succeed in school and to become healthier, more responsible, and more successful adults. Schools are collaborating with parents and the community to address problems and behaviors that influence school performance.”

Through a focus on health sciences, each grade level progresses through a yearly project cycle beginning with the individual and then moving to school, community, state, nation and global perspectives. LdVCS students strive to become "ambassadors of health issues" for their peers and produce media (i.e. web pages, podcasts, videos) to communicate their message to their peers throughout the local and national community.

LdVCS acknowledges that health problems transcend national borders. We not only want our students to be aware of and take an active role in improving their own health, but to have an awareness of the health issues facing people in their community, nation and world as well. Our students are aware of global health issues including:

- Disparities in health between rich and poor nations as well as rich and poor people
- Access to affordable quality health care
- Millions of people die annually from preventable diseases and malnutrition
- Rise of drug-resistant pathogens
- HIV/AIDS epidemic
- Environmental health problems caused by pollution and global warming

Additionally, childhood obesity is on the rise, as are diabetes, high blood pressure and high cholesterol among children. For most children, the cause is eating too much and exercising too little. As a preventative measure, our program emphasizes healthy living, including physical fitness, nutrition and disease prevention.

LdVCS creates health literate students who exhibit knowledge, skills and behaviors in four key areas critical to healthy living:

- Acceptance of personal responsibility for lifelong health.
- Respect for and promotion of the health of others.
- An understanding of the process of growth and development.
- Informed use of health-related information, products, and services.

Our curriculum meets the expectations outlined in the Health Framework for California Public Schools. Additionally, the four key areas critical for healthy living serve as a lens through which students examine history/social science, science and personal choices. As an example, sixth graders studying ecology acquire sufficient knowledge of the process of growth and development of organisms to recognize that the health of ecosystems directly affects all living things within that ecosystem. They understand that taking personal responsibility for the health of the environment means taking responsibility for their own health as well as the health of other organisms. To enhance real world connections for our students, LdVCS develops and maintains partnerships with health care educators and practitioners in higher education and private

industry.

Reflections: Successes

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

LdVCS has increased the percentage of students meeting or exceeding standards for all students and all significant subgroups in both ELA and math over the past five years. We attribute these gains to our unique instructional model and effective teaching as well as the additional scaffolding and supports provided through our effective Response to Intervention (RtI) program. LdVCS has developed a clearly structured Response to Intervention (RtI) model that delineates necessary student supports for three levels: Tier 1, Tier 2 and Tier 3. The RtI program includes universal screening of all students, specific Tier 1 supports that teachers provide within the classroom; targeted Tier 2 supports provided by instructional assistants during the school day along with before and after school tutoring; and Tier 3 support provided by the instructional assistants and intervention teacher. The RtI program allows students to receive an hour and a half of reading intervention in small groups guided by Instructional Assistants trained in specific techniques, including SIPPS and Reading Plus. The team works in small groups to effectively ensure students are being given instruction at their level. Over the past two years, LdVCS has implemented the RtI program for both ELA and math supports. The program was established based on a close analysis of CAASPP scores (particularly in math) from prior years. In 2019-20, LdVCS supported and trained four Instructional Assistants to provide response to intervention help. The RtI team meets daily to analyze data, adjust small groups for optimal lesson delivery, and receives professional development from the ELD coordinator to align strategies, perceptions and data to inform instruction. Teachers use whole group, small group and individual instruction to provide students with the supports they need in order to acquire concepts and skills necessary to think critically while gaining academic proficiency. Differentiated instruction to meet the needs of a diverse population is standard in all classrooms. Identifying and continuous monitoring of student progress by the classroom teacher helps act as a support for students who are struggling academically.

In math, LdVCS shows consistent growth in student performance over the past five years. As with ELA, LdVCS is moving more students into proficiency levels than both the comparison schools for math. From 2017 to 2018, LdVCS increased the percentage of students meeting or exceeding standards in math by 8%. Over the four-year period, LdVCS showed the most gains, with 16% more students meeting or exceeding proficiency in ELA. As with ELA, LdVCS is moving more students into proficiency levels for math. From 2017 to 2018, LdVCS increased the percentage of students meeting or exceeding standards in math by 8%. Over the four-year period, LdVCS showed the most gains, with 16% more students meeting or exceeding proficiency in ELA. LdVCS has made significant gains for all three subgroups since the initial 2015 administration of the CAASPP. When we look at the percentage of economically disadvantaged students that met or exceeded standards in ELA over the past four years, we see that LdVCS made significant gains from 23% in 2015 to 38% in 2019. LdVCS shows a significant increase in the percentage of Latino students meeting or exceeding standards in ELA over the four-year period. LdVCS has shows consistent growth for our EL population in ELA over the past four years, increasing from just 10% meeting or exceeding standards in 2015 to 17% in 2019. In February 2017, the State Board of Education adopted a new academic indicator for assessing overall performance on the CAASPP that utilizes students scale scores. In this methodology, called Distance from Level 3 (DF3), each student's assessment score is compared to the lowest possible scale score to achieve Level 3 (standard met). The difference between a student's earned scale score and

the minimum Level 3 scale score produces a positive, negative or neutral result. The results show either the needed improvement to bring the average score to Level 3 (Academic Indicator is a negative number) or the extent to which the average score exceeds Level 3 (Academic Indicator is a positive number). The Fall 2017 California School Dashboard reports both a Status and Change metric for DF3. Over the past three years, students have consistently increased their performance on the DF3 Status metric growing from -41.5 to -21 in ELA and -58.8 to -37.8 in Math. LdVCS has shown consistent growth in math over the three-year period. Both comparison schools had very inconsistent performance over the same period, with significant decreases in math in 2016.

Leonardo da Vinci Health Sciences Charter School encompasses elements that only a charter school can offer their students - an education built on choice, accountability, innovation and freedom. We are dedicated to providing a quality, student-centered educational program that empowers all students, in a safe and supportive environment, to become innovative, compassionate and intelligent thinkers. Leonardo da Vinci Health Sciences Charter School has numerous accomplishments over the past five years of operation:

- LdVCS is in year 14 of operation as a charter school in good standing with their authorizer, Chula Vista Elementary School District.
- LdVCS has increased the percentage of students who met or exceeded the standard in English Language Arts between 2015-2018 by 22% according to the California Assessment of Student Performance and Progress (CAASPP).
- LdVCS has increased the percentage of students who met or exceeded the standard in Mathematics between 2015-2018 by 16% according to the California Assessment of Student Performance and Progress (CAASPP).
- The percentage of socio-economically disadvantaged students who met or exceeded the standard in English Language Arts increased between 2015-2018 by 22% and 15% in mathematics according to the California Assessment of Student Performance and Progress (CAASPP).
- Latino students at LdVCS have increased in the percentage that have met or exceeded the standards in English Language Arts between 2015-2018 by 24% according to the California Assessment of Student Performance and Progress (CAASPP).
- Latino students at LdVCS have increased in the percentage that have met or exceeded the standards in mathematics between 2015-2018 by 15% according to the California Assessment of Student Performance and Progress (CAASPP).
- LdVCS is a Western Association of Schools and Colleges (WASC) accredited school. Our accreditation is up for review in 2022.
- LdVCS has consistently secured a stable facility.
- LdVCS has a healthy budget in which to invest in student growth and progress. It also enhances our ability to provide excellent programs with appropriate staffing (P.E. instructors, Instructional Assistants, after-school tutoring programs, etc.), quality professional development opportunities, and essential collaboration time.
- LdVCS audits have been clean with no findings to date.
- LdVCS has maintained a solid cash balance, a healthy net income, and a growing reserve every year. The 2018-2019 LdVCS budget forecasts a reserve

exceeding 51%.

- LdVCS has experienced steady enrollment growth.
- LdVCS met all of its Academic Performance Index (API) growth targets for the 2010-2011, 2012-2013 and 2014-2015 school years for both schoolwide and for all groups served by LdVCS.
- The numbers of students who qualify for free and reduced meals at LdVCS has risen each year, as has the achievement for this subgroup despite the additional challenges they face.
- LdVCS provides 30 minutes of physical education for each student every day.
- LdVCS provides Spanish classes for all students each week.
- LdVCS is a small school with a strong sense of community and family atmosphere where everyone knows everyone.
- LdVCS has a high level of parental involvement.
- LdVCS has created a school garden.
- LdVCS has increased the opportunities for after school support through weekly tutoring.
- LdVCS offers after school enrichment activities like art, gardening club, running club, flag football and karate.

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.

- Professional development for mathematics instruction
- Professional development for ELA instruction
- Professional development for lesson delivery in vocabulary
- Need for after school care with flexible hours
- Increased average daily attendance
- Enrollment
- Combat tardiness
- Retention of quality teachers
- Parent Communication
- Parent Involvement
- Facilities for a middle school
- Technology to make a one-to-one commitment to our students

LCAP Highlights

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

In the 2018-2019 school year, LdVCS students raised the achievement level on CAASPP tests in both English language arts and mathematics. Latinx students increased the percentage of students meeting or exceeding the standard in ELA with a 12% increase. The same demographic had a 10% increase in students meeting or exceeding the standards in mathematics by 10%. Socio- economically disadvantaged percentages for students meeting or exceeding the standards in ELA increased from 2017 to 2018 by 16%. The same demographic also increased mathematically overall by 14%. According to CAASPP scores from 2018, LdVCS increased the percentage of students who are meeting or exceeding the standard by 12%. English language learners CAASPP percentage increase from 2017 to 2018 in English language arts was 5%. Subsequently, the suspension rate at LdVCS declined by 1.1%. This decrease in suspensions and behavior overall can be attributed to the patience and care present in classrooms from teachers. It is also due to a system of social emotional lessons and strategies being taught at the tier one level. LdVCS uses Sanford Harmony resources to impart lessons in compassion, conflict resolution, and respect. Another area of note would be the progress of our English Language Learners. According to the ELPAC results from 2018, 89.3% of English Language Learners at LdVCS are either moderately developed or well developed. Our greatest progress this academic year is the continuous delivery of strategies and consistency of our Response to Intervention program that serves all students for an hour and a half per week. This program is effective in delivering strategic interventions in English language arts and mathematics. Our system of intervention is based on both summative and formative assessment data and analyzed monthly by classroom teachers. The data points are used to create rigorous pathways of success for LdVCS students. Students receive instruction at their level based on the aforementioned assessments given three separate times annually. The Response to Intervention team consists of staff members (IA's) who have been trained in the specific intervention methods. The team works in small groups to effectively ensure students are being given instruction at their level. This year, we were able to expand the program to offer mathematics intervention for students who were behind in their instruction. This was established based on close analysis of CAASPP mathematics scores from previous school years.

During the recent school closure in March of 2020, the LdVCS staff provided 240 minutes of instruction each day in both a synchronous and asynchronous manner. Each teacher provided 120 of daily live interaction with the classroom teacher via Zoom video classes. In addition, all LdVCS students are provided physical education for 30 minutes per day, Spanish language classes for 30 minutes per day, and all special education services are provided daily as well. Classroom teachers also provide 120 instructional minutes in an asynchronous manner by using Google Classroom, Seesaw, or email. Assignments are posted in each place for students to access and complete throughout the day. The finished product is kept on file for the teacher to review and assess. The goal of Leonardo da Vinci Health Sciences Charter School is to implement a rigorous, multi- faceted assessment program to ensure that student performance levels are meeting and/or exceeding state and school academic standards. Students will be assessed regularly throughout the school year with monthly benchmarks set in place. The content mastery will be assessed using multiple measures that are based on an assessment program that improves learning and provides ample assurances of accountability and objectivity. LdVCS started the 2020-21 school year on July 20th with 260 students participating in daily instruction through distance learning that includes synchronous and asynchronous instruction. Distance Learning instruction is defined by CA Education Code 43500 as instruction in which the student and educators are in different locations and students are under the general supervision of a certificated teacher. Google Classroom and Seesaw are the Learning Platforms utilized by all students in conjunction with Zoom meetings for synchronous instruction. All students will participate in daily synchronous and asynchronous instruction in adherence to SB98. LdVCS students will engage in daily synchronous instruction and asynchronous learning including morning meetings that are designed

to increase school connectedness and support students' social-emotional well-being. Students will receive instruction in all core subjects, and electives. Synchronous Instruction refers to live, scheduled, interactive classes with teachers and students in real-time. Students will engage in direct instruction lessons, teacher-supported work time, small group intervention and/or scheduled online assessments. Asynchronous instruction refers to self-paced instruction with intermittent teacher interaction. This will be in the form of pre-assigned work, standards-aligned practice on our online learning programs, or formative assessments, all posted in each student's Google Classroom.

For students eligible for Special Education, distance learning opportunities were available since March 16, 2020. At this time, we considered everyone's safety and government mandates. We continued to support our students and families during this time by providing all necessary and appropriate services to address student needs. During distance learning, services will be provided virtually via phone call, Zoom, Google Classroom, and/or Seesaw. Push-in services will be provided by special education staff by join classroom Zoom meetings and working individually in a break out room. Services may be amended in order to address adjusted school days. Individual services, small group sessions, parent consultation, or any combination of three, will be offered all throughout distance learning. Students will continue to receive support from an education specialist, related service provider (i.e. occupational therapist, speech and language pathologist, and school psychologist), and paraprofessionals. Parents of students with disabilities indicated to LdVCS staff that distance learning can bring upon various challenges for most of our students and their families. Our special education department will continuously collaborate with our students and their families to minimize the impact of these challenges while schools are temporarily closed.

In the transition back to in-person learning in the 2021-2022 school year, LdVCS put safety first by implementing all current and up-to-date COVID-19 guidelines including, but not limited to, social-distancing within the classroom, wearing masks, using optimal ventilation tactics, and on-site testing. Any student who needed to quarantine was given an Independent Study Agreement and an opportunity to Zoom with their teachers.

The goal of the Response To Intervention staff is to provide English Language Development (ELD) support for language production and interaction in meaningful ways as a method to guide English Learners toward English language fluency in reading, writing and speaking. These goals will be met through designated and integrated instruction with the use of both technology and live (Zoom) instruction. The Interventionist will provide push-ins academic support and/or small group instruction during synchronous instruction. Designated ELD will include small groups based on the student's grade level and ELPAC level. The Rtl Team will further provide 1:1 instruction for students with the greatest need for individualized instruction. The ELD Coordinator will collaborate with classroom teachers to identify and provide supplemental and increased services. To continue to develop English learner language skills, teachers will provide daily comprehensive English Language Development. Designated English Language Development will be provided through synchronous instruction via small groups differentiated by proficiency level. Asynchronous instruction will be in support of such instruction.

Moving forward into 2022-2023, LdVCS strives to maintain pre-pandemic success and surpass these goals.

- Five-year charter renewal authorized by the Chula Vista Elementary School District Board of Trustees.
- Secured membership in the Desert Mountain Special Education Local Plan Area for the purpose of delivering special education services.
- Use of Sanford Harmony social emotional activities and discussion resources.

- Western Association of Schools and Colleges accreditation.
- Response to Intervention program serving all students for an hour and a half per week in small groups.
- Effective use of iReady, Dibbells, and SIPPS software to intervene on behalf of our most vulnerable students.
- Discipline expectations that lowered incidents of students out of the classroom during peak instructional times.
- Restorative Discipline Practices
- Sanford Harmony social/emotional learning program in all classrooms K-6.
- Increased parent engagement through the Parent Institute for Quality Education ELAC, and volunteer events and opportunities..
- Parent education classes conducted by our ELD Coordinator to help parent understand and effectively help their child with the new standards.
- Increase in the percentages of students meeting or exceeding the standards in English language arts and mathematics

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.

LdVCS was identified as an ATSI eligible school.

Support for Identified Schools

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

These plans are designed to address the specific needs and challenges of each school, with the goal of improving student outcomes and promoting overall school success. LdVCS's support includes the following components:

- 1) Needs Assessment: Conduct a comprehensive needs assessment. This assessment involves analyzing various data sources, including academic performance, attendance, discipline, and educational partner feedback, to identify areas of improvement and areas where support is most needed.
- 2) Collaborative Planning: Engage in collaborative planning to develop a comprehensive support and improvement plan. This process involves meaningful participation from school leaders, teachers, parents, and other educational partners to ensure that the plans address the unique context and priorities of each school.
- 3) Resource Allocation: Ensure that adequate resources, both financial and human, are allocated to support the implementation of the comprehensive support and improvement plans. This may include providing additional funding, personnel, professional development opportunities, or access to external experts or consultants.

4) **Capacity Building:** Focus on building the capacity of educational partners to implement the comprehensive support and improvement plans effectively. This includes providing professional development opportunities, coaching, and technical assistance to school leaders and teachers to enhance their instructional practices, data analysis skills, and leadership capacity.

5) **Monitoring and Accountability:** Establish a system for monitoring the progress of the eligible schools in implementing their comprehensive support and improvement plans. This may involve regular data collection, progress monitoring, and ongoing communication to ensure accountability and make necessary adjustments or interventions as needed.

6) **Collaboration and Learning Networks:** Foster collaboration and learning networks to facilitate the sharing of best practices, resources, and strategies for improvement. This may include establishing professional learning communities, hosting conferences or workshops, or facilitating peer-to-peer support and mentoring among school staff.

7) **Continuous Improvement:** Promote a culture of continuous improvement, encouraging the eligible schools to reflect on their progress, learn from successes and challenges, and make adjustments to their comprehensive support and improvement plans as needed. This iterative process ensures that the plans remain responsive to evolving needs and priorities.

Monitoring and Evaluating Effectiveness

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

LdVCS's approach to monitoring and evaluation includes the following components:

1) **Data Collection:** Collect a wide range of data to monitor the progress of student and school improvement efforts including academic performance data, attendance rates, discipline data, and other relevant indicators. The data collection process is ongoing and captures both quantitative and qualitative information.

2) **Performance Targets:** Set performance targets aligned with the goals outlined in the student and school improvement plan. These targets are specific, measurable, achievable, relevant, and time-bound (SMART), allowing for meaningful assessment of progress. Performance targets may be established at the school level, grade level, or for specific student subgroups.

3) **Data Analysis:** Conduct thorough data analysis to examine trends, patterns, and areas of strength or concern. Identify factors contributing to success or challenges, allowing for targeted interventions and adjustments to the plan as needed. LdVCS utilizes various analytical techniques, such as disaggregating data by student subgroups, comparing progress over time, and benchmarking against state or national standards.

4) **Educational Partner Engagement:** Engage with educational partners, including school leaders, teachers, parents, and community members, in the monitoring and evaluation process. Educational partners' input and feedback provide valuable perspectives on the plan's

implementation, impact, and areas for improvement. This engagement is facilitated through surveys, focus groups, meetings, or other forms of communication.

5) Progress Reporting: Communicate progress reports to relevant educational partners, sharing key findings from the monitoring and evaluation activities. These reports provide a comprehensive overview of the plan's impact, highlighting successes, challenges, and areas for further attention. Transparent and timely reporting fosters accountability and promotes collaborative decision-making.

6) Evaluation of Strategies and Interventions: Evaluate the effectiveness of specific strategies and interventions outlined in the improvement plan. This evaluation involves assessing whether the implemented actions align with research-based best practices, have the intended impact on student outcomes, and contribute to overall school improvement. Adjustments may be made based on evaluation findings to optimize the plan's effectiveness.

Engaging Educational Partners

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

For the 2022-2023 school year, LdVCS placed a strong emphasis on reinstating and expanding opportunities for educational partners to provide valuable feedback and build capacity in supporting students. Recognizing the importance of collaboration and engagement, the school actively sought to create a feedback-rich environment that fosters continuous improvement and strengthens partnerships with stakeholders. Several initiatives were implemented to achieve this goal such as building up the Parent Advisory Council and partnering with UCSD to provide Parent Education Workshops.

In the transition back to in-person learning during the 2021-2022 school year, LdVCS administration encouraged in-person and Zoom meetings to gather feedback from all educational partners about how to navigate all of the changes in returning from the pandemic. Multiple parent and staff surveys were sent out to gather data and feedback of needs moving forward. During LdVCS's WASC self-study, LdVCS administration gathered more data and feedback from target groups in the community. LdVCS administration continues to send out weekly updates in both Spanish and English while also sending our Possible Exposure Notices and other important COVID-19 updates as needed. Students were also surveyed about how safe, respected, and responsible they felt in the school environment.

During the 2020-2021 school year, LdVCS staff solicited the input of the community through various forms of communication. LdVCS administration met with parents via Zoom meetings on three different dates prior to the beginning of the school year. The purpose of the meetings were to inform parents about the process of selecting an instructional approach towards in-person learning, to inform the community about data in Chula Vista which guided our responses, and to check on the social and emotional needs of our families. To reach the maximum capacity of educational partners, surveys were sent to email address on file for their opinion on many aspects of the school. The parent surveys conducted sought responses to the community's need for technology, food assistance, internet connectivity in the house, and any social or emotional need the family might need help connecting to during the COVID-19 pandemic.

The LdVCS parent survey also was designed to offer the opportunity to provide feedback on the distance learning program from March of 2020 through June of 2020. Parents were asked to describe the biggest hurdles to the distance learning program from their perspective as well as the positive attributes of the program. The administration also held five separate Zoom parent information sessions that informed parents about current data regarding the pandemic and ways the school was preparing for in-person instruction, innovative ways to engage students during distance learning, and discussions regarding information from the California Department of Education, The Center for Disease Control, The San Diego County Office of Education and the Chula Vista Elementary School District. The director emailed a weekly update to all parents in both English and Spanish to communicate effectively with all stakeholders. There was also significant communication efforts through Facebook and the LdVCS website (www.davincicharter.org). The administration also used Google Surveys to solicit parent, staff and student input regarding the large scale changes at LdVCS. Some of those changes in 2019 were moving from a traditional school calendar to a year-round calendar. We were able to make an informed decision in regards to the annual calendar and what was most effective for our community.

During the recent school closures due to COVID-19 in March of 2020, we were able to gather input from parents on the type of learning model, in-person or distance learning, and created a committee to discuss and research the re-opening of schools. The committee met via Zoom and was able to prepare a safe school campus upon resuming in-person instruction. LdVCS staff engaged stakeholders (staff, teachers, parents, students, governing board) as part of the Local Control and Accountability Plan (LCAP) annual update and development process throughout the 2019-20 school year. With the transition to distance learning in mid-March as a result of the COVID-19 pandemic, engagement with stakeholders became more participatory, consistent and with high levels of participation among parents and staff. Efforts to solicit stakeholder feedback were essential in order to effectively transition to distance learning in March and ensure high levels of student participation and engagement.

During the 2018-2019 school year, LdVCS staff solicited the input of the community through various forms of communication. To reach the maximum capacity of stakeholders, surveys were sent to email address on file for their opinion on many aspects of the school. A timeline of events used to solicit feedback and information from our community is outlined below:

- * 9-week parent institute: Parent Institute for Quality Education (October – December)
- * Monthly ELAC meetings on campus.
- * Trimester parent meetings: Coffee with the principal.
- * Monthly staff meetings.
- * Parent Orientation: September 2017
- * Monthly Board of Trustee meetings open to the public. (August 2017-June 2018)
- * A variety of telephone conversations with stakeholder having specific LCAP related inquiries to the director. (August 2017- June 2018)

LdVCS staff communicated importance of school attendance with parents through:

- * Parent Orientation Meetings
- * Parent Handbook
- * Director Updates
- * Teacher Communications via the website and email
- * Parent-teacher Meetings
- * Partnership & ELAC Meetings

April-June 2020: Monthly Principal Update Zoom meetings in which parents/guardians were asked for feedback regarding distance learning, supports needed, and Socio-emotional check-ins (i.e. How are things going? What is going well? What needs improvement? What support is needed?) Administrators also gave updates regarding CDE requirements for reopening schools, safety information regarding testing, and the administration sent weekly updates to parents to inform them of the changes and safety precautions being implemented in preparation for in-person instruction.

- * March – present) Frequent All-Staff meetings during which school reopening updates and distance learning plan updates were discussed.
- * April - present: (no July meeting) Monthly School Leadership Team (SLT) Meetings.

- * March - September 2020: Teacher and non-teaching staff, parents and board members met to discuss reopening plans, health policies and distance learning plan updates.
- * July - September 2020: Reopening and distance learning plans were discussed by LdVCS Board of Directors.
- * March and July and August: Needs Assessment surveys were administered by teachers and office staff at the end of the 19-20 school year and beginning of the 20-21 school year (technology, meals, preference in-person vs. DL)
- * March, June, and July: Drive through promotion ceremony for kindergarten and sixth grade, personal items exchange, multiple technology pickup days, and time to see teachers and connect with families. We were also able to disseminate important information and updates in-person. The drive through ceremonies were designed to connect families and staff who had not seen each other in person for months.

LdVCS continued to inform parents through a variety of committees and meetings:

- * Monthly ELAC meetings on campus.
- * Trimester parent meetings: Coffee with the principal.
- * Monthly staff meetings.
- * Parent Orientation

A summary of the feedback provided by specific educational partners.

During the 2022-2023 school year, LdVCS has made changes to implement a comprehensive set of strategies and initiatives to address the feedback received and improve various aspects of the educational experience including:

vertical alignment of grade levels and content mapping, reviewing and planning the assessment calendar, pre- & post-cohort teacher meetings, improving the differentiation for advanced students, creating before school morning program, reintroducing Habits of Mind assemblies and recognition, building resources and community connections for families, implementing external motivators and class competitions, acquiring more instructional resources for target populations (purchased WonderWorks and Wonders ELD + Newcomer texts to support student learning and address specific academic needs), increasing systematic EL support professional development (using the Guided Language Acquisition Design (GLAD) model, offering coaching and practice opportunities), increasing counselor support, partnering with a restorative justice company, rebuilding and implementing a Garden Program, and writing a Parent Code of Conduct Contract and guidance.

New feedback in the 2021-2022 school year emphasized a select key areas that align with LdVCS's LCAP goals that came out of the transition from distance learning back to in-person learning. First, feedback indicated the high need to address the learning loss and social-emotional gaps created during the COVID-19 pandemic. Students, parents, and staff agreed that LdVCS would greatly benefit from an improved after school care program and the addition of other learning opportunities such as a summer program or programs during longer breaks. Second, LdVCS should continue to align curriculum across grade levels to support student learning and growth. This includes the

alignment of curriculum and the analysis of student samples in each grade level to inform instruction. Third, LdVCS should continue to analyze the data available to inform student learning, especially with the new programs (iReady and Wonders) that will contribute to new conversations on student growth. And finally, that LdVCS should continue to focus on the responsibility of every stakeholder (teachers, parents, administrators, students) in the learning process of the students. A major focus should be on how to get parents engaged again and more involved more fully in the educational process.

The LdVCS community previously reflected upon distance learning through a survey created by the administration to collect parent reflection data. The results suggested a large amount of stress with distance learning for parents who were working full-time, had multiple students in multiple grade levels, and fear of too much screen time dominated the responses. The feedback and input gathered from stakeholders beginning in March of 2020 informed and cultivated LdVCS's transition to distance learning and was instrumental in the development of the Learning Continuity and Attendance Plan. Our students received daily synchronous and asynchronous instruction and will participate in daily instruction that focuses on social- emotional well-being and school connectedness. Our teachers will provide daily office hours to provide students with additional one-on-one support and for parents to communicate with teachers. Parents also mentioned frustration with the complexity of keeping up with distance learning schedules for the different subject areas outside of the regular classroom meetings. PE, Spanish, and Rtl were mentioned as those other areas that were difficult to keep up with schedules. Parents mentioned that the schedule was too long and that some would like the day to be shorter. Many parents listed time as the most challenging factor to successfully navigating distance learning. Parents lack of resources for keeping their student engaged at home was also mentioned by parents. Finally, connection speed for home servers was also listed as a challenge. Parents expressed a great need to receive training on the various learning platforms and technology based apps such as Google Classroom, SeeSaw, Imagine Learning, Imagine Math and Eureka Math online portal. Parents commended the school's staff on their availability, flexibility and ongoing communication between school and home.

Other concerns raised was the lack of internet service at home for some; and for others their child is under the supervision of a caregiver and internet access would not be available. Many of our student's parents are employed in the daytime and are unable to support the needs of their children. Parents also praised LdVCS staff for their high level of communication, complete distance learning program created rapidly and effectively, the time distribution of technology such as chrome books and internet hotspots and also the high level of teaching demonstrated by the staff during the school closures. Teachers would like additional professional development on strategies to engage students during distance learning, including research- based strategies for English Learners, Students with Disabilities and utilizing applications to increase and improve student engagement and participation. Our teachers and staff expressed Health and Safety concerns with returning to the school site; and on how they will be able to provide both in-person and virtual instruction simultaneously. Teachers were concerned with students who were disengaged and/or not participating regularly during our initial transition to distance learning in Spring 2020. Due to the recent implementation of SB98, student attendance and participation requirements, teachers expressed their concern with the expectations, lack of policy surrounding the requirements and vagueness in the requirements and documentation requirements placed in the responsibility of staff.

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

LdVCS continues to increase the opportunities to engage with all educational partners and especially with parents. The consultations resulted in increased communication with different educational partners including parents and community members. As a school, we were able to listen closely to what parent's value in the school day and what they expect their students to encounter on a daily basis. We were also able to disseminate information on a very confusing topic for most parents. This educational partners group is essential in the decision making process and we feel encouraged by the increase in parent comments, attendance at SSC meetings, ELAC meetings, and public Board of Trustee meetings held each month.

During the 2022-2023 school year, LdVCS has taken significant steps to implement a comprehensive set of strategies and initiatives in response to feedback received. These actions aim to enhance various aspects of the educational experience, including:

Vertical alignment of grade levels and content mapping: LdVCS has focused on aligning the curriculum and learning objectives across different grade levels, ensuring a coherent and consistent educational journey for students.

Reviewing and planning the assessment calendar: LdVCS has carefully examined and planned the assessment calendar to ensure a well-balanced and meaningful approach to evaluating student progress and informing instructional decision-making.

Pre- & post-cohort teacher meetings: LdVCS has facilitated regular meetings between pre- and post-cohort teachers to discuss student needs and expectations, fostering collaboration and a shared understanding of student support strategies.

Improving differentiation for advanced students: LdVCS has implemented measures to better address the unique needs of advanced students, providing differentiated instruction, enrichment activities, and personalized learning experiences.

Creating a before school morning program: LdVCS has established a before school morning program to offer additional support and enrichment opportunities for students, ensuring a positive start to their day and meeting their diverse needs.

Reintroducing Habits of Mind assemblies and recognition: LdVCS has reinstated Habits of Mind assemblies, recognizing students' growth, effort, and perfect attendance in ELA and Math. These assemblies promote positive work habits and celebrate student achievements.

Building resources and community connections for families: LdVCS has placed a strong emphasis on developing resources and strengthening connections with the community, providing families with support services, information, and fostering a collaborative partnership.

Implementing external motivators and class competitions: LdVCS has introduced external motivators and class competitions, such as trophies or extra assemblies, to inspire student engagement and foster a sense of achievement and healthy competition.

Acquiring more instructional resources: LdVCS has made targeted investments in instructional resources, including the purchase of WonderWorks and Wonders ELD + Newcomer texts. These resources cater to specific academic needs and support student learning.

Increasing systematic EL support professional development: LdVCS has prioritized professional development in English Language (EL) support, utilizing the Guided Language Acquisition Design (GLAD) model. Teachers receive training, coaching, and practice opportunities to enhance their ability to support EL students effectively.

Increasing counselor support: LdVCS has expanded counselor support services, ensuring that students have increased access to guidance, emotional support, and academic assistance.

Partnering with a restorative justice company: LdVCS has collaborated with a restorative justice company, Akoben, to train teachers in trauma-informed practices, promoting a safe and supportive environment for students and parents.

Rebuilding and implementing a Garden Program: LdVCS has partnered with Good Neighbor Gardens to bring back outdoor learning for mental health supports.

Writing a Parent Code of Conduct Contract and guidance: LdVCS has developed a Parent Code of Conduct Contract, clarifying expectations and responsibilities. Additionally, guidance has been provided to families, outlining the roles of different staff members and promoting effective collaboration.

Goals and Actions

Goal

Goal #	Description
1	School wide and all groups of students will show measurable progress toward mastery of California state content standards, including the Common Core State Standards, as adopted by the State Board of Education applicable to charter schools.

An explanation of why the LEA has developed this goal.

LdVCS strives to maintain a clear and consistent focus on student growth, instructional rigor, and innovative curriculum. One measurable outcome would be analyzing all state mandated testing. LdVCS staff uses the data to place students in learning opportunities that support and advocate for student growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
At least 70% of all students will be at expected DRA level	54% of all students attained expected DRA level	46% of all students attained at or above grade level results in iReady ELA End of the Year Diagnostic.	53% of all students attained at or above grade level results in iReady ELA End of the Year Diagnostic.		55% of all students will be at or above grade level in iReady ELA End of the Year Diagnostic
At least 70% of all students will be at grade level or above for math	40% of all students at grade level or above for math	41% attained at or above grade level results in iReady Math End of the Year Diagnostic.	42% attained at or above grade level results in iReady Math End of the Year Diagnostic.		55% of all students will be at or above grade level in iReady Math End of the Year Diagnostic
At least 5% increase in CAASPP ELA and math results	N/A: School Closures	34.84% ELA and 23.53% mathematics	46.31% ELA and 34% mathematics		45% ELA and 30% in mathematics

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Summer Literacy through iReady	Summer Enrichment Program: Summer Enrichment through physical education, common core activities, and the iReady learning portal within the ARC Summer Program held during the summer session. The summer session will be 5 days a week for 9 hours a day. The program will include at least 1 hour ELA and 1 hour of Math each day. The class was managed by the outside provider the ARC experience to give LdVCS students additional learning opportunities and enrichment throughout the summer.	\$47,250.00	No
1.2	After School Enrichment Program (Title I)	The ARC experience will provide after school care and homework help as part of the enrichment program. This includes academic tutoring, homework help, English Learner support & “language in action” programs, nutrition, arts, and adventures.	\$300,000.00	Yes
1.3	Instructional Assistants to support RTI structure (Title I)	LdVCS plans to have 5 full time Instructional assistants supporting classrooms during the response to intervention time. A clearly structured Response to Intervention program where students receive an hour and a half of reading or mathematics intervention in small groups guided by Instructional Assistants trained in specific (Do the Math, SIPPS, and iReady) techniques. 3 Instructional Assistants were hired and trained to provide response to intervention help. The RTI team met weekly to analyze data, adjust small groups for optimal lesson delivery, and received professional development from the ELD coordinator to align strategies, perceptions, and data to inform instruction.	\$137,137.50	Yes
1.4	Monitor and evaluate implementation of curriculum	Teachers meet with Professional Learning Communities (PLCs) biweekly to discuss curriculum, programs, analyze math and English language arts data (through both summative and formative assessments) with additional professional developments as needed or requested. LdVCS continues to monitor and evaluate implementation of curriculum and adjust as needed. Adjustments are made after careful review of data and teacher input. Additionally, our curriculum	\$1,856,493.10	No

Action #	Title	Description	Total Funds	Contributing
		and assessment team met monthly to discuss curriculum, gauge its effectiveness as a whole on our students, analyze data, discuss curriculum-related issues and find solutions, and make curricular decisions for the school.		
1.5	Make adjustments to curriculum materials as needed	LdVCS continues to utilize Eureka Math, Do the Math, Wonders, and iReady and buys consumables for the next school year. For next year, LdVCS plans to purchase WonderWorks and Wonders ELD. Professional developments were given throughout the year to support the implementation of the new curriculums. Teachers met biweekly in Professional Learning communities to discuss the successes and needs of the new curriculum. Small purchases to replace lost materials, new resources for students arriving after the first day. Adjustments are made after careful review of data and teacher input. Our curriculum and assessment team met monthly to discuss curriculum, gauge it is effectiveness as a whole on our students, analyze data, discuss curriculum related issues and find solutions, as well as making curricular decisions for the school.	\$100,000.00	No
1.6	Provide professional development in reading, math, and writing instruction.	In 2019, LdVCS partnered with UCSD and San Diego Global Vision Academy to institute professional development activities for the entire 2019-2020 school year. LdVCS staff met on five different occasions to discuss number talks, mathematical strategy, math lessons and activities for the classroom, and analyzed interim assessment data to adjust for classroom instruction. In the 2020-2021 school year, LdVCS continued to engage in professional development with the San Diego Area Writing Project to support student achievement in English Language Arts and mathematics. LdVCS staff and administration met ten times during the school year to address writing, ELA strategies and math instruction. In the 2021-2022 school year, LdVCS continued its partnership with San Diego Area Writing Project to support student achievement in English Language Arts and mathematics. LdVCS also added iReady trainings throughout the year to provide additional support through data talks in in English Language Arts and	\$39,981.00	No

Action #	Title	Description	Total Funds	Contributing
		mathematics. iReady trainings happened frequently in order to provide optimal instruction using the platform. Also of note, the discussion about correct strategies, using data to inform instruction, having parent conferences, and the teacher dashboard. In the 2022-2024 school years, LdVCS will partner with Orton Gillingham, San Diego Area Writing Project, and Be Glad to provide continued reading support and intervention strategies for all students.		
1.7	Set new progress goals for all students and student groups.	The response to intervention team analyzes local assessment data to adjust the small flexible groups during intervention time each week. Teachers analyze student work in formative and summative assessments, interim mathematics assessments, DRA scores, Do the Math, Wonders and Eureka assessment data, SIPPS, and iReady (math and reading).	\$0.00	No
1.8	Revamp After School Tutoring	Provide opportunities for credential staff members to tutor struggling students after school with a systematic approach.	\$100,000.00	Yes
1.9	Continue to analyze student work on a monthly basis vertically and in grade level groups.	Teachers meet in vertical team once per month. Discussions have included math analysis, assessment development via iReady portal, and using the data analysis protocol. Teachers analyze student work in formative and summative assessments, interim mathematics assessments, DRA scores, Wonders/Eureka assessment data and more.	\$0.00	No
1.10	Everyone's a Reader program	Everyone's A Reader Program returned in the 2022-2023 school year after a hiatus due to COVID. Volunteers from the community will come in weekly to dedicate their time to increasing the comprehension, fluency, and phonemic awareness to a group of readers in grades K-6. The volunteers practice with the students and increase their ability to access all information at their current grade level. This program will be run by the school librarian.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.11	Consultants to provide Professional Development in areas of ELD, ELA, and mathematics	Consultants to provide Professional Development in areas of ELD and ELA. LdVCS partnered with UCSD and San Diego Global Vision Academy for math and ELA training, the Red Cross of America who provided certification for all LdVCS staff in first aid, CPR, and AED training. LdVCS also worked closely with the San Diego Office of Education in regards to restorative discipline practices and community circles. In 2021-2022, SDAWP provided additional PD in writing strategies for instruction. Their approach to using mentor texts as the foundation for teaching writing has been effective in reaching our EL population. In 2023-2024, LdVCS will be partnering with BE GLAD to improve our ELD pedagogy.	\$37,500.00	Yes
1.12	Translate weekly updates	Weekly parent updates are translated into Spanish. All materials sent home for parents was translated into Spanish. This allows us to communicate information to ensure all parents have universal access to all information and updates. This is an essential piece of our communication.	\$9,906.25	Yes
1.13	Implement Mental Health supports through Garden curriculum & instruction time	Support students' mental health through learning about nature. Students experience fewer symptoms of depression and anxiety by learning about nature.	\$60,000.00	Yes
1.14	Purchase licensing for online intervention program(s)	All licensing has been updated and renewed. Based on Parent, Teacher, and District Feedback LdVCS switched our main online intervention program to iReady Reading and Math. LdVCS purchase licensing for other online intervention programs such as NewsELA, Generation Genius, TCI science and social studies, and Illuminate Education. All licensing is monitored by staff and the director. Monthly usage reports allow the director to monitor the effectiveness of the program and the fidelity in which classroom teachers are using the program as well. Teachers can also send home progress reports to	\$21,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		parents to show the work the child has completed or to assist struggling students at home as well as at school.		
1.15	Acquire, develop, and retain teachers.	Teacher retention remains steady from 2021 to 2022. This school year, we added two new teachers to our staff due to increased enrollment and a major change of a teacher moving into the director position.	\$0.00	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.

LdVCS continued professional development in and implementation of our new curriculums. Using our new Wonders curriculum and iReady programming, LdVCS made a 7% increase in our ELA testing scores! LdVCS continued to use data to drive instruction through our SST, RTI, and ELD programs.

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.

LdVCS did not partner with San Diego Writing Project this year, but plans to in the 2023-2024 school year.

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

LdVCS made a 7% increase in our ELA testing scores through more unified opportunities to gather school wide formative and summative assessments in a measurable and comparable way! LdVCS plans to continue analyzing and evaluating assessments from these new curricula moving forward. There was only a 1% increase in our Math testing scores, but our main focus last year was ELA.

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.

It was evident from the feedback that more mental health support was needed to help students focus on their students. Some major changes are the hiring of a school counselor and partnering with Akoben Restorative Justice through Trauma-Informed Practices and Good Neighbor Gardens. Another area of focus for next school year is developing our capacity in the Science of Reading and GLAD strategies.

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	Continue to develop a clear systematic process of evaluating and analyzing our school-wide assessment processes and data over time.

An explanation of why the LEA has developed this goal.

Consistent and organized data analysis assists LdVCS staff in creating and maintaining proper learning pathways for all students. LdVCS uses data analysis to drive instruction in the classroom, create small tier two learning groups, and help teachers individualize instruction for each student.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
At least 70% of all students will be at expected DRA level	50% of students are at expected DRA levels	46% of all students attained at or above grade level results in iReady ELA End of the Year Diagnostic.	53% of all students attained at or above grade level results in iReady ELA End of the Year Diagnostic.		55% of all students will be at or above grade level in iReady ELA End of the Year Diagnostic
At least 70% of all students will be at grade level or above for writing	55% of students are at grade level in writing	41% attained at or above grade level results in iReady Math End of the Year Diagnostic.	42% attained at or above grade level results in iReady Math End of the Year Diagnostic.		55% of all students will be at or above grade level in iReady Math End of the Year Diagnostic
At least 5% increase in CAASPP ELA and math results	N/A: School Closures	34.84% ELA and 23.53% mathematics	46.31% ELA and 34% mathematics		45% ELA and 30% in mathematics

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Before School Enrichment Program (Title I)	The ARC experience will provide after school care and homework help as part of the enrichment program. This includes academic tutoring, homework help, English Learner support & “language in action” programs, nutrition, arts, and adventures.	\$31,500.00	Yes
2.2	Train staff and teachers in the use of assessment programs.	Continue to train staff and teachers in the use of the assessment programs. Analyze DRA data, iReady reading and math data, and classroom assessments. Meet with a training representative from iReady to facilitate discussions around data analysis, student groupings, how to conduct discussions around data with students and parents, and how to leverage iReady resources to best support our students.	\$0.00	No
2.3	Analyze RTI, ELD class data, and Health data	Analyze RTI and ELD class data. Use ongoing data from Do the Math Curriculum and SIPPS to re-form RTI groups and provide targeted intervention support for students in RTI. Use data collected during designated ELD classes to inform instructional scope and sequence and make adjustments. Analyze and use health data to ensure that students are receiving proper instruction during physical education and designated weekly health lessons. Adjustments and changes are made when needed.	\$0.00	No
2.4	Review and train new teachers on how to administer and score assessments (DRA, SIPPS, CAASPP interim, benchmarks, iReady Data, CAASPP IAB, Do the Math).	Review with existing teachers and train new teachers on how to administer and score assessments (DRA, SIPPS, CAASPP interim, benchmarks, iReady Data, CAASPP IAB, Do the Math). Teachers place DRA data, iReady data, and writing samples on a spreadsheet to track and monitor student progress across years, aiding in SST data tracking.	\$20,000.00	No
2.5	Train teachers to administer and score	Train teachers to administer and score school-wide writing assessments using the Wonders Curriculum. These writing	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
	school wide writing assessments	performance tasks will continue to track student progress across grade-levels and prepare students for CAASPP ELA Performance Tasks.		
2.6	Create new assessment rubrics and protocols based on grade level standard and ESLR's for writing.	Train teachers to administer and score school-wide writing assessments using the Wonders Curriculum. These writing performance tasks will continue to track student progress across grade-levels and prepare students for CAASPP ELA Performance Tasks.	\$0.00	No
2.7	Analyze ELPAC data.	Analyze ELPAC data. This data is used to formulate groups for RTI and designated ELD and used to determine reclassification status for students currently designated as English Learners. Staff is using Beyond SST program to track student progress for Student Study Teams. Staff finds and addresses needs for intervention, then tracks progress throughout intervention. If inadequate progress is made, staff refers to special education testing.	\$0.00	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.

LdVCS continued professional development in and implementation of our new curriculums. Using our new Wonders curriculum and iReady programming, LdVCS continued to use data to drive instruction through our SST, RTI, and ELD programs.

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.

LdVCS did not partner with San Diego Writing Project this year, but plans to in the 2023-2024 school year.

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

LdVCS made a 7% increase in our ELA testing scores through more unified opportunities to gather school wide formative and summative assessments in a measurable and comparable way! LdVCS plans to continue analyzing and evaluating assessments from these new curricula moving forward. There was only a 1% increase in our Math testing scores, but our main focus last year was ELA.

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.

It was evident from the feedback that more mental health support was needed to help students focus on their students. Some major changes are the hiring of a school counselor and partnering with Akoben Restorative Justice through Trauma-Informed Practices and Good Neighbor Gardens. Another area of focus for next school year is developing our capacity in the Science of Reading and GLAD strategies.

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	Address and meet the needs of EL students, ensuring that we have the technological resources, instructional strategies, and interventions in place to meet their specific needs.

An explanation of why the LEA has developed this goal.

LdVCS strives to ensure all students have equal access to curriculum, technology, and supplemental resources that support student growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
At least 60% of EL students will increase by at least one English proficiency level	50% of EL students will increase by at least one English proficiency level	38% of EL students increased by at least one English proficiency level	41.3% of EL students increased by at least one English proficiency level		60% of EL students will increase by at least one English proficiency level
Reclassify at least 17% of ELs as English proficient	5% of ELs were reclassified as English proficient	6% of ELs were reclassified as English proficient	10% of ELs were reclassified as English proficient		Reclassify at least 17% of ELs as English proficient

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Summer Enrichment Program (Title I)	Summer Intensive Literacy Program will run for five consecutive weeks for nine hours a day. Summer Literacy through iReady learning portal within the ARC Summer Program held during the summer session. The summer session will be 5 days a week for 9 hours a day. The program will include Common Core activities specifically geared toward English Learners. The program will be managed by the outside provider the ARC experience to give LdVCS students additional learning opportunities and enrichment throughout the summer.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	After School Tutoring	LdVCS will be revamping it's tutoring program to include certificated staff to teach small groups.	\$0.00	No
3.3	Purchase licensing for online intervention program(s) such as iReady	Purchased licenses for iReady, TCI Science & Social Studies, Generation Genius, Newsela	\$0.00	No
3.4	Maintain a clearly structured Response to Intervention (RTI) model which outlines student supports provided at levels 1, 2, and 3 and allows us to better measure the impact of the supports we put in place	One and a half hours a week of intervention in the classroom structured and organized by the Rti team. Students received very concise instruction in areas needing improvement. The groups are organized based on assessment data and progress within their specific program.	\$0.00	No
3.5	Instructional Assistants to support RTI structure (Title I)	Maintain 5 instructional assistants to support the response to intervention team.	\$0.00	No
3.6	Intervention/ELD teacher to monitor RTI program and provide push-in services	Our intervention/ELD teacher monitored data and made decisions for students based on the data. Students were adjusted to different groups based on the work completed during Rti.	\$82,234.38	Yes
3.7	Ensure ELD / Intervention teacher is properly trained	ELD teacher attended professional development in the area of ELPAC testing, structured word inquiry, and ELD strategies ELD coordinator attended ELPAC professional development.	\$4,328.13	Yes

Action #	Title	Description	Total Funds	Contributing
3.8	Analyze school-wide assessments	School wide assessments generated from Illuminate were analyzed at the grade level during staff professional development.	\$0.00	No
3.9	Identify professional development needs for assessments	Teachers identified areas of need in professional development such as Wonders, Restorative Discipline, SSTs and MTSS, positive discipline, and mathematics.	\$15,000.00	Yes
3.10	Consultants to provide Professional Development in areas of ELD and ELA	LdVCS will continue to partner San Diego Area Writing Project in connection with mathematics, ELA, and Mentor texts	\$0.00	No
3.11	Administer and analyze initial assessments from Illuminate Education.	Staff utilizes Illuminate and initial assessments to identify English Learner status and administer initial assessments	\$0.00	No
3.12	Re-administer assessments for baseline comparison	Assessments are given at the Beginning of the Year, in the Middle of the Year, and at the End of the Year. Teachers use the assessment data to determine goals for ELs.	\$0.00	No
3.13	Purchase curriculum to support students with scaffolds for Target Populations	Provide staff with the scaffolded curriculum needed to support Target Populations: Including English Learner Development, students with IEPs, socio-economically disadvantage	\$5,000.00	Yes
3.14	Involve parents through ELAC meetings	Parents attended ELAC meetings per sign in sheets collected at each meeting. Attendance varied. The meetings covered items such as the ELPAC test, CAASPP test, and the path towards the A-g requirements in future years.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.15	Replace old/broken furniture	Students have trouble focusing in rundown furniture. LdVCS would like to provide students with a clean, distraction free environment.	\$33,411.00	No
3.16	Contract with Oas Center for special education services	The Specialized Therapy Services' school based contracted services include: Speech Language Pathology Occupational Therapy Physical Therapy Behavioral Therapy Social Skills Groups School Nursing Services Specialized Academic Instruction School Psychology Services Psychological Evaluations Educationally-Related Mental Health Services (ERMHS) Counseling – individual, group, parents Social work	\$128,376.00	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.

No substantive difference

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.

No material differences

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

Reviewing and revamping our designated ELD support and English Learner Language plan goals helped our EL population achieve their goals. Our dedication to ELAC families and translating more parent communication helped as well. We also hired a new Dean of Students who helped provide continued quality EL, SST, MTSS, 504, and SPED supports and staff to ensure quality support for all students.

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

After gathering feedback, some pertinent changes needed for this goal were: 1) purchasing scaffolded texts to support target populations and ELD specific texts, 2) partnering with BE GLAD for teacher training in better addressing EL needs in the classroom, and 3) switching from Stepping Stones Group to the Oas Center.

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	Maintain an average daily attendance (ADA) rate of 96% or higher and experience a decrease in truancy, tardiness, and chronic absenteeism rates.

An explanation of why the LEA has developed this goal.

LdVCS strives each year to explain the importance of the connection between successful school relationships and attendance. LdVCS created this goal to assist our community with increasing days in the classroom and engaged in learning activities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ADA of 95.5% or higher	ADA = 95.3%	ADA = 91.0%	ADA = 91.0%		95.5% ADA or higher
Truancy rate will drop to 30% or below.	Truancy rate = 62%	Truancy rate = 61%	Truancy rate =		Truancy rate 30% or below
Chronic absenteeism rate will drop to 4% or below	Chronic absenteeism rate = 4.3% (Pre-Pandemic)	Chronic absenteeism rate = 33.5%	TBD		Chronic absenteeism rate 4% or below
Number of students who are chronically tardy will drop to 20% or below	Chronically tardy rate = 24.2%	Chronically tardy rate = 24.2%	TBD		Number of students who are chronically tardy 20% or below

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Communicate importance of school	Parent involvement and engagement opportunities about attendance included: Parent Orientation Meetings, Updated Parent Handbook, Director Updates, Teacher Communications, Parent-teacher Meetings,	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
	attendance with parents:	PAC & ELAC Meetings, Conferences with the Director, Notifications of absences and truanicies, SARB meetings		
4.2	Provide parent education on impact of attendance on student achievement levels	We provide parent attendance resources on our website. Information is shared that shows a direct correlation between attendance at school and grades. LdVCS plans to have monthly parent nights to further partner with parents.	\$0.00	No
4.3	Recognize best monthly attendance by class	LdVCS choose not to recognize best weekly attendance by class for the 2021-2022 school year due to the COVID pandemic and quarantine requirements. Instead, teachers encouraged attendance even while on quarantine by providing a minimum of 30 minutes or more Zoom session check ins for students on quarantine. LdVCS offered an additional Zoom check in for all students K-6 during lunch time to address social-emotional learning. LdVCS provided independent study agreements for any student on quarantine so that they would not lose instructional time if they were required to quarantine.	\$0.00	No
4.4	Public recognition of students with positive attendance	Again, LdVCS choose to put more of an emphasis on providing learning to all those in person as well as those who needed to quarantine due to COVID.	\$0.00	No
4.5	Reflect on prior year attendance and truancy data	Director continues to reflect on prior year attendance to plan for future school years.LdVCS staff recognize the importance of strong programs throughout the day, but in the morning hours in particular. Teachers create fun and educational activities such as SEL learning or STEM inquiry time first thing in the morning. The director also added to the announcements in the morning the importance and gratitude of arriving to school on- time. These reminders are also a part of the LdVCS weekly director updates given to parents via email and	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		teachers discuss the importance of attendance during parent-teacher conferences.		
4.6	Establish an Attendance Panel	LdVCS has begun to form a School Attendance Review Board in addition to notifying the Board of Trustees of excessive absences. Prior to a closed session meeting with a parent, LdVCS follows the following procedure: notification of truancy, parent conference and contract, loss of privileges if necessary, referral to School Attendance Review Board (SARB). Only after all of these steps have been taken does LdVCS invite a parent to meet in front of the Board of Trustees.	\$0.00	No
4.7	Analyze the data to design positive attendance plan	LdVCS staff analyze student attendance data to inform students, teacher, and parents and discuss the importance of regular on-time attendance at parent-teacher conferences. Parents may receive a letter outlining the number of absences and tardies accumulated by the student as a reminder of the importance of attending school each day. Conferences with the Director are encouraged to support families with solutions for fixing attendance.	\$0.00	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.

LdVCS maintained an average of 90-91% ADA in the 2022-2023 school year.

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

No material differences

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

Hiring a Dean of Students helped hold families accountable and recognize students who were dedicated to being here daily and on-time. The Dean created an Attendance Log to enforce more accountability and supports for Truant students. Letters were sent home monthly and conferences were held to provide support for families in need.

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.

For the 2023-2024 school year, LdVCS plans to hold Habits of Mind assemblies where students will be recognized for different characteristics and perfect attendance.

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	Continue to implement the school-wide behavior plan to better cultivate a safe and orderly environment, in which our students display fewer negative behaviors and feel more respected by classmates.

An explanation of why the LEA has developed this goal.

LdVCS strives to offer a safe, nurturing, and clean campus. LdVCS staff work with students using social-emotional activities designed to decrease negative behaviors and increase positive relationships among all stakeholders.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student survey data in response to "Do you feel respected by classmates at LdV?" will indicate that at least 70% of students feel respected by classmates most or all of the time.	65.6% of students in grades three through six feel respected by classmates most or all of the time as indicated on student survey data in response to "Do you feel respected by classmates at LdV?"	66% of students in grades three through six feel respected by classmates most or all of the time as indicated on student survey data in response to "Do you feel respected by classmates at LdV?"	68% of students in grades three through six feel respected by classmates most or all of the time as indicated on student survey data in response to "Do you feel respected by classmates at LdV?"		70% of students feel respected by classmates most or all of the time
5% decrease in office discipline referrals compared to 2015-2016 data.	5% decrease in office discipline referrals compared to 2015-2016 data.	1% decrease in office discipline referrals compared to 2015-2016 data.	2.3% increase in office discipline referrals compared to 2015-2016 data.		5% or more decrease in office discipline referrals compared to 2015-2016 data.
Suspension rate of 1.5% or less	Suspension rate of 1.5% or less	1% suspension rate	2.3% suspension rate		0.25% suspension rate

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Director and staff to monitor school wide discipline	Director monitored school wide discipline regularly and communicated areas of difficulty with staff, students, and parents. The director uses open communication and follow through to keep parents informed during any disciplinary actions and the process is explained thoroughly to each parent. School wide discipline continues to remain positive as teachers create safe and secure classroom experiences for the students through the Sanford Harmony social emotional growth programs, community circles for classroom issues and discussions, and counseling assistance if needed. LdVCS added the No Place for Hate program in the 21-22 school year.	\$0.00	No
5.2	Analyze effectiveness of discipline model	Increased counseling services by five days per week. Our counselor provided support to students who were recognized as needing additional support during the school day. Teachers, parents, and the director were able to assign students to the counselor based on requests.	\$0.00	No
5.3	Update school wide discipline handbook for staff and teachers	LdVCS has a school wide discipline handbook that outlines steps to take when student behavior is not ideal. LdVCS implemented the "Wristband Challenge" to motivate and encourage students to be safe, respectful, and responsible.	\$1,000.00	No
5.4	Implement RTI model to address disciplinary issues	The Rtl model greatly reduces classroom discipline due to the organization and effectiveness of instruction. Our Rtl support staff are very adept with their classroom management skills and provide organized, researched, and consistent instruction to their groups on a daily basis. This consistency also allows the Rtl staff to create positive relationships with students that provide trust in the working process. There are also five teachers in the room conducting small group	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		activities. This is a good student to teacher ratio in the classroom that allows for optimal supervision and lesson delivery.		
5.5	Train new teachers in Positive Discipline and Restorative Trauma-Informed Practices	In the 2018-2019 school year, LdVCS trained and supported three new teachers during staff meetings and professional development throughout the year. Teachers, new and veteran, were encouraged to seek professional development opportunities at various county entities as well. In the 2021-2022 school year, LdVCS trained it's entire staff in Positive Discipline strategies and plans to certify each teacher in the next few year. In the 2023-2024 school year, LdVCS will be partnering with Akoben: A Restorative Justice Trauma-Informed Practices Company.	\$15,169.00	No
5.6	Continue to provide teachers, staff, and parents with professional development on implementing Positive Discipline and Restorative Discipline strategies	Teachers, new and veteran, were encouraged to seek professional development opportunities at various county entities as well. LdVCS has on-site professional development as well as attending opportunities across California to learn of innovative ideas and concepts.	\$0.00	No
5.7	Add a weekly afterschool and biweekly during school "Arts education program"	Begin a VAPA elective that includes (but is not limited to) instruction and training, supplies, materials, and arts educational partnership programs for instruction.	\$47,943.75	No
5.8	Hire on on-site counselor twice a week	Hire and maintain an on-site counselor twice a week of the 2023-2024 school year to help students who are experiencing struggles mental health and regulation	\$30,000.00	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.

LdVCS continued to implement behavior programs such as No Place for Hate and the Wristband Challenge. The Dean of Students created a Parent-Communication log to track frequency of behaviors and increase communication between staff and parents.

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.

No material differences.

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

There was an increase in parent-staff communication and data-gathering during the 22-23 school year. From this data and parent feedback, LdVCS was able to target areas where we could bring change to address students' needs in the areas of mental health.

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.

LdVCS plans to implement a new Garden curriculum and instruction during the school day to support mental health and will have an on-site counselor two days a week.

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)
\$355,956.00	

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
15.12%	0.00%	\$0.00	15.12%

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.

LdVCS has formed an English Learner Advisory Committee (ELAC). All families have the opportunity to participate on the school’s ELAC to advise the Director and staff on programs and services for English Learners; advise school leadership on the development of the Single Plan for Student Achievement (SPSA); develop the school’s needs assessment; implement the school’s annual language census; and help make parents aware of the importance of regular school attendance. If students are not making sufficient academic progress as indicated through ELPAC results and the above data, the ELAC will make recommendations as to how to modify the EL program as needed. LdVCS organized and informed parents during the following events: Areas of responsibility include, but are not limited to, CAASPP coordination and support, tier three small group interventions daily across all grade levels, support and resources regarding structured word inquiry approach to teaching ELD, after-school support to parents of English language learners through professional development, informational classes, and adult acquisition of the English language. The ELD Coordinator supports students after school providing tutoring using the structured word inquiry approach as well as supportive mathematics resources. The ELD Coordinator is also an active member and participant in the English Language Advisory Committee (ELAC).

The ELD Coordinator gives a report to the ELAC members updating information and making members aware of important initiatives pertaining to English language development. The board of trustees also review information from the ELAC committee. To assist our Long

Term English Learners (LTEL), they are given a thirty-minute structured word inquiry lesson after school with the English language development coordinator. This intervention gives our students an added 2 hours of vocabulary inquiry that we believe has a positive effect on our student's ability to comprehend what they read. During an English Language Support Team meeting, the individual English Learner's English and/or academic needs are examined. Based on the results of the needs assessment (including language and academic history), a Personal Language Plan (PLP) is developed specifying the intervention programs/services and personnel used to assist the individual student in meeting his/her goals. Such intervention may include in-class and/or extended day programs and services. The identified English Learner is provided with the intervention programs and services as specified in the PLP, and his/her progress is carefully monitored throughout the school year. Adjustments and modifications to the PLP are made when necessary. All records on the student's progress are kept in their cum files for monitoring purposes. The program for EL students is continually assessed to ensure: EL students are making strong academic progress as measured by school-based assessments, EL students are classified as proficient in English in five to seven years, or less, EL students are proficient in English Language Arts as evidenced by proficiency on state and other standardized exams and EL students are meeting promotion standards to advance from grade level to grade level, evidencing mastery of foundational skills and core subjects on par with native English-speaking students. LdVCS evaluates the effectiveness of its education program for ELs by monitoring teacher qualifications and the use of appropriate instructional strategies based on program design, monitoring student identification and placement, monitoring availability of adequate resources and monitoring distance from met data year-over-year on the CAASPP for 3rd through 5th grade ELs.

We identify students who are socioeconomically disadvantaged/low income through National School Lunch Program applications. We annually survey economically disadvantaged parents for their feedback on our program, what informational topics they might find to be helpful, and how supported they feel. These results help us better understand how to implement stronger supports. With respect to academic needs, economically disadvantaged students are offered the same interventions and strategies that are employed school-wide. In addition, for those whom are underperforming, they are offered supplemental education services in the form of after school tutoring. Our community makes strong efforts to provide support by fundraising so that the school can continue to offer discounts or scholarships for enrichment activities or goods (e.g. yearbook, field trips, book fair). This support is provided in a way that protects the students whom are participating in the National School Lunch Program.

Foster youth and their family members received information on the homeless liaison for LdVCS. Our families received information on who to contact in case of an emergency or to speak with an individual at the school in a confidential manner. For our foster youth and low-income families, LdVCS administration created a partnership with the Chula Vista Community Collaborative. CVCC allows LdVCS to submit referrals for our families to receive assistance and help in the following areas: Family support and advocacy, parenting resources and support, health insurance enrollment assistance, employment assistance, emergency food items, CalFresh application assistance, housing advocacy and navigation, a community closet for emergency clothing assistance, information or referrals to another department for assistance, applications for SDG&E CARE program, referrals for mental health counseling, adult education classes, health and safety information and volunteer and community opportunities. Our ELD coordinator also provided classes in English language development designed to assist families in providing academic support at home during distance learning.

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

Leonardo da Vinci Health Sciences Charter School uses a program called Imagine Learning to provide resources in English language development, English language arts mathematics. The resources provided on this digital platform are designed to supplement the curricular work that teachers provide in a robust mathematics curriculum called Eureka mathematics. LdVCS staff have found value in Imagine Learning resources in ELA and mathematics for support, intervention, enrichment and diagnostics. Imagine Learning offers staff a benchmark assessment in English language arts and mathematics at each grade level. The assessment results give teachers specific and timely data that allow for planning of individual student growth, support for struggling students, and data for teacher to plan and implement lessons that engage the areas of need for all students in the classroom. Alternative Assessments - promote high-level performance, empower students to become responsible learners, and raise the bar for student achievement. Selected activities engage students, demand excellence, and measure student growth in meaningful ways. Alternative assessments include: performance assessment, writing, portfolios, student generated rubrics, student-led conferences, and presentation protocol. When in-person learning resumes, LdVCS will continue to implement and serve our most vulnerable students during the response to intervention support time that is imbedded into each grade level. The response to intervention team uses Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) at the K-3 level as a researched-based foundational support program that is proven to help both new and struggling students build skills and confidence for fluent and independent reading. LdVCS staff feel this approach will help our students better understand what is being read by them to also increase their understanding of the literature. LdVCS staff feel strongly that this will lead to better comprehension, writing, and expression of ideas and opinions. Our response to intervention cycles run in conjunction with our trimester report card periods. At the end of each trimester, or sooner depending on ongoing data and assessment, response to intervention groups are realigned to offer maximum support to student Rtl groups based on need and subject area. The goal is to address learning gaps that students may display based on the data and feedback from the classroom teacher. The response to intervention is an extra 30 minutes of support outside of the general education classroom. Classroom teachers and the English language development coordinator meet regularly to ensure the same focus, strategies and goals occur in both the response to intervention room and the general education classroom. LdVCS staff has determined that it will use a variety of measures to address, analyze, and enact changes to instructional data gleaned from the learning loss benchmark results. LdVCS staff has decided to use Imagine Literacy and Imagine Math online platforms to deliver benchmark assessments in English language arts and mathematics. LdVCS staff will use the data in three different ways to provide support to students based on the results of the data collected. One, LdVCS staff will use the data to determine small learning groups who will receive extra support from the LdVCS Rtl team. This groups provides 30 minutes of daily small group instruction based on lessons and activities from SIPPS and Reading Plus. Two, LdVCS staff will use the data to determine individual support needed for students during designated and integrated ELA lessons given at each grade level. Daily lessons in grammar, phonics, and comprehension can be individualized for each student group based on results from the benchmark data. Three, LdVCS staff will use a variety of local measures to provide a deeper dive into the support that each student needs to progress. Local data can include, but is not limited to, DRA, formative assessments, exit tickets, analytical reading inventories and other measures researched by staff.

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

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,196,755.93	\$645,656.18	\$96,251.00	\$184,567.00	\$3,123,230.11	\$2,100,193.11	\$1,023,037.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Summer Literacy through iReady	All		\$47,250.00			\$47,250.00
1	1.2	After School Enrichment Program (Title I)	English Learners Low Income	\$6,241.00	\$293,759.00			\$300,000.00
1	1.3	Instructional Assistants to support RTI structure (Title I)	English Learners Low Income	\$70,373.50			\$66,764.00	\$137,137.50
1	1.4	Monitor and evaluate implementation of curriculum	All	\$1,694,940.10	\$151,553.00		\$10,000.00	\$1,856,493.10
1	1.5	Make adjustments to curriculum materials as needed	All	\$59,018.57	\$40,981.43			\$100,000.00
1	1.6	Provide professional development in reading, math, and writing instruction.	All	\$21,714.00	\$10,000.00		\$8,267.00	\$39,981.00
1	1.7	Set new progress goals for all students and student groups.	All	\$0.00				\$0.00
1	1.8	Revamp After School Tutoring	English Learners Low Income	\$91,000.00	\$9,000.00			\$100,000.00
1	1.9	Continue to analyze student work on a monthly basis vertically and in grade level groups.	All	\$0.00				\$0.00
1	1.10	Everyone's a Reader program	All	\$0.00				\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.11	Consultants to provide Professional Development in areas of ELD, ELA, and mathematics	English Learners Low Income	\$37,500.00				\$37,500.00
1	1.12	Translate weekly updates	English Learners Low Income	\$9,906.25				\$9,906.25
1	1.13	Implement Mental Health supports through Garden curriculum & instruction time	English Learners Low Income	\$26,000.00			\$34,000.00	\$60,000.00
1	1.14	Purchase licensing for online intervention program(s)	English Learners Low Income	\$21,000.00				\$21,000.00
1	1.15	Acquire, develop, and retain teachers.	All	\$0.00				\$0.00
2	2.1	Before School Enrichment Program (Title I)	English Learners Low Income	\$31,500.00				\$31,500.00
2	2.2	Train staff and teachers in the use of assessment programs.	All	\$0.00				\$0.00
2	2.3	Analyze RTI, ELD class data, and Health data	All	\$0.00				\$0.00
2	2.4	Review and train new teachers on how to administer and score assessments (DRA, SIPPS, CAASPP interim, benchmarks, iReady Data, CAASPP IAB, Do the Math).	All	\$20,000.00				\$20,000.00
2	2.5	Train teachers to administer and score school wide writing assessments	All	\$0.00				\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.6	Create new assessment rubrics and protocols based on grade level standard and ESLR's for writing.	All	\$0.00				\$0.00
2	2.7	Analyze ELPAC data.	All	\$0.00				\$0.00
3	3.1	Summer Enrichment Program (Title I)	ELL All	\$0.00				\$0.00
3	3.2	After School Tutoring	All	\$0.00				\$0.00
3	3.3	Purchase licensing for online intervention program(s) such as iReady	All	\$0.00				\$0.00
3	3.4	Maintain a clearly structured Response to Intervention (RTI) model which outlines student supports provided at levels 1, 2, and 3 and allows us to better measure the impact of the supports we put in place	All	\$0.00				\$0.00
3	3.5	Instructional Assistants to support RTI structure (Title I)	All	\$0.00				\$0.00
3	3.6	Intervention/ELD teacher to monitor RTI program and provide push-in services	English Learners Low Income	\$82,234.38				\$82,234.38
3	3.7	Ensure ELD / Intervention teacher is properly trained	English Learners Low Income	\$4,328.13				\$4,328.13
3	3.8	Analyze school-wide assessments	All	\$0.00				\$0.00
3	3.9	Identify professional development needs for assessments	English Learners Low Income	\$15,000.00				\$15,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.10	Consultants to provide Professional Development in areas of ELD and ELA	All	\$0.00				\$0.00
3	3.11	Administer and analyze initial assessments from Illuminate Education.	All	\$0.00				\$0.00
3	3.12	Re-administer assessments for baseline comparison	All	\$0.00				\$0.00
3	3.13	Purchase curriculum to support students with scaffolds for Target Populations	English Learners Low Income	\$5,000.00				\$5,000.00
3	3.14	Involve parents through ELAC meetings	All	\$0.00				\$0.00
3	3.15	Replace old/broken furniture	All				\$33,411.00	\$33,411.00
3	3.16	Contract with Oas Center for special education services	All			\$96,251.00	\$32,125.00	\$128,376.00
4	4.1	Communicate importance of school attendance with parents:	English Learners Foster Youth Low Income	\$0.00				\$0.00
4	4.2	Provide parent education on impact of attendance on student achievement levels	All	\$0.00				\$0.00
4	4.3	Recognize best monthly attendance by class	All	\$0.00				\$0.00
4	4.4	Public recognition of students with positive attendance	All	\$0.00				\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.5	Reflect on prior year attendance and truancy data	All	\$0.00				\$0.00
4	4.6	Establish an Attendance Panel	All	\$0.00				\$0.00
4	4.7	Analyze the data to design positive attendance plan	All	\$0.00				\$0.00
5	5.1	Director and staff to monitor school wide discipline	All	\$0.00				\$0.00
5	5.2	Analyze effectiveness of discipline model	All	\$0.00				\$0.00
5	5.3	Update school wide discipline handbook for staff and teachers	All	\$1,000.00				\$1,000.00
5	5.4	Implement RTI model to address disciplinary issues	All	\$0.00				\$0.00
5	5.5	Train new teachers in Positive Discipline and Restorative Trauma-Informed Practices	All		\$15,169.00			\$15,169.00
5	5.6	Continue to provide teachers, staff, and parents with professional development on implementing Positive Discipline and Restorative Discipline strategies	All	\$0.00				\$0.00
5	5.7	Add a weekly afterschool and biweekly during school "Arts education program"	All		\$47,943.75			\$47,943.75
5	5.8	Hire on on-site counselor twice a week	All		\$30,000.00			\$30,000.00

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
\$2,354,904.00	\$355,956.00	15.12%	0.00%	15.12%	\$400,083.26	0.00%	16.99 %	Total:	\$400,083.26
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$400,083.26

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	After School Enrichment Program (Title I)	Yes	Schoolwide	English Learners Low Income	All Schools	\$6,241.00	
1	1.3	Instructional Assistants to support RTI structure (Title I)	Yes	Schoolwide	English Learners Low Income	All Schools	\$70,373.50	
1	1.8	Revamp After School Tutoring	Yes	Schoolwide	English Learners Low Income	All Schools	\$91,000.00	
1	1.11	Consultants to provide Professional Development in areas of ELD, ELA, and mathematics	Yes	Schoolwide	English Learners Low Income	All Schools	\$37,500.00	
1	1.12	Translate weekly updates	Yes	Schoolwide	English Learners Low Income		\$9,906.25	
1	1.13	Implement Mental Health supports through Garden curriculum & instruction time	Yes	Schoolwide	English Learners Low Income	All Schools	\$26,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.14	Purchase licensing for online intervention program(s)	Yes	Schoolwide	English Learners Low Income	All Schools	\$21,000.00	
2	2.1	Before School Enrichment Program (Title I)	Yes	Schoolwide	English Learners Low Income	All Schools	\$31,500.00	
3	3.6	Intervention/ELD teacher to monitor RTI program and provide push-in services	Yes	Schoolwide	English Learners Low Income	All Schools	\$82,234.38	
3	3.7	Ensure ELD / Intervention teacher is properly trained	Yes	Schoolwide	English Learners Low Income	All Schools	\$4,328.13	
3	3.9	Identify professional development needs for assessments	Yes	Schoolwide	English Learners Low Income		\$15,000.00	
3	3.13	Purchase curriculum to support students with scaffolds for Target Populations	Yes	Schoolwide	English Learners Low Income		\$5,000.00	
4	4.1	Communicate importance of school attendance with parents:	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$0.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,323,459.12	\$2,271,134.75

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	Summer Literacy through iReady	No	\$47,250.00	\$0.00
1	1.2	After School Tutoring Program (Title I)	Yes	\$216,000.00	\$294,750.00
1	1.3	Instructional Assistants to support RTI structure (Title I)	Yes	\$145,800.00	\$87,773.00
1	1.4	Monitor and evaluate implementation of curriculum	No	\$1,520,387.32	\$1,643,619.00
1	1.5	Make adjustments to curriculum materials as needed	No	\$108,461.00	\$107,301.00
1	1.6	Provide professional development in reading instruction.	No	\$7,500.00	\$25,715.00
1	1.7	Set new progress goals for all students and student groups.	No	\$15,000.00	\$15,000.00
1	1.8	Set new progress goals for all students and student groups.	No	\$0.00	\$0.00
1	1.9	Continue to analyze student work on a monthly basis vertically and in grade level groups.	No	\$0.00	\$0.00
1	1.10	Everyone's a Reader program	No	\$0.00	\$0.00

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	1.11	Consultants to provide Professional Development in areas of ELD, ELA, and mathematics	No	\$7,500.00	\$0.00
1	1.12	Translate weekly updates	No	\$8,012.80	\$8,624.50
1	1.13	Parent Workshops	No	\$2,000.00	\$0.00
1	1.14	Purchase licensing for online intervention program(s)	No	\$21,000.00	\$0.00
1	1.15	Acquire, develop, and retain teachers.	No	\$0.00	\$0.00
2	2.1	Maintain Illuminate database	No	\$0.00	\$0.00
2	2.2	Train staff and teachers in the use of assessment programs.	No	\$0.00	\$0.00
2	2.3	Analyze RTI, ELD class data, and Health data	No	\$0.00	\$0.00
2	2.4	Review and train new teachers on how to administer and score assessments (DRA, SIPPS, CAASPP interim, benchmarks, iReady Data, CAASPP IAB, Do the Math).	No	\$20,000.00	\$0.00
2	2.5	Train teachers to administer and score school wide writing assessments	No	\$5,000.00	\$0.00
2	2.6	Create new assessment rubrics and protocols based on grade level standard and ESLR's for writing.	No	\$0.00	\$0.00
2	2.7	Analyze ELPAC data.	No	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Summer Intensive Literacy Program (Title I)	No	\$0.00	\$0.00
3	3.2	After School Tutoring Program (Title I)	No	\$0.00	\$0.00
3	3.3	Purchase licensing for online intervention program(s) such as iReady	No	\$0.00	\$0.00
3	3.4	Maintain a clearly structured Response to Intervention (RTI) model which outlines student supports provided at levels 1, 2, and 3 and allows us to better measure the impact of the supports we put in place	No	\$0.00	\$0.00
3	3.5	Instructional Assistants to support RTI structure (Title I)	No	\$0.00	\$0.00
3	3.6	Intervention/ELD teacher to monitor RTI program and provide push-in services	Yes	\$93,000.00	\$7,804.25
3	3.7	Ensure ELD / Intervention teacher is properly trained	Yes	\$5,000.00	\$0.00
3	3.8	Analyze school-wide assessments	No	\$0.00	\$0.00
3	3.9	Identify professional development needs for assessments	No	\$15,000.00	\$0.00
3	3.10	Consultants to provide Professional Development in areas of ELD and ELA	No	\$0.00	\$0.00
3	3.11	Administer and analyze initial assessments from Illuminate Education.	No	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.12	Re-administer assessments for baseline comparison	No	\$0.00	\$0.00
3	3.13	Analyze student growth	No	\$0.00	\$0.00
3	3.14	Involve parents through ELAC meetings	No	\$0.00	\$0.00
3	3.15	1:1 Student Technology Devices	No	\$0.00	\$0.00
3	3.16	Contract with Stepping Stones Education for special education services	No	\$0.00	\$0.00
4	4.1	Communicate importance of school attendance with parents:	Yes	\$79,548.00	\$79,548.00
4	4.2	Provide parent education on impact of attendance on student achievement levels	No	\$0.00	\$0.00
4	4.3	Recognize best monthly attendance by class	No	\$0.00	\$0.00
4	4.4	Public recognition of students with positive attendance	No	\$0.00	\$0.00
4	4.5	Reflect on prior year attendance and truancy data	No	\$0.00	\$0.00
4	4.6	Establish an Attendance Panel	No	\$0.00	\$0.00
4	4.7	Analyze the data to design positive attendance plan	No	\$0.00	\$0.00
5	5.1	Director and staff to monitor school wide discipline	No	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
5	5.2	Analyze effectiveness of discipline model	No	\$0.00	\$0.00
5	5.3	Update school wide discipline handbook for staff and teachers	No	\$1,000.00	\$1,000.00
5	5.4	Implement RTI model to address disciplinary issues	No	\$0.00	\$0.00
5	5.5	Train new teachers in Positive Discipline and LdVCS Discipline Plan	No	\$5,000.00	\$0.00
5	5.6	Continue to provide teachers and staff with professional development on implementing Positive Discipline and Restorative Discipline strategies	No	\$0.00	\$0.00
5	5.7	Continue to provide parents with information and workshops on Positive Discipline	No	\$1,000.00	\$0.00
5	5.8	Analyze office discipline referrals, suspensions, and other discipline data on a monthly and yearly basis	No	\$0.00	\$0.00

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)
\$334,182.00	\$334,182.00	\$334,182.00	\$0.00	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)
1	1.2	After School Tutoring Program (Title I)	Yes	\$77,552.00	\$77,552.00		
1	1.3	Instructional Assistants to support RTI structure (Title I)	Yes	\$79,082.00	\$79,082.00		
3	3.6	Intervention/ELD teacher to monitor RTI program and provide push-in services	Yes	\$93,000.00	\$93,000.00		
3	3.7	Ensure ELD / Intervention teacher is properly trained	Yes	\$5,000.00	\$5,000.00		
4	4.1	Communicate importance of school attendance with parents:	Yes	\$79,548.00	\$79,548.00		

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)
\$1,943,557.00	\$334,182.00	0.00%	17.19%	\$334,182.00	0.00%	17.19%	\$0.00	0.00%

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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