

LCFF Budget Overview for Parents

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

CDS Code: 37-68023-0119594

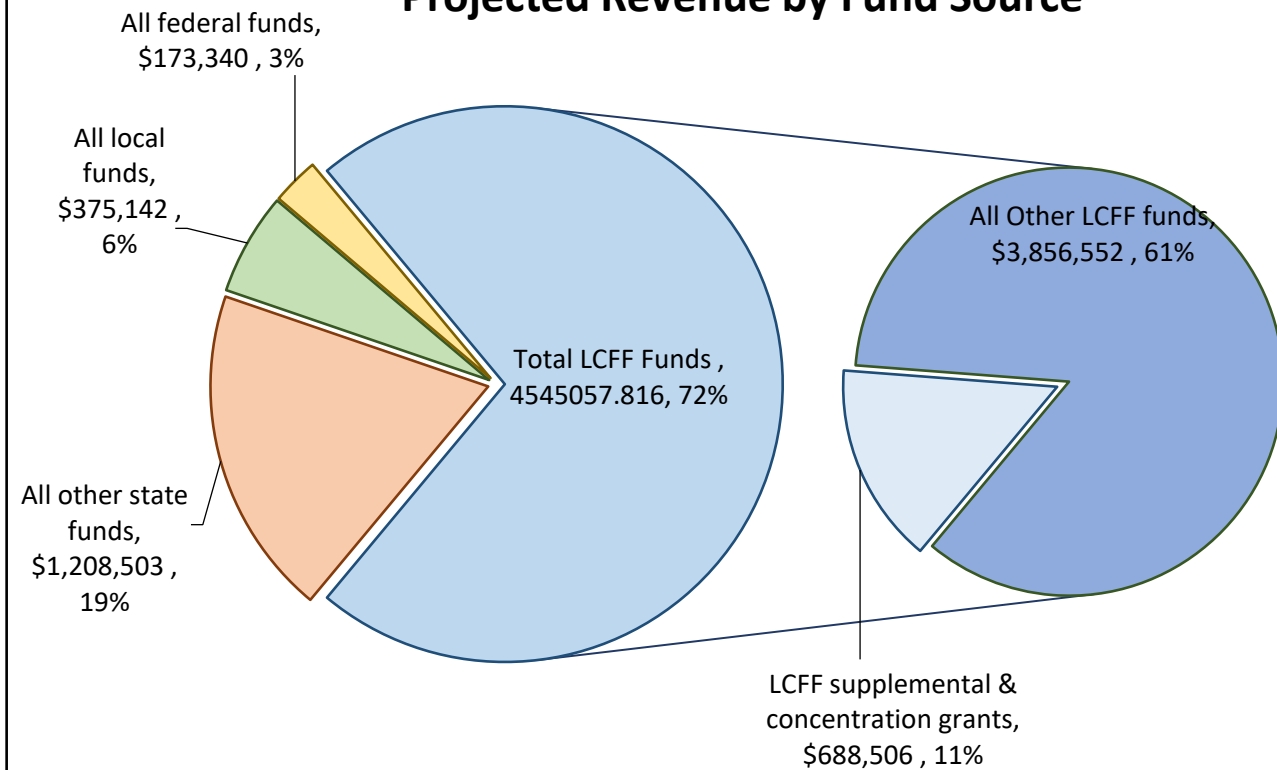
School Year: 2026-27

LEA contact information: Courtney Cox; (619) 420-0066 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 2026-27 School Year

Projected Revenue by Fund Source

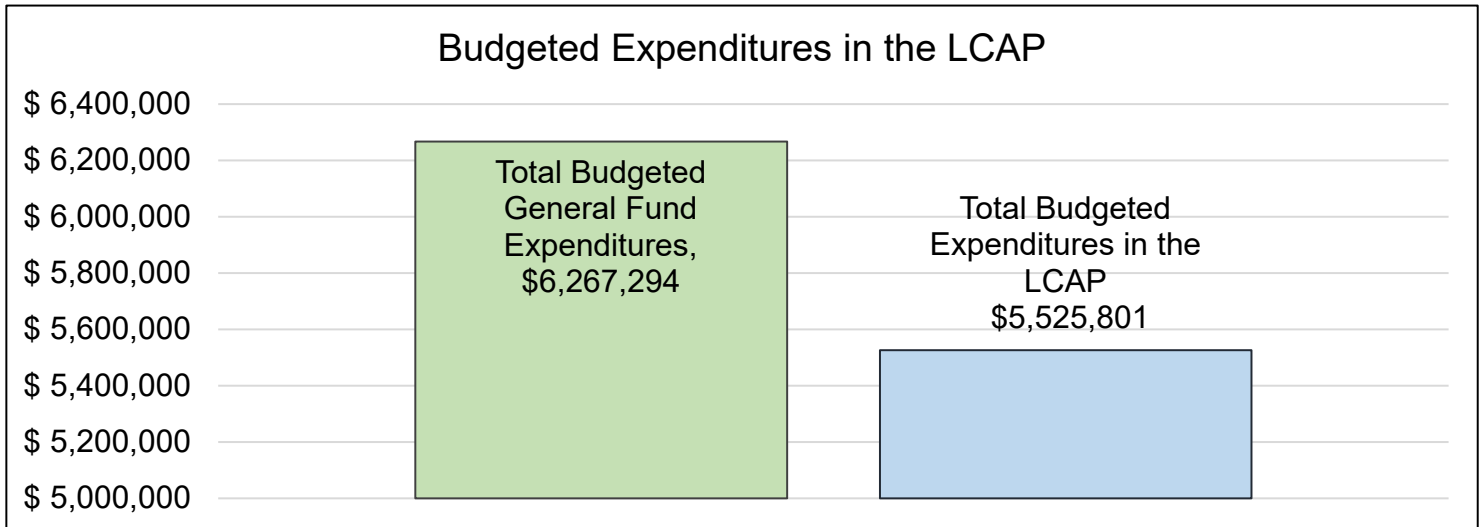


This chart shows the total general purpose revenue Leonardo da Vinci Health Sciences Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Leonardo da Vinci Health Sciences Charter is \$6,302,042.78, of which \$4,545,057.82 is Local Control Funding Formula (LCFF), \$1,208,502.85 is other state funds, \$375,142.16 is local funds, and \$173,339.96 is federal funds. Of the \$4,545,057.82 in LCFF Funds, \$688,505.53 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Leonardo da Vinci Health Sciences Charter plans to spend \$6,267,294.19 for the 2026-27 school year. Of that amount, \$5,525,800.88 is tied to actions/services in the LCAP and \$741,493.30 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

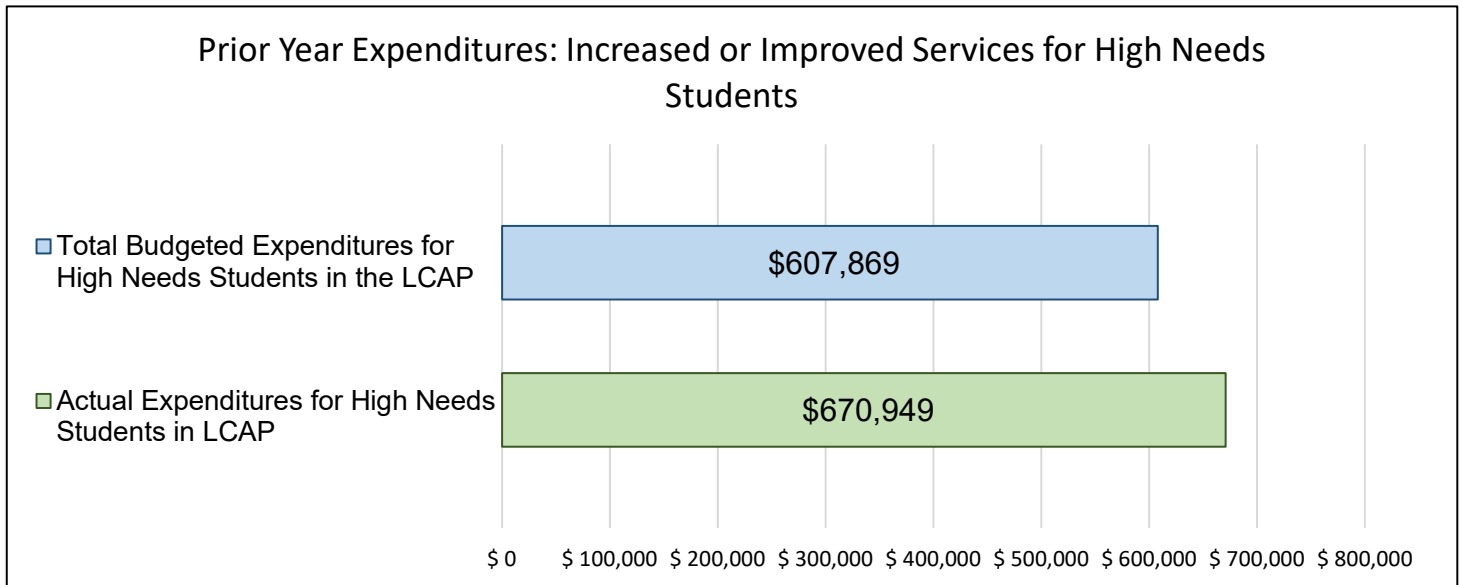
Consultants, noon coverage, ops manager, insurance, audit

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

In 2026-27, Leonardo da Vinci Health Sciences Charter is projecting it will receive \$688,505.53 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 \$790,352.40 towards meeting this requirement, as described in the LCAP

LCFF Budget Overview for Parents

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



This chart compares what 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 2025-26, Leonardo da Vinci Health Sciences Charter's LCAP budgeted \$607,868.83 for planned actions to increase or improve services for high needs students. Leonardo da Vinci Health Sciences Charter actually spent \$670,949.16 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Leonardo da Vinci Health Sciences Charter	Courtney Cox, Director	courtney.cox@davincicharter.org (619) 420-0066

Plan Summary 2026-27

General Information

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

Leonardo da Vinci Health Sciences Charter School (LdVCS) is a TK-6 public charter school that opened in the fall of 2009 and is a WASC-accredited charter school authorized by Chula Vista Elementary School District (CVESD). LdVCS currently serves 311 students across grades TK-6. The school's distinctive identity as a health sciences charter school shapes every aspect of its educational program, from curriculum and instruction to whole-child supports and family engagement.

Mission and Vision

Mission. Leonardo da Vinci Health Sciences Charter School (LdVCS) cultivates a community of health-literate students who are knowledgeable about and value what it means to be academically, physically, and socio-emotionally healthy through a student-centered approach to learning.

Vision. Leonardo da Vinci Health Sciences Charter School seeks to develop students who are influential contributors to an ever-changing global society.

Student Demographics

LdVCS serves a richly diverse student community. The school's racial and ethnic demographics include 88% Hispanic, 3% White, 3% Two or More Races, 2% African American, 1% Asian, and 1% Pacific Islander students. Unduplicated student group demographics include 40% English Learners, 17% Students with Disabilities, and 70% Socioeconomically Disadvantaged students. The student population reflects the rich linguistic, cultural, and lived-experience diversity of the surrounding community, and the school's educational program is designed to honor that diversity while ensuring equitable access to rigorous learning for every student.

Educational Program

LdVCS provides a comprehensive standards-aligned curriculum in core academic subjects, including the Wonders English Language Arts curriculum, Eureka Math, foundational literacy supports through Heggerty and the UFLI Foundations program, and standards-aligned instruction in science, history-social science, and physical education. Teachers use a variety of phonics programs in the lower grades grounded in the Science of Reading, complemented by the school's two-year LETRS professional learning sequence for all certificated staff. Project-Based Learning

and inquiry advance learning for all students and promote curiosity, creativity, and critical thinking, while differentiated instruction supports the diverse range of learner needs across the school.

The school offers a broad course of study that includes Spanish foreign language instruction through Rockalingua, Health and Wellness, Physical Education, monthly garden lessons in partnership with Good Neighbor Gardens, Positive Discipline, the Habits of Mind, and a Visual and Performing Arts (VAPA) program for all students in grades TK through 6. Students are also encouraged to take on leadership roles by helping with younger students during after-school programs, building student voice and a sense of contribution to the school community.

Whole-Child Identity: Mind, Body, Heart Connection

LdVCS focuses on healthy habits for the mind, body, and heart. Effective communication, creative expression, physical fitness, healthy eating, mindfulness, and community events unite the school community. The school looks at the world with wonderment and awe, seeking deeper knowledge through thematic, project-based learning units of study. LdVCS provides systematic, targeted instruction to all students to foster academic success and nurture student self-esteem, cultivates the positive Habits of Mind that successful people exhibit when they approach and solve complex problems, and teaches important social skills in a manner that is deeply respectful and encouraging for every member of the caring school community.

Family and Community Engagement

The school engages the school community into school culture and activities through cultural events, talent shows, and science nights. Parents engage in the academic progress of their children through goal-setting conferences with teachers, the Parent Workshop Series. The school's commitment to authentic family partnership is reflected throughout the LCAP.

LCAP Development and Compliance

Leonardo da Vinci Health Science Charter School (LdVCS) has developed a one-year LCAP that also serves as the School Plan for Student Achievement (SPSA). The plan meets the educational partner engagement requirements outlined in California Education Code 64001(j) and fulfills the requirements of EC 52062(a), including:

- Consultation with the Special Education Local Plan Area (SELPA) per EC 52062(a)(5)
- Input from the Parent Advisory Committee (PAC) per EC 52062(a)(1)
- Input from the English Learner Parent Advisory Committee per EC 52062(a)(2)
- Written responses to comments received from each committee

Learning Recovery Emergency Block Grant Funds

As of the development of this LCAP, Leonardo da Vinci Health Sciences Charter School has \$62,889 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds, which will be fully expended during the 2026-27 school year. A description of how these funds will be expended, including a comprehensive needs assessment, can be found in the Reflections: Annual Performance section of this LCAP.

Equity Multiplier Funds

Leonardo da Vinci Health Sciences Charter School is not eligible for Equity Multiplier funds for the 2026-27 LCAP year.

Reflections: Annual Performance

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

The following table presents Leonardo da Vinci Health Sciences Charter School's performance on the 2025 California School Dashboard, organized by State and Academic Indicators and disaggregated by student group. The data reflects the school's academic achievement levels across each indicator and across student populations. With the release of the 2025 Dashboard, the State Board of Education (SBE) added the Science Academic Indicator and assigned it a performance level (color) for the first time.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	Science
All Students	Orange	Yellow	Blue	N/A	Yellow	Yellow	--
English Learners	Orange	Orange	Blue	N/A	Yellow	Yellow	--
Long-Term English Learners	--	--	--	N/A	--	--	N/A
Homeless	N/A	--	--	N/A	--	--	N/A
Socioeconomically Disadvantaged	N/A	Yellow	Blue	N/A	Yellow	Yellow	--
Students with Disabilities	N/A	Orange	Green	N/A	--	--	--
Black or African American	N/A	--	--	N/A	--	--	N/A
Asian	N/A	--	--	N/A	N/A	N/A	N/A
Filipino	N/A	--	--	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	Yellow	Blue	N/A	Yellow	Yellow	--
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--	N/A
White	N/A	--	--	N/A	--	--	--
Two or More Races	N/A	--	--	N/A	--	--	--

Strong Schoolwide Performance on the 2025 Suspension Rate Indicator

LdVCS achieved exceptional performance on the Suspension Rate Indicator on the 2025 California School Dashboard, earning a Blue performance level for the All Students group and for nearly every reported student group. The school received a Blue performance level for the All Students group, English Learners, Socioeconomically Disadvantaged students, and Hispanic students, and a Green performance level for Students with Disabilities.

The school's suspension rate declined dramatically from 3.5% on the prior Dashboard to 0.7% on the 2025 Dashboard for the All Students group, an 80% reduction in suspension rate. Student-group-level performance reflects this schoolwide trend:

- English Learners: 0% suspension rate

- Socioeconomically Disadvantaged students: 0.5% suspension rate
- Students with Disabilities: 1.7% suspension rate
- Hispanic students: 0.4% suspension rate

This level of performance places LdVCS among the strongest performers in California on the Suspension Rate Indicator and reflects the school's sustained, intentional investment in school climate, student engagement, and the implementation of restorative practices. The reduction in suspensions for Students with Disabilities is particularly significant, given the school's three-year trajectory on this indicator from a Red performance level (10.3%) on the 2023 Dashboard to a Green performance level (1.7%) on the 2025 Dashboard.

The school's results reflect deliberate, multi-year work to move from a reactive, exclusionary discipline model to a proactive, restorative model. Key drivers of the school's success include schoolwide implementation of restorative practices and community circles, alternatives to suspension through the school's tiered behavioral response framework, the leadership of the Board-Certified Behavior Analyst (BCBA) in developing and implementing Behavior Support Plans and Behavior Intervention Plans, the impact of the on-site counselor in providing preventative mental health and social-emotional support, the school's commitment to the Mind, Body, Heart connection framework, and consistent staff training in trauma-informed practices, verbal de-escalation, and the behavior versus disability distinction.

LdVCS will continue to sustain these strong outcomes by maintaining its tiered behavioral response framework, BCBA partnership, on-site counselor services, restorative practices, and ongoing staff training, ensuring that suspensions remain a last resort and that every student has access to a safe, inclusive, and supportive learning environment.

COMPREHENSIVE NEEDS ASSESSMENT: 2026-27 LCAP

LdVCS conducted a comprehensive needs assessment to evaluate schoolwide and student performance, measure program effectiveness, and review state and local data, including performance on the California School Dashboard; and eligibility. The findings from the needs assessment guides the strategic use of multiple funding sources, including Title I-IV, Learning Recovery Emergency Block Grant (LREBG), Local Control Funding Formula Supplemental and Concentration (LCFF S&C) funds, and Expanded Learning Opportunities Program (ELOP) funding; while also measuring program effectiveness to improve student outcomes.

This process also aligns with the school's Strategic Plan. The findings from the needs assessment served to inform the development of the 2026-27 Local Control and Accountability Plan (LCAP) newly revised goals, metrics, and actions. The following sections present the needs assessments for the English Language Arts (ELA), Mathematics, Chronic Absenteeism, and English Learner Progress indicators.

Changes to the 2026-27 LCAP

2026-27 LCAP: LdVCS's 2026-27 LCAP addresses the needs identified through the school's California School Dashboard data, multi-source needs assessments, and engagement with educational partners. The plan is organized around three goals:

- **LCAP Goal 1: Academic Curiosity and Rigor Through a Student-Centered Learning Model.** Students will engage in a rigorous, student-centered instructional program anchored in Project-Based Learning (PBL) and supported by a unified Multi-Tiered System of Supports (MTSS) that addresses the academic and social-emotional needs of every learner, fostering curiosity, creativity, collaboration, and health literacy so that students develop the Habits of Mind of lifelong learners and grow as influential contributors to an ever-changing global society.

- **LCAP Goal 2: Strengthening Instructional Delivery Through Holistic Supports and Staff Development.** Continue to provide evidence-based professional development centered on MTSS to improve student outcomes and address the unique learning needs of our students, fostering a safe and inclusive learning environment using a whole-child approach grounded in the Mind, Body, Heart connection and the Habits of Mind, while strengthening the use of Professional Learning Communities (PLCs) to build teacher capacity for data-informed decision making and consistent application of MTSS practices.
- **LCAP Goal 3: Building Authentic Partnerships.** Continue to strengthen meaningful and reciprocal engagement with educational partners, including staff, parents, students, and community members, through ongoing collaborative forums and shared decision-making opportunities that advance the school's mission, vision, and MTSS, while using a variety of feedback and data sources to identify and address equity gaps, strengthen the instructional program, and foster a school culture grounded in trust, shared responsibility, and collective accountability for student outcomes.

Reflections on the 2024 and 2025 California School Dashboards: LdVCS has demonstrated measurable, multi-year improvement across key California School Dashboard indicators, while also identifying ongoing areas of focus that drive the 2026-27 LCAP.

The school has improved the Chronic Absenteeism Indicator for the All Students group from 34.6% (Red) on the 2023 Dashboard to 19.8% (Yellow) on the 2025 Dashboard, a nearly 15% reduction over three years. The school has also dramatically reduced suspensions for Students with Disabilities, from 10.3% (Red) on the 2023 Dashboard to 1.7% (Green) on the 2025 Dashboard, reflecting the impact of the school's restorative practices, BCBA-supported behavior plans, and tiered behavioral response framework.

Ongoing priorities reflected in the 2026-27 LCAP include continued improvement on the ELA Academic Indicator (All Students at 22.4 points below standard, Yellow), the Math Academic Indicator (All Students at 39.7 points below standard, Yellow), the English Learner Progress Indicator (Orange, with year-over-year stagnation), and the Chronic Absenteeism Indicator for English Learners and Students with Disabilities (both Orange on the 2025 Dashboard). The school has identified targeted, evidence-based strategies in each LCAP action to address these ongoing priorities while sustaining the gains made over the prior Dashboard cycles.

ELA Academic Indicator (2025 Dashboard)

On the 2025 California School Dashboard, Leonardo da Vinci Health Sciences Charter School performed in the Yellow performance level for the ELA Academic Indicator across all reported student groups. Specifically, the All Students group performed at 22.4 points below standard (Distance from Standard), English Learners performed at 67 points below standard, Socioeconomically Disadvantaged students performed at 25.2 points below standard, and Hispanic students performed at 26.3 points below standard. While the school maintained a Yellow status across these student groups, the magnitude of the gap for English Learners (nearly 45 points wider than the All Students group) signals a significant equity concern that must be prioritized in the 2026-27 LCAP cycle.

Data Analyzed (Quantitative and Qualitative): The school engaged in a multi-source data analysis to inform this needs assessment. Quantitative data sources included the 2024 and 2025 CAASPP/SBAC results (with 2025 final results pending at the time of analysis), 2024 and 2025 ELPAC results, 2025-26 iReady Growth Reports, 2025-26 DIBELS results, and 2025-26 Wonders curriculum-based assessment data. Qualitative data sources included classroom observations and instructional coach debriefs, the Leonardo da Vinci Charter Renewal Data, and the Parsec x Leonardo da Vinci Insights 1 (2025-26) data presentation.

Educational Partners Engaged in the Analysis: The following educational partners participated in the analysis and engagement related to ELA performance: the Leadership Team (including SPED, RTI, and Administration), Instructional Coaches who led the Professional Learning Communities (PLCs), teachers through professional development and staff meetings, parents through the English Learner Advisory Council (ELAC), Parent Advisory Council (PAC), and Parent Workshop Series, the Curriculum and Assessment Governance Committee, the Board of Trustees, and PARSEC as the school's data partner.

Strengths Identified This School Year: LdVCS identified several strengths in its ELA instructional program and outcomes during the 2025-26 school year:

Leonardo da Vinci Charter School: 2026-27 LCAP

- **Instructional Coaching Infrastructure.** The school continued its instructional coaching model into its second year of implementation, employing two Instructional Coaches (one TK-2; and one Gr 3-6). Coaches conducted monthly individual classroom observations followed by debrief sessions with each teacher and facilitated 90-minute monthly PLCs divided by grade-level bands (TK through 2nd grade and 3rd through 6th grade). Coaches also met monthly with the Director and Dean of Students to determine next steps for instructional improvement.
- **Predictive Strength of i-Ready Data.** Historically, 90% of students who meet Mid or Above Grade Level on the Winter i-Ready tend to Meet or Exceed Standard on the CAASPP for ELA, indicating that the school's local benchmark data is a strong predictor of summative performance.
- **CAASPP Growth.** The school maintained consistent year-over-year growth in ELA, with a 2.73% increase in the Met or Exceeded Standard rate from 2023-24 to 2024-25 on CAASPP. Individual students are also meeting their i-Ready stretch growth goals, with some demonstrating up to two years of growth in a single year.
- **Strengthened MTSS Framework.** The school has built an increasingly robust MTSS framework designed to intervene as early as possible, supported by increased staffing including Education Specialists, counseling services, and BCBA support.
- **Tier 1 Promise and Structured Collaboration.** The Tier 1 Promise established clear schoolwide instructional expectations and non-negotiables, increasing consistency across classrooms. Structured collaboration time, including 90-minute PLCs, lesson study, and peer observations, ensured that professional development was applied directly to classroom practice.
- **LETRS Professional Development.** All certificated staff are in their second year of LETRS (Language Essentials for Teachers of Reading and Spelling) training, deepening teacher knowledge of the Science of Reading. Teachers implementing Year 1 of LETRS with fidelity continued to deepen their practice.
- **Early Literacy Implementation.** TK through 3rd grade teachers implemented daily Heggerty phonological awareness exercises, and the school piloted UFLI to support phonics development.
- **Expanded Intervention Capacity.** The school added three additional credentialed Instructional Aides, bringing the total to eight, with one per grade level from TK through 6th grade. RTI and ELD Lead Teachers met monthly with Instructional Aides for professional development, and RTI services were data-driven, informed by ELA benchmark data.
- **Tiered Screening and Intervention Programs.** The school utilized mClass DIBELS (Acadience) as its Tier 2 phonics screener, with SIPPS serving K-2 and Megawords serving grades 3-6. A separate Tier 3 component was added mid-year, placing students needing more intensive support into smaller intervention groups.
- **Mid-Year RTI Realignment.** In January 2026, the RTI team redirected its focus toward Tier 2 students who did not already have IEP support, while students with IEPs were transitioned to the Education Specialists. A second Education Specialist was hired to support the growing special education caseload, with plans to add a third.
- **SED Student Performance.** Socioeconomically Disadvantaged students have demonstrated positive growth year after year.

Greatest Needs Identified: The greatest needs in ELA identified for the 2025-26 school year include:

- A steady increase in students who are Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and English Learners (EL) who are arriving at significantly low academic levels.
- A high turnover of 5th grade teachers since 2021-22, including maternity leaves, has disrupted instructional continuity at that grade level.
- Implementation of the Tier 1 Promise remains inconsistent across classrooms.

- Addressing attendance in the SED, SWD, and EL student groups remains a persistent challenge, as does ensuring that all students participate in state testing.
- Addressing the stagnation in English Learner progress is a critical concern, alongside the need to build staff capacity to deliver evidence-based interventions effectively and minimize off-task behavior that impacts instructional time.
- Students with Disabilities continue to experience high chronic absenteeism and require continued explicit Science of Reading pull-out instruction. English Learners are stagnating in the Orange performance level for the ELPI and also experience high chronic absenteeism.
- Even though the school has prioritized ELA, reading struggles limit student access to grade-level content across all subject areas, particularly impacting English Learners, Long-Term English Learners (LTELs), and Students with Disabilities who are reading significantly below grade level and are chronically absent. As a result, students are also struggling to access content in mathematics, science, and social studies.

New Issues Identified This School Year: Several new issues emerged during the 2025-26 school year that affect ELA outcomes:

The school is experiencing high progress in some students while others remain stagnant. Third graders are not adequately prepared to take the state test. There is a need to ensure RTI is strategically targeted, particularly for students not already receiving services. There is a lack of qualified SPED staffing to support teachers and students, and the school is addressing teacher burnout, as the schoolwide IEP percentage has almost doubled and teacher absences are elevated. The high number of English Learners is making intervention groups too large to be as effective as desired, and the school has identified a CLAD credential issue affecting two certificated teachers. The high number of IEPs is interrupting quality instruction, contributing to a constant "catch-up" cycle. Additionally, not all students who are invited to tutoring consistently attend.

Specific to the English Learner population, the school has identified ongoing English Learner progress concerns, including stagnation in the ELPI at Orange year over year. Many English Learners are also Socioeconomically Disadvantaged and Students with Disabilities, meaning language development is compounded by additional academic skill gaps and students require integrated support across SPED, RTI, and ELD systems.

Resource Inequities: The school identified four primary resource inequities directly impacting ELA outcomes:

1. **School Funding Impacted by Chronic Absenteeism.** Chronic absenteeism is directly reducing Average Daily Attendance (ADA), which results in lost state funding. This decreases the resources available to fund interventions and staffing supports and places increased pressure on already stretched systems (SPED, EL, RTI). Students most affected by absenteeism are often SED, EL, and SWD, meaning funding loss is tied to the students with the highest needs. The equity issue is that resources are decreasing in proportion to the students who most require additional support.
2. **Instructional Time and Student Attention.** Instructional time is being impacted by transitions and routine inconsistencies, repeated directions and behavior redirection, and interruptions from services (SPED, EL, and intervention pull-outs). Students with higher needs (EL, SWD, SED) experience fragmented access to Tier 1 instruction. The equity issue is that students who need the most instructional time are often receiving the most fragmented learning experiences.
3. **Student Supports and Intervention (Tutoring Access Gaps).** Tutoring is available but not all invited students consistently attend, resulting in uneven access to supplemental support. Students most in need of intervention (often SWD, EL, and SED) are also those most likely to experience attendance barriers, transportation or family constraints, and engagement fatigue from multiple interventions. This reduces the overall effectiveness of intervention investments. The equity issue is that support exists, but access is inconsistent, leading to unequal impact of resources already being funded.
4. **Access to Empowering, Rigorous Instruction.** While instructional initiatives exist (LETRS, PBL, coaching, DataWorks), implementation consistency varies. Teachers are pulled frequently from the classroom to attend required support meetings. Students with the highest needs (EL, SWD, SED) are more likely to experience reduced access to grade-level reading and writing tasks, over-scaffolded or fragmented instruction, and lower exposure to academic discourse.

and rigorous content. The equity issue is that students who need the most rigorous instruction often receive the least consistent access to it at Tier 1.

Root Cause Analysis: The school identified the following root causes contributing to the ELA performance gap:

- **Attendance Barriers Reducing System Effectiveness.** Contributing factors include student anxiety at school because learning is difficult, health concerns, cross-border issues and custody arrangements, parents enabling students to stay home, and student behaviors that lead to absences.
- **Capacity Strain from Rapidly Increasing Student Needs.** The growing complexity and volume of student needs, including the near-doubling of IEPs, is straining staff capacity and the school's ability to respond.
- **Fragmentation Across Multiple Initiatives.** Concurrent initiatives such as LETRS, PBL, coaching, and DataWorks, while individually valuable, create implementation strain and limit consistency across classrooms.
- **Limited Instructional Leadership Bandwidth.** Current leadership structures are responsible for managing instructional coaching, SPED/EL/RTI coordination, compliance and data systems, and schoolwide culture and behavior systems, creating a clear strain on instructional leadership bandwidth.
- **Uneven Access to High-Quality Early Literacy and Preparation.** Limited feeder participation from local preschools reduces early exposure to the school's instructional model, leading to uneven kindergarten readiness.
- **Inefficient Use of Intervention Systems.** Although intervention systems exist, awareness of and consistent use of those systems by staff and families is uneven, limiting their effectiveness.

2026-27 Action Plan to Improve ELA Academic Outcomes: The 2026-27 Action Plan prioritizes evidence-based interventions designed to strengthen Tier 1 instruction, accelerate English Learner outcomes, integrate support systems, and improve student access to rigorous, engaging instruction.

- **Priority 1: Strengthen Tier 1 Instruction for English Language Development (ELD in Every Classroom).** Implement a schoolwide academic language framework with non-negotiables for every classroom, including sentence frames aligned to standards, structured academic talk routines (turn-and-talk, accountable discourse), and explicit vocabulary instruction tied to lesson objectives. Require that all lessons include speaking and writing expectations for English Learners every day. Train teachers to embed Integrated ELD strategies in ELA, math, science, and social studies.
- **Priority 2: Continue with Redesigned Designated ELD for Skill Acceleration.** Reduce the size of ELD groups where possible. Group EL students by true language proficiency levels rather than by grade level alone. Align designated ELD instruction to language proficiency standards (ELD standards) and to specific skill gaps including grammar, syntax, vocabulary, and comprehension.
- **Priority 3: Integrate EL, SPED, and RTI Systems.** Recognizing that many EL students are also SWD and SED, the school will create cross-functional student support teams that include EL, SPED, RTI, and General Education staff. Ensure every intervention plan answer three questions: What is the language need? What is the academic skill gap? How are both being addressed together? Align SPED accommodations with language development strategies rather than treating them as separate supports.
- **Priority 4: Tighten Progress Monitoring and Instructional Response.** Implement EL progress checks using speaking samples, writing samples, and ELD proficiency descriptors. Require PLCs to answer which EL students are not growing and what instructional change will be made within 7 to 10 days. Use data to dynamically regroup students every 4 to 6 weeks.
- **Priority 5: Increase Academic Language Output (Speaking and Writing Every Day).** Require daily structured opportunities for EL students to speak in complete academic sentences and write at least 2 to 5 sentences in response to learning. Increase use of oral rehearsal before writing, partner discourse structures, and evidence-based sentence frames. Monitor classrooms for student talk time versus teacher talk time.

- **Priority 6: Reduce Instructional Barriers Caused by Group Size and Staffing.** Review EL group sizes and reduce where possible for designated ELD and intervention blocks. Ensure CLAD or EL-authorized staff are placed where language instruction is delivered. Provide coaching support for teachers without a strong EL certification background.
- **Priority 7: Increase Attendance and Access to Learning Time.** Target EL families specifically for attendance monitoring and attendance intervention outreach. Track EL attendance rates and EL tutoring participation rates. Add a rapid response system for missed instruction, including home contact within 24 to 48 hours.
- **Priority 8: Strengthen Leadership Monitoring of EL Instruction.** Instructional leaders will conduct weekly walkthroughs focused on academic language usage, student discourse, and EL scaffolding fidelity. Build a simple EL instruction rubric used across all observations. Report EL instructional trends monthly in leadership meetings.
- **Priority 9: Implement Ellevation as the EL/ELD Platform.** LdVCS will implement Ellevation, which centralizes student information and proficiency growth measures in shared dashboards to make it easier for teams to stay aligned and accountable. Ellevation supports educators with a unified approach to English Language Development by bringing together the tools, data, and instructional support needed to serve multilingual learners effectively. By reducing complexity and strengthening teachers' capacity to respond to real classroom needs, Ellevation helps the school move beyond compliance and focus on meaningful language growth. DataWorks will be maintained alongside Ellevation.
- **Priority 10: Launch Project-Based Learning (PBL) to Strengthen Authentic Literacy and Academic Discourse.** Following the deferral of PBL implementation from 2025-26 due to the demands of LETRS Year 2, the school will launch PBL implementation in 2026-27 as a core component of the Tier 1 instructional model and a vehicle for deepening authentic reading, writing, speaking, and listening across content areas. PBL implementation will include foundational professional development for all certificated staff on PBL design principles, integration of grade-level ELA/literacy standards into project planning, and intentional embedding of academic language routines, structured discourse, and evidence-based writing tasks within each project so that EL, SWD, and SED students gain consistent access to rigorous, grade-level literacy work. Instructional coaches will support teachers in designing PBL units that align with the school's health sciences identity, integrate Habits of Mind, and provide multiple authentic opportunities for students to read complex texts, engage in academic discourse, and produce written work tied to real-world questions and audiences. Implementation fidelity will be monitored through classroom walkthroughs, PLC review of student work, and reflection cycles led by the instructional coaches.

Math Academic Indicator (2025 Dashboard)

On the 2025 California School Dashboard, Leonardo da Vinci Health Sciences Charter School performed in the Yellow performance level for the Math Academic Indicator across all reported student groups. Specifically, the All Students group performed at 39.7 points below standard (Distance from Standard), English Learners performed at 77.4 points below standard, Socioeconomically Disadvantaged students performed at 43.3 points below standard, and Hispanic students performed at 43.5 points below standard. The Math Academic Indicator reflects a more significant gap than the ELA Academic Indicator across every reported student group, with the All Students gap in Math (39.7 DFS below standard) approximately 17 points wider than the All Students gap in ELA (22.4 DFS below standard). The English Learner gap of 77.4 points below standard represents the most significant equity concern within the Math indicator.

Data Analyzed (Quantitative and Qualitative): The school engaged in a multi-source data analysis to inform this needs assessment. Quantitative data sources included the 2024 and 2025 CAASPP/SBAC results (with 2025 final results pending at the time of analysis) and 2025-26 i-Ready Growth Reports. Qualitative data sources included classroom observations and instructional coach debriefs, the Leonardo da Vinci Charter Renewal Data, and the Parsec x Leonardo da Vinci Insights 1 (2025-26) data presentation.

Educational Partners Engaged in the Analysis: The following educational partners participated in the analysis and engagement related to Math performance: the Leadership Team (including SPED, RTI, and Administration), Instructional Coaches who led the Professional Learning Communities (PLCs), teachers through professional development and staff meetings, parents through the English Learner Advisory Council (ELAC), Parent Advisory Council (PAC), and Parent Workshop Series, the Curriculum and Assessment Governance Committee, the Board of Trustees, and PARSEC as the school's data partner.

Strengths Identified This School Year (2025-26)

LdVCS identified several strengths in its Math instructional program and outcomes during the 2025-26 school year:

Instructional Coaching Support. The school employed two dedicated Instructional Coaches as part of its second-year coaching model, providing monthly individual classroom observations, debrief sessions with each teacher, and facilitation of 90-minute monthly PLCs.

Strong Predictive Strength of i-Ready Math Data. Historically, 97.8% of students who meet Mid or Above Grade Level on the Winter i-Ready tend to Meet or Exceed Standard on the CAASPP for Math, indicating that the school's local Math benchmark data is a particularly strong predictor of summative performance.

Significant CAASPP Math Growth. The school demonstrated 15.29% growth in the Met or Exceeded Standard rate from 2023-24 to 2024-25 on CAASPP Math, a substantial year-over-year improvement.

Individual Student Growth in i-Ready. Individual students are meeting their i-Ready stretch growth goals in Math, with some demonstrating up to two years of growth in a single year.

Strengthened MTSS Framework. The school has built an increasingly robust MTSS framework designed to intervene as early as possible, supported by increased staffing including Education Specialists, counseling services, and BCBA support.

Tier 1 Promise and Structured Collaboration. The Tier 1 Promise established clear schoolwide instructional expectations and non-negotiables, increasing consistency across classrooms. Structured collaboration time, including 90-minute PLCs, lesson study, and peer observations, ensured that professional development was applied directly to classroom practice.

SED Student Performance. Socioeconomically Disadvantaged students have demonstrated positive growth year after year.

Greatest Needs Identified: The greatest needs in Math identified for the 2025-26 school year include:

A steady increase in students who are Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and English Learners (EL) who are arriving at significantly low academic levels. A high turnover of 5th grade teachers since 2021-22, including maternity leaves, has disrupted instructional continuity at that grade level. Implementation of the Tier 1 Promise remains inconsistent across classrooms. Addressing attendance in the SED, SWD, and EL student groups remains a persistent challenge, as does ensuring that all students participate in state testing. The school must continue to build staff capacity to deliver evidence-based interventions effectively and minimize off-task behavior that impacts instructional time.

New Issues Identified This School Year: Several new issues emerged during the 2025-26 school year that affect Math outcomes:

The school is experiencing high progress in some students while others remain stagnant. Third graders are not adequately prepared to take the state test. No schoolwide math assessment is currently in place, limiting the school's ability to systematically monitor math progress in the way that DIBELS, Wonders, and i-Ready support ELA monitoring. Because RTI is focused on ELA, there is little time available for math support. There is a lack of qualified SPED staffing to support teachers and students, and the school is addressing teacher burnout, as the schoolwide IEP percentage has almost doubled and teacher absences are

elevated. The high number of IEPs is interrupting quality instruction, contributing to a constant "catch-up" cycle, and not all students who are invited to tutoring consistently attend.

Additionally, the school's original intent for the 2025-26 school year included parallel Science of Reading and Common Core Math initiatives. The extensive demands of the LETRS Year 2 training required the school to narrow its focus, resulting in deferral of the Common Core Math focus and Project Based Learning (PBL) to the 2026-27 school year.

Resource Inequities: The school identified four primary resource inequities directly impacting student academic outcomes, all of which apply to Math performance:

1. **School Funding Impacted by Chronic Absenteeism.** Chronic absenteeism is directly reducing Average Daily Attendance (ADA), which results in lost state funding. This decreases the resources available to fund interventions and staffing supports and places increased pressure on already stretched systems (SPED, EL, RTI). Students most affected by absenteeism are often SED, EL, and SWD, meaning funding loss is tied to the students with the highest needs. The equity issue is that resources are decreasing in proportion to the students who most require additional support.
2. **Instructional Time and Student Attention.** Instructional time is being impacted by transitions and routine inconsistencies, repeated directions and behavior redirection, and interruptions from services (SPED, EL, and intervention pull-outs). Students with higher needs (EL, SWD, SED) experience fragmented access to Tier 1 instruction, including Tier 1 math instruction. The equity issue is that students who need the most instructional time are often receiving the most fragmented learning experiences.
3. **Student Supports and Intervention (Tutoring Access Gaps and RTI Capacity).** Tutoring is available but not all invited students consistently attend, resulting in uneven access to supplemental support. In addition, because RTI staffing and instructional time have been prioritized for ELA, there is currently limited dedicated math intervention capacity. Students most in need of intervention (often SWD, EL, and SED) are also those most likely to experience attendance barriers, transportation or family constraints, and engagement fatigue from multiple interventions. The equity issue is that math support structures are less developed than ELA support structures, and even where support exists, access is inconsistent.
4. **Access to Empowering, Rigorous Instruction.** While instructional initiatives exist (LETRS, PBL, coaching, DataWorks), implementation consistency varies. Teachers are pulled frequently from the classroom to attend required support meetings. Students with the highest needs (EL, SWD, SED) are more likely to experience reduced access to grade-level math content, over-scaffolded or fragmented instruction, and lower exposure to mathematical discourse and rigorous problem-solving. Because the school's professional development bandwidth was prioritized for LETRS Year 2 in 2025-26, math-specific Tier 1 professional development was reduced. The equity issue is that students who need the most rigorous instruction often receive the least consistent access to it at Tier 1.

Root Cause Analysis: The school identified the following root causes contributing to the Math performance gap:

- **Attendance Barriers Reducing System Effectiveness.** Contributing factors include student anxiety at school because learning is difficult, health concerns, cross-border issues and custody arrangements, parents enabling students to stay home, and student behaviors that lead to absences. Chronic absenteeism is particularly damaging in math, where skill development is cumulative and missed instruction creates compounding gaps.
- **Capacity Strain from Rapidly Increasing Student Needs.** The growing complexity and volume of student needs, including the near-doubling of IEPs, is straining staff capacity and the school's ability to respond.
- **Fragmentation Across Multiple Initiatives and Deferred Math Focus.** The intensive demands of LETRS Year 2 required the school to defer the planned Common Core Math focus and PBL implementation to 2026-27. While this prioritization was necessary, it has left math without a parallel investment in Tier 1 instructional improvement during the 2025-26 school year.

- **Absence of a Schoolwide Math Benchmark Assessment System.** Unlike ELA, where DIBELS, Wonders, and i-Ready provide layered benchmark and screening data, the school does not currently have a schoolwide math assessment system in place beyond i-Ready, limiting the ability to systematically identify and respond to math skill gaps.
- **Limited Math RTI Capacity.** Because RTI staffing and intervention time have been prioritized for ELA, there is currently limited dedicated math intervention infrastructure.
- **Limited Instructional Leadership Bandwidth.** Current leadership structures are responsible for managing instructional coaching, SPED/EL/RTI coordination, compliance and data systems, and schoolwide culture and behavior systems, creating a clear strain on instructional leadership bandwidth.
- **Uneven Access to High-Quality Early Learning and Preparation.** Limited feeder participation from local preschools reduces early exposure to the school's instructional model, leading to uneven kindergarten readiness in foundational numeracy.

2026-27 Action Plan to Improve Math Academic Outcomes: The 2026-27 Action Plan prioritizes evidence-based interventions designed to strengthen Tier 1 math instruction, establish a coherent math assessment and intervention system, accelerate English Learner outcomes in math, and integrate math learning into the school's Project-Based Learning model.

- **Priority 1: Launch the Deferred Common Core Math Tier 1 Focus.** With LETRS Year 2 concluding, redirect professional development capacity to launch the Common Core Math initiative that was deferred from 2025-26. This focus will include professional development on the Standards for Mathematical Practice, grade-level content standards, rigor across procedural fluency, conceptual understanding, and application, and grade-level math non-negotiables embedded within the Tier 1 Promise framework.
- **Priority 2: Establish a Schoolwide Math Benchmark and Screening System.** Address the identified gap of having no schoolwide math assessment in place by selecting and implementing a schoolwide math benchmark and screening system that complements i-Ready. Use benchmark data to identify Tier 2 and Tier 3 math intervention needs, monitor grade-level progress, and drive PLC discussions about instructional response. Establish clear assessment windows and data review cycles aligned with existing ELA assessment routines.
- **Priority 3: Build Dedicated Math RTI Capacity.** Address the identified gap that RTI is currently focused on ELA, leaving little time for math support. Allocate intervention time and Instructional Aide capacity to math intervention, identify evidence-based math intervention programs aligned to student skill gaps, and provide professional development for RTI staff and Instructional Aides on math intervention delivery. Ensure intervention groups are formed using benchmark and progress monitoring data and regrouped dynamically based on growth.
- **Priority 4: Strengthen Tier 1 Math Instruction for English Learners.** Recognizing that English Learners are 77.4 points below standard in Math, the most significant student-group gap on the Math indicator, embed integrated ELD strategies within math instruction. This will include explicit teaching of math vocabulary and academic language, sentence frames for mathematical reasoning and discourse, structured opportunities for students to explain and justify their thinking in speaking and writing, and use of visual representations, manipulatives, and oral rehearsal before written work. Apply the schoolwide academic language framework to math lessons so that EL students engage in mathematical discourse every day.
- **Priority 5: Integrate EL, SPED, and RTI Systems for Math Support.** Mirror the integration approach being used for ELA. Create cross-functional student support teams that include EL, SPED, RTI, and General Education staff to ensure every intervention plan addresses the language need, the math skill gap, and how both are being addressed together. Align SPED accommodations with math instructional strategies rather than treating them as separate supports.
- **Priority 6: Targeted Third-Grade State Test Preparation.** Address the identified concern that third graders are not adequately prepared for the state test by implementing structured math test preparation in third grade, including familiarization with item types, online testing tools and interfaces, and grade-level math content expectations. Begin readiness work in earlier grade levels to build cumulative familiarity.
- **Priority 7: Tighten Math Progress Monitoring and Instructional Response Through PLCs.** Use PLC time to review math benchmark and progress monitoring data, identify students not growing, and determine an instructional change within 7 to 10 days. Use data to regroup students for intervention every 4 to 6 weeks. Document and share instructional adjustments across PLCs to build collective practice.

- **Priority 8: Increase Attendance and Access to Math Learning Time.** Apply the same rapid response and attendance intervention strategies being developed for the EL population to students with chronic math performance concerns. Track tutoring participation rates and attendance trends for students receiving math intervention. Add a rapid response system for missed instruction including home contact within 24 to 48 hours.
- **Priority 9: Strengthen Leadership Monitoring of Math Instruction.** Expand the instructional leadership walkthrough protocol to include math-specific look-fors, including evidence of the Standards for Mathematical Practice in classroom instruction, student discourse around mathematical reasoning, use of manipulatives and visual representations, and rigor across procedural fluency, conceptual understanding, and application. Build a simple math instruction rubric used across all observations and report math instructional trends monthly in leadership meetings.
- **Priority 10: Launch Project-Based Learning (PBL) to Strengthen Authentic Math Application and Discourse.** Following the deferral of PBL implementation from 2025-26 due to the demands of LETRS Year 2, launch PBL implementation in 2026-27 as a core component of the Tier 1 instructional model and a vehicle for deepening authentic math application across content areas. PBL implementation will include foundational professional development for all certificated staff on PBL design principles, integration of grade-level math content and practice standards into project planning, and intentional embedding of mathematical reasoning, problem-solving, data analysis, and quantitative communication within each project. Instructional coaches will support teachers in designing PBL units that align with the school's health sciences identity, integrate Habits of Mind, and provide multiple authentic opportunities for students to apply mathematics to real-world questions and audiences. Implementation fidelity will be monitored through classroom walkthroughs, PLC review of student work, and reflection cycles led by the Math Instructional Coach.

English Learner Progress Indicator (2025 Dashboard)

On the 2025 California School Dashboard, the English Learner Progress Indicator (ELPI) for Leonardo da Vinci Health Sciences Charter School is reported at the Orange performance level, with year-over-year stagnation at Orange. Additionally, the 2024 Summative ELPAC results indicate that 11.71% of English Learners scored at the Proficient level. These results signal that English Learners are not making the rate of progress toward English language proficiency that is needed to close gaps and exit EL status in a timely manner.

The ELPI performance must also be understood in the context of academic outcomes for the English Learner student group on the 2025 Dashboard. English Learners performed at 67 points below standard on the ELA Academic Indicator (Yellow) and 77.4 points below standard on the Math Academic Indicator (Yellow), representing the most significant subgroup gaps on both academic indicators. Stagnation on the ELPI is therefore directly connected to broader academic outcome concerns for the English Learner population.

Data Analyzed (Quantitative and Qualitative): The school engaged in a multi-source data analysis to inform this needs assessment. Quantitative data sources included the 2024 Summative ELPAC results (11.71% Proficient), 2025-26 DataWorks data, 2025-26 DIBELS results, 2025-26 i-Ready ELA and Math results disaggregated by grade level for the English Learner student group, and LAS Español results. Qualitative data sources included classroom observations, instructional coach debriefs, and feedback from teachers, RTI staff, ELD lead teachers, and administrators engaged in supporting the EL student population.

Educational Partners Engaged in the Analysis: The following educational partners participated in the analysis and engagement related to ELPI performance: the Leadership Team (including SPED, RTI, and Administration), Instructional Coaches who led the Professional Learning Communities (PLCs), teachers through professional development and staff meetings, parents through the English Learner Advisory Council (ELAC), Parent Advisory Council (PAC), and Parent Workshop Series, the Curriculum and Assessment Governance Committee, the Board of Trustees, and PARSEC as the school's data partner.

Strengths Identified This School Year: Strengths in the EL program for the 2025-26 school year are limited, reflecting the school's candid acknowledgment that the EL population is the most academically and linguistically vulnerable group on campus and is currently struggling on multiple measures. The school has identified the following strengths from its broader instructional infrastructure that support EL outcomes:

- **DataWorks Adoption.** The school adopted DataWorks as a systematic phonics-based program to replace its prior system, providing a more structured foundational literacy approach that benefits English Learners alongside other students.
- **LETRS Professional Development.** All certificated staff are in their second year of LETRS training, deepening teacher knowledge of the Science of Reading. Stronger foundational literacy instruction grounded in the Science of Reading directly supports English Learners by building the phonological awareness, decoding, and language comprehension skills needed for English literacy development.
- **Instructional Coaching Infrastructure.** The school employs two Instructional Coaches (one TK-2, and Gr.3-6) who conduct monthly classroom observations, debrief sessions, and 90-minute monthly PLCs. This infrastructure is available to be redirected toward strengthening EL instructional practice.
- **Strengthened MTSS Framework.** The school has built an increasingly robust MTSS framework designed to intervene as early as possible, supported by increased staffing including Education Specialists, counseling services, and BCBA support. This framework provides the foundation for integrating EL, SPED, and RTI supports.
- **Expanded Intervention Capacity.** The addition of three credentialed Instructional Aides, bringing the total to eight (one per grade level from TK through 6th grade), expanded the school's capacity to deliver small-group instruction that can be leveraged for EL skill acceleration.
- **Tier 1 Promise and Structured Collaboration.** The Tier 1 Promise established clear schoolwide instructional expectations and non-negotiables, providing a foundation that can be extended to include EL-specific Tier 1 practices.

The school acknowledges that EL-specific evidence of growth has been difficult to identify in 2025-26 and that this population requires significantly strengthened systems to demonstrate measurable progress in 2026-27.

Greatest Needs Identified: The greatest needs related to English Learner progress identified for the 2025-26 school year include:

- **Newcomers Arriving at Low Levels of English Proficiency.** Enrollment increases are bringing in large numbers of newcomers who are starting at low levels of English proficiency, requiring intensive initial language development support that the school's current systems are not fully equipped to provide at scale.
- **Long-Term English Learners (LTELs).** Many students appear stuck as English Learners because they were not reclassified early on or because they have disabilities which make it harder for them to exit EL status. Addressing the LTEL population requires different strategies than those used for newcomers and earlier-stage English Learners.
- **Compounded Needs Across Student Groups.** Many English Learners are also Socioeconomically Disadvantaged and Students with Disabilities, meaning language development is compounded by additional academic skill gaps. These students require integrated support across SPED, RTI, and ELD systems rather than parallel, disconnected services.
- **Chronic Absenteeism in the EL Population.** English Learners experience high chronic absenteeism, reducing their access to both designated and integrated ELD instruction and contributing to ongoing stagnation in language acquisition.
- **Group Size and Staffing.** The high number of English Learners is making ELD groups too large to be as effective as desired. Two certificated teachers have a CLAD credential issue, further limiting the school's capacity to deliver high-quality, credentialed language instruction.
- **Stagnation on the ELPI at Orange.** Year-over-year stagnation on the ELPI signals that English Learners are not making sufficient progress toward English proficiency, requiring systemic redesign of the school's ELD program.

New Issues Identified This School Year: Several issues specific to the English Learner population emerged during the 2025-26 school year:

The school has identified ongoing English Learner Progress concerns, most notably stagnation in the ELPI at Orange year over year. The compounding profile of many English Learners (EL plus SED plus SWD) means that language development needs cannot be addressed in isolation, but the school's current EL,

SPED, and RTI systems operate in parallel rather than as an integrated structure. Language development is compounded by additional academic skill gaps, and students require integrated support across SPED, RTI, and ELD systems.

The growth in the EL population, combined with newcomer arrivals at low proficiency levels and the persistence of LTELs, has expanded the EL caseload beyond the current capacity of designated ELD blocks and EL-authorized staff. The school does not currently have a centralized EL data platform that allows real-time monitoring of language proficiency growth, reclassification readiness, and intervention response.

Resource Inequities: The school identified the following resource inequities that directly affect English Learner outcomes:

- 1. School Funding Impacted by Chronic Absenteeism in the EL Population.** Chronic absenteeism among English Learners is reducing Average Daily Attendance (ADA) and, by extension, the state funding available to support the very systems (SPED, EL, RTI) that EL students rely on. The equity issue is that funding loss is tied to the students with the highest needs.
- 2. Instructional Time and Access to Tier 1 Instruction.** English Learners experience the most fragmented access to Tier 1 instruction because of transitions, behavior redirection, and interruptions from pull-out services for SPED, EL, and intervention support. The equity issue is that students who need the most instructional time are often receiving the most fragmented learning experiences.
- 3. EL Group Size and Credentialed Staffing.** Designated ELD groups are too large to be effective at scale, and the school has identified a CLAD credential issue affecting two certificated teachers. The equity issue is that EL students are receiving language instruction in conditions (large groups, uneven credentialing) that limit instructional effectiveness.
- 4. Access to Empowering, Rigorous Tier 1 Instruction.** While instructional initiatives exist (LETRS, PBL, coaching, DataWorks), implementation consistency varies. English Learners are more likely to experience reduced access to grade-level reading and writing tasks, over-scaffolded or fragmented instruction, and lower exposure to academic discourse and rigorous content. The equity issue is that students who need the most rigorous instruction often receive the least consistent access to it at Tier 1.
- 5. Integration of Support Systems.** EL, SPED, and RTI systems currently operate in parallel, leading to disconnected planning and uneven response for students who fall into multiple categories. The equity issue is that students with the most complex profiles (EL plus SWD plus SED) receive services that are not fully integrated to address their compounding needs.

Root Cause Analysis: The school identified the following root causes contributing to ELPI stagnation:

- **Attendance Barriers Reducing System Effectiveness.** Contributing factors include student anxiety at school because learning is difficult, health concerns, cross-border issues and custody arrangements, parents enabling students to stay home, and student behaviors that lead to absences. Chronic absenteeism is particularly damaging to language acquisition, which requires consistent daily exposure and practice.
- **Insufficient Tier 1 Language Development Across Content Areas.** Integrated ELD strategies are not consistently embedded in ELA, math, science, and social studies instruction, leaving English Learners without the daily, content-embedded language development needed to accelerate proficiency.
- **Designated ELD Group Sizes and Grouping Practices.** ELD groups are too large and are grouped by grade level rather than by true language proficiency level, limiting the precision and effectiveness of instruction.
- **Disconnected EL, SPED, and RTI Systems.** Students with compounding needs (EL plus SWD plus SED) are receiving parallel rather than integrated services, with intervention plans that do not consistently address both the language need and the academic skill gap together.
- **Limited Progress Monitoring Cadence.** The school does not currently have a high-frequency EL progress monitoring system that triggers instructional response within short cycles (7 to 10 days) and enables dynamic regrouping (every 4 to 6 weeks).
- **Limited Academic Language Output by EL Students.** Classroom observations indicate that student talk time, particularly structured academic language output, is insufficient for EL students to develop expressive language proficiency.

- **Credentialing and Staffing Constraints.** The CLAD credential issue affecting two certificated teachers and the limited availability of EL-authorized staff to deliver designated and integrated ELD reduce the school's capacity to provide high-quality language instruction at the scale needed.
- **Late Reclassification and LTEL Persistence.** Many students appear stuck as English Learners because they were not reclassified early when eligible, contributing to a growing LTEL population that requires different instructional approaches.
- **Absence of a Centralized EL Data and Instructional Platform.** The school does not currently have a unified EL platform that centralizes proficiency data, instructional planning tools, and progress monitoring, making it difficult for teams to stay aligned and accountable for EL growth.

2026-27 Action Plan to Improve ELPI Outcomes: The 2026-27 Action Plan prioritizes evidence-based interventions designed to strengthen Tier 1 language development, redesign designated ELD for skill acceleration, integrate EL with SPED and RTI systems, increase progress monitoring cadence, and address staffing and group size constraints.

- **Priority 1: Strengthen Tier 1 Instruction for English Language Development (ELD in Every Classroom).** Implement a schoolwide academic language framework with non-negotiables for every classroom, including sentence frames aligned to standards, structured academic talk routines (turn-and-talk, accountable discourse), and explicit vocabulary instruction tied to lesson objectives. Require that all lessons include a speaking and writing expectation for English Learners every day. Train teachers to embed Integrated ELD strategies in ELA, math, science, and social studies.
- **Priority 2: Redesign Designated ELD for Skill Acceleration.** Reduce the size of designated ELD groups where possible. Group EL students by true language proficiency levels rather than by grade level alone. Align designated ELD instruction to the California ELD Standards and to specific skill gaps including grammar, syntax, vocabulary, and comprehension.
- **Priority 3: Integrate EL, SPED, and RTI Systems.** Recognizing that many EL students are also SWD and SED, create cross-functional student support teams that include EL, SPED, RTI, and General Education staff. Ensure every intervention plan answer three questions: What is the language need? What is the academic skill gap? How are both being addressed together? Align SPED accommodations with language development strategies rather than treating them as separate supports.
- **Priority 4: Tighten Progress Monitoring and Instructional Response.** Implement EL progress checks using speaking samples, writing samples, and ELD proficiency descriptors. Require PLCs to answer which EL students are not growing and what instructional change will be made within 7 to 10 days. Use data to dynamically regroup students every 4 to 6 weeks.
- **Priority 5: Increase Academic Language Output (Speaking and Writing Every Day).** Require daily structured opportunities for EL students to speak in complete academic sentences and to write at least 2 to 5 sentences in response to learning. Increase use of oral rehearsal before writing, partner discourse structures, and evidence-based sentence frames. Monitor classrooms for student talk time versus teacher talk time.
- **Priority 6: Reduce Instructional Barriers Caused by Group Size and Staffing.** Review EL group sizes and reduce where possible for designated ELD and intervention blocks. Ensure CLAD or EL-authorized staff are placed where language instruction is delivered. Address the identified CLAD credential issue affecting two certificated teachers. Provide coaching support for teachers without a strong EL certification background.
- **Priority 7: Increase Attendance and Access to Learning Time for EL Students.** Target EL families specifically for attendance monitoring and attendance intervention outreach. Track EL attendance rates and EL tutoring participation rates. Add a rapid response system for missed instruction, including home contact within 24 to 48 hours.
- **Priority 8: Strengthen Leadership Monitoring of EL Instruction.** Instructional leaders will conduct weekly walkthroughs focused on academic language usage, student discourse, and EL scaffolding fidelity. Build a simple EL instruction rubric used across all observations. Report EL instructional trends monthly in leadership meetings.
- **Priority 9: Implement Ellevation as the EL/ELD Platform.** LdVCS will implement Ellevation, which centralizes student information and proficiency growth measures in shared dashboards to make it easier for teams to stay aligned and accountable. Ellevation supports educators with a unified approach to English Language Development by bringing together the tools, data, and instructional support needed to serve multilingual learners effectively. By reducing complexity and strengthening teachers' capacity to respond to real classroom needs, Ellevation will help the school move beyond compliance and focus on meaningful language growth. DataWorks will be maintained alongside Ellevation.

- **Priority 10: Establish Early and Timely Reclassification Practices to Reduce LTEL Persistence.** Address the identified concern that many students are stuck as English Learners because they were not reclassified early on. Establish a clear schoolwide reclassification process and timeline, conduct regular reclassification readiness reviews using ELPAC, academic performance, and teacher input, and develop a separate instructional approach for the current LTEL population that differentiates from the approach used for newcomers and earlier-stage English Learners. For LTELs with disabilities that make exit more difficult, ensure that EL and SPED teams are coordinating to develop appropriate alternative reclassification pathways consistent with state and federal guidance.
- **Priority 11: Launch Project-Based Learning (PBL) as a Tier 1 Vehicle for Integrated ELD.** As PBL launches schoolwide in 2026-27, intentionally design PBL units to provide authentic, sustained opportunities for English Learners to engage in academic discourse, collaborative inquiry, evidence-based writing, and oral presentation. Instructional coaches will support teachers in embedding integrated ELD strategies, sentence frames, structured discourse routines, and tiered language scaffolds within PBL units so that English Learners gain consistent access to rigorous, grade-level work paired with intentional language development.

Chronic Absenteeism Needs Assessment (2025 Dashboard)

On the 2025 California School Dashboard, Leonardo da Vinci Health Sciences Charter School performed in the Yellow performance level for the Chronic Absenteeism Indicator for the All Students group, with disparate outcomes across student groups. Specifically, the All Students group had a chronic absenteeism rate of 19.8% (Yellow), English Learners had a rate of 22.4% (Orange), Socioeconomically Disadvantaged students had a rate of 23.6% (Yellow), Students with Disabilities had a rate of 30.5% (Orange), and Hispanic students had a rate of 22.3% (Yellow).

The Students with Disabilities chronic absenteeism rate of 30.5% represents the most significant equity concern within this indicator, with nearly one in three SWD students meeting the state's chronic absenteeism threshold. English Learners, at 22.4% and in the Orange performance level, represent the second most pressing student group concern. The fact that two student groups (SWD and EL) are in the Orange performance level while the All Students group is Yellow demonstrates that within-school disparities are masking the depth of need for the school's most vulnerable populations.

The school's chronic absenteeism performance must also be understood alongside the 2025 Dashboard Suspension Indicator, where the school performs strongly: All Students at 0.7% (a total of 2 students), English Learners at 0%, Socioeconomically Disadvantaged students at 0.5% (a total of 1 student), Students with Disabilities at 1.7% (a total of 1 student), and Hispanic students at 0.4% (a total of 1 student). The school's very low suspension rates indicate that students are not missing instruction due to exclusionary discipline, meaning the chronic absenteeism patterns reflect absences driven by other root causes (health, family-system dynamics, school-based anxiety, transportation, and engagement factors) rather than by school-imposed removal from instruction.

Data Analyzed (Quantitative and Qualitative): The school engaged in a multi-source data analysis to inform this needs assessment. Quantitative data sources included the 2025 California School Dashboard Chronic Absenteeism Indicator, PowerSchool attendance records, monthly ADA reports, the 2025-2026 Attendance Log, and Brag Tag monthly awards for Perfect Attendance. Qualitative data sources included home visit documentation for students with nine or more unexcused absences, parent and family communication records, classroom observations, and feedback from teachers and administrators engaged in attendance intervention work.

Educational Partners Engaged in the Analysis: The following educational partners participated in the analysis and engagement related to chronic absenteeism: the Leadership Team (including SPED, RTI, and Administration), Instructional Coaches who led the Professional Learning Communities (PLCs), teachers through professional development and staff meetings, parents through the English Learner Advisory Council (ELAC), Parent Advisory Council (PAC), and Parent Workshop Series, the Curriculum and Assessment Governance Committee, the Board of Trustees, and PARSEC as the school's data partner.

Strengths Identified This School Year (2025-26): LdVCS identified several strengths in its attendance and whole-child support infrastructure during the 2025-26 school year that contribute to addressing chronic absenteeism:

- **Multi-Year ADA Growth.** The school increased its average ADA from 91% to 94% over the last five years, indicating sustained directional improvement in overall attendance.
- **Very Low Suspension Rates (Protecting Instructional Time).** The school's strong performance on the 2025 Dashboard Suspension Indicator (0.7% for All Students, with raw counts of 1 to 2 students across reported subgroups) demonstrates that students are not losing instructional time to exclusionary discipline. This is a foundational strength that supports attendance work by ensuring students who do come to school remain in school.
- **Comprehensive Social-Emotional and Behavioral Support System.** The school implemented a comprehensive approach to supporting social-emotional well-being, behavioral health, and overall school climate during the 2025-26 school year. Central to this effort was the integration of explicit social-emotional instruction within Tier 1, complemented by a multi-tiered system of behavioral supports designed to address the diverse needs of the student population.
- **Contracted School Counselor (Identified as Single Most Impactful Action Item).** The school contracted a school counselor two days per week through OAS, which has been identified as the single most impactful action item under the school's whole-child goal. The counselor provides critical social-emotional support that has had a direct and visible impact on the school community.
- **One-to-One Paraeducator Support for High-Needs SWD Students.** The school employed five one-to-one paraeducators to support students with Individualized Instructional Strategies (IIS), serving students who require individualized intensive support services and a dedicated paraprofessional throughout the instructional day.
- **BCBA Partnership and Behavior Plan Implementation.** The SPED Coordinator and School Director met bi-weekly with a Board-Certified Behavior Analyst (BCBA), who also held one-on-one meetings with teachers as needed. All teachers with students who have a Behavior Support Plan (BSP) or Behavior Intervention Plan (BIP) met with the BCBA prior to the start of the school year to review plans and prepare for implementation.
- **Expanded Psychological Assessment Capacity.** Due to a higher-than-anticipated volume of psycho-academic assessments, including Woodcock-Johnson and BISC evaluations, the school brought in a second psychologist to address the growing demand.
- **Proactive Tiered Behavioral Response System.** The school established a proactive, tiered behavioral response system that prioritized early intervention and alternatives to suspension. Beginning with a review of prior suspension records, the school planned strategic interventions from the first day of school. The behavioral response framework included student conferences, restorative justice circles, parent and guardian conferences, on-campus positive support interventions, and community service.
- **Comprehensive Referral Pathways.** Referral pathways were established for Care Solace, the Dean of Students and Director, Student Study Teams (SSTs), Behavior Support Plans, prosocial behavior programs, anger management programs through social stories, Functional Behavior Assessment (FBA) observations, and Other Means of Correction contracts. Additional referral options for students with continued behavioral needs included the Behavior Assessment Team (AIM), Section 504 plans, Functional Behavior Assessments, Behavior Intervention Plans, safety contracts, the school psychologist, Individualized Education Programs (IEPs), psychosocial and psychoeducational assessments, Child Welfare Services (CPS), and School Resource Officers (SROs).
- **Brag Tag Schoolwide Attendance and Culture Incentive.** The school implemented Brag Tags as a schoolwide motivational tool. Teachers awarded Brag Tags to students for demonstrating the school's core values of being safe, respectful, responsible, and kind, as well as for exhibiting Habits of Mind. Students with perfect attendance received a monthly Brag Tag, classes were recognized with a trophy and banner for best monthly attendance, and the school raffled bicycles at the end of the year as an additional attendance incentive.
- **Home Visits for Chronic Absenteeism.** For students with nine or more unexcused absences, the school conducted home visits to address chronic absenteeism directly.
- **Investment in the Learning Environment.** The school invested in the learning environment by providing new one-to-one devices for all students and upgraded computers for staff. Students participated in a monthly garden club, weekly health classes, and two to three field trips per grade-level cohort throughout the year.

- **Health and Wellness Committee.** The school established a new Health and Wellness Committee charged with implementing best health and wellness practices for the entire school community (staff, parents, and students) with the goal of nurturing the whole person in mind, body, and heart. The committee also applied for Healthier Generation All-Star status to recognize LdVCS as among America's healthiest schools.
- **Positive Educational Partner Feedback.** Feedback from educational partners has been overwhelmingly positive, with new parents in particular expressing appreciation for the breadth of supports available to students.
- **Improved Enrollment Pipeline Through Earlier Lottery.** The school's focus on enrolling students earlier through the lottery process has resulted in students enrolling with parents who appear more engaged ("on top of things"), correlating with better attendance for students who enroll before the lottery deadline.

Greatest Needs Identified: The greatest needs related to chronic absenteeism identified for the 2025-26 school year include:

- **Students with Disabilities at 30.5% Chronic Absenteeism (Orange).** SWD students represent the most significant equity gap within the Chronic Absenteeism Indicator, with nearly one in three SWD students chronically absent. This rate undermines the school's substantial investment in SPED staffing, BCBA support, one-to-one paraeducators, and Education Specialist services because students are not consistently present to receive the supports designed for them.
- **English Learners at 22.4% Chronic Absenteeism (Orange).** EL students are the second most affected group, and EL chronic absenteeism compounds the school's broader ELPI stagnation concern (Orange) and EL academic outcome gaps in ELA (67 DFS below standard) and Math (77.4 DFS below standard). Language acquisition requires consistent daily exposure, making chronic absenteeism particularly damaging for this group.
- **Compounded Attendance Needs Across High-Risk Student Groups.** Students with Disabilities, English Learners, and Socioeconomically Disadvantaged students all struggle to attend school. Often, the data reflects the same student in all three categories, indicating that a small population of students with the most complex needs is driving a significant share of chronic absenteeism.
- **Persistent Chronic Absenteeism Despite Comprehensive Interventions.** The school's team is implementing every strategy they can think of to address the attendance issue and is not seeing the progress they would like to see. This signals that the current intervention approach has reached the limits of its effectiveness without additional partnership, expertise, or system redesign.
- **Parent Engagement Barriers.** Parents do not want to meet with the school to discuss attendance, and resources that are offered are not used by parents. Many students "run" their households and are enabled by parents, creating a family-system dynamic that the school's current interventions are not equipped to address alone.
- **Funding and System Strain Caused by Lost ADA.** Chronic absenteeism is directly reducing ADA, which results in lost state funding, fewer instructional resources available, reduced ability to fund intervention and staffing supports, and increased pressure on already stretched systems (SPED, EL, RTI).

New Issues Identified This School Year: Several new issues emerged during the 2025-26 school year that affect chronic absenteeism outcomes:

The school's team is implementing every strategy they can think of and is still not seeing the desired progress, indicating a need to bring in external expertise or restructure the current intervention model. Parents are not willing to meet with the school to discuss attendance, and resources offered by the school are not consistently used by parents. Many students are functioning as decision-makers in their own households, with parents enabling them to stay home rather than enforcing attendance expectations. These family-system dynamics fall outside the school's traditional intervention scope and require external case management partnerships.

The Dashboard data confirms that within-school disparities are significant: the All Students rate (19.8%, Yellow) masks Orange-level performance for both SWD (30.5%) and EL (22.4%) student groups, indicating that universal attendance strategies alone will not close these gaps. Targeted, group-specific intervention design is needed.

Resource Inequities: The school identified the following resource inequities that directly affect chronic absenteeism outcomes.

- 1. Instructional Leadership Capacity (Need for More Administrative Support).** Current leadership structures are responsible for managing instructional coaching systems, SPED, EL, and RTI coordination, compliance and data systems, and schoolwide culture and behavior systems. As initiatives and student needs increase, there is a clear strain on instructional leadership bandwidth. The equity issue is that without additional administrative capacity, instructional and attendance consistency across classrooms becomes harder to sustain, leading to uneven student experiences and outcomes.
- 2. Early Learning and Enrollment Pipeline (Preschool to TK Gap).** Limited feeder participation from local preschools reduces early exposure to the school's instructional model. However, TK has demonstrated strong effectiveness, indicating that students who enter earlier are better prepared academically and behaviorally. The equity issue is that not all students are accessing the strongest entry point (TK), leading to uneven readiness at kindergarten and beyond. The school has observed that the focus on the earlier lottery has resulted in students enrolling now seeming to have better attendance, since parents appear more engaged in the enrollment process.
- 3. Funding Loss from Chronic Absenteeism Affecting Highest-Need Students.** Chronic absenteeism is directly reducing ADA and the state funding tied to attendance. Because students most affected by absenteeism are often SED, EL, and SWD, the equity issue is that funding loss is tied to the students with the highest needs, creating a cycle in which the resources available to address chronic absenteeism are reduced in proportion to how severe the chronic absenteeism becomes.

Root Cause Analysis: The school identified the following root causes contributing to chronic absenteeism:

- **Attendance Barriers Reducing System Effectiveness.** Contributing factors include student anxiety at school because learning is difficult, health concerns, cross-border issues and custody arrangements, parents enabling students to stay home, and student behaviors that lead to absences. These root causes were identified consistently across all academic focus areas (ELA, Math, and EL) as the central barrier to system effectiveness.
- **Family-System Dynamics Outside Traditional School Intervention Scope.** Many students are functioning as decision-makers in their households, with parents enabling absences rather than enforcing attendance expectations. Parents are not consistently willing to meet with the school or use the resources offered. These dynamics require family-system case management that exceeds the scope of school-based attendance interventions.
- **Limits of Current School-Based Intervention Strategies.** The school's team has implemented a comprehensive set of attendance interventions (Brag Tags, perfect attendance incentives, home visits at nine unexcused absences, Care Solace referrals, SST process, counselor support, behavioral interventions) and is not seeing the desired progress, indicating that current strategies have reached their limits without additional partnership and capacity.
- **Limited Instructional Leadership Bandwidth.** Current leadership structures are stretched across instructional coaching, SPED, EL, and RTI coordination, compliance, and behavior systems, leaving limited bandwidth to deepen attendance intervention work or coordinate complex external partnerships.
- **Uneven Access to High-Quality Early Learning and Preparation.** Limited feeder participation from local preschools reduces early exposure to the school's instructional model, leading to uneven kindergarten readiness and, in some cases, early disengagement that contributes to later attendance challenges.

2026-27 Action Plan to Improve Chronic Absenteeism Outcomes: The 2026-27 Action Plan prioritizes evidence-based interventions designed to strengthen coordination with external partners, expand case management capacity for the highest-risk students, integrate attendance work with the school's whole-child supports, and address the underlying drivers of student disengagement, with particular focus on closing the Orange-level gaps for SWD and EL student groups.

- **Priority 1: Strengthen Coordination with the SDCOE Improving Chronic Absence Network (iCAN).** Leverage the San Diego County Office of Education's Improving Chronic Absence Network (iCAN) as a primary external partner for addressing chronic absenteeism. Define clear division of roles between the school and iCAN: the school is responsible for daily monitoring and instructional response, and iCAN is responsible for external case management, family support extension, and access to county-level resources and best practices. Share real-time attendance data weekly. Co-case manage the highest-risk students with clear action plans, prioritizing SWD and EL students whose Dashboard data places them in the Orange performance level. Ensure no

duplication of outreach, with only coordinated escalation. Maximize use of iCAN's network resources, professional learning opportunities, and county-level coordination to extend the school's intervention reach into family systems.

- **Priority 2: Establish a Tiered Attendance Intervention System Aligned with MTSS.** Build a clearly defined, tiered attendance intervention system that mirrors the school's academic and behavioral MTSS structure. Tier 1 universal supports will include schoolwide attendance culture (Brag Tags, perfect attendance recognition, classwide incentives) and clear communication of attendance expectations to all families. Tier 2 will include early outreach for students approaching chronic absenteeism thresholds (typically 5% to 9% absences), parent and guardian conferences, and short-cycle attendance contracts. Tier 3 will include home visits, intensive case management through iCAN and other external partners, SST referrals, and coordinated SPED, EL, and counseling support.
- **Priority 3: Implement Targeted Intervention for the Students with Disabilities Student Group.** Given that 30.5% of SWD students are chronically absent (Orange), implement a targeted SWD attendance intervention plan. Integrate attendance monitoring into the IEP process by including attendance goals where appropriate, reviewing attendance at IEP meetings, and coordinating SPED service providers, the Education Specialists, BCBA, school counselor, and one-to-one paraeducators around attendance support for individual students. Engage SWD families in early outreach conversations that address barriers specific to disability-related absences (medical appointments, therapy, anxiety, sensory needs). Coordinate with iCAN for SWD families requiring external case management.
- **Priority 4: Implement Targeted Intervention for the English Learner Student Group.** Given that 22.4% of EL students are chronically absent (Orange), implement targeted EL attendance intervention aligned with the EL/ELPI action plan. Target EL families specifically for attendance monitoring and intervention outreach. Connect EL family outreach to ELAC and Parent Workshop Series channels to build trust and engagement. Provide attendance communications in families' home languages. Coordinate EL attendance work with iCAN, recognizing that some EL families may face transportation, immigration-related, or cross-border barriers that benefit from external case management.
- **Priority 5: Implement Rapid Response Protocols for Missed Instruction.** Add a rapid response system requiring home contact within 24 to 48 hours of an unexplained absence. Track contact attempts, family responses, and follow-up actions in a centralized log. Use rapid response data to identify families that require escalated case management through iCAN or other partners.
- **Priority 6: Strengthen Whole-Child Supports That Directly Support Attendance.** Continue and expand the contracted school counselor partnership through OAS, identified as the single most impactful action item in the school's whole-child work. Continue BCBA partnership and Behavior Support Plan and Behavior Intervention Plan implementation for students whose behavior contributes to absences. Continue social-emotional learning, restorative practices, and Mind, Body, Heart connection work that reduces school-based anxiety, a root cause of absenteeism. Continue investments in garden club, weekly health classes, field trips, and Health and Wellness Committee work that increase student engagement and connection to school.
- **Priority 7: Strengthen Early Learning and Enrollment Pipeline.** Continue and expand the earlier lottery enrollment process that has correlated with stronger family engagement and attendance. Build feeder relationships with local preschools to increase the number of students entering at TK, given that TK has demonstrated strong effectiveness in academic and behavioral preparation. Develop a formal TK enrollment outreach plan targeting families in the school's primary service area.
- **Priority 8: Address Student School-Based Anxiety as a Driver of Absenteeism.** Recognizing that anxiety at school because learning is difficult is an identified root cause, integrate attendance intervention with academic intervention. Students who are chronically absent because of academic frustration should receive coordinated MTSS academic support (Tier 2 or Tier 3 RTI, EL support, SPED support, or 504 planning) alongside attendance interventions. Use SST and IEP processes to address school avoidance behaviors with appropriate accommodations and supports.
- **Priority 9: Strengthen Family Engagement and Parent Education on Attendance.** Use the Parent Workshop Series, ELAC, and PAC to provide parent education on the academic and social-emotional impact of chronic absenteeism, the school's attendance expectations and intervention process, and family resources available through Care Solace, iCAN, and other partners. Develop targeted outreach to families who are not currently engaging with school-based attendance conversations.
- **Priority 10: Strengthen Leadership Capacity and Administrative Support.** Address the identified resource inequity of strained instructional leadership bandwidth by evaluating administrative staffing and considering the addition of administrative capacity (such as an attendance coordinator role, an assistant administrator, or expanded Dean of Students capacity) to lead attendance intervention work, coordinate external partnerships including iCAN,

and free instructional leaders to focus on instruction. Build standing data routines for monthly leadership review of attendance trends and intervention response.

- **Priority 11: Strengthen Data Systems and Reporting for Attendance.** Continue use of PowerSchool, monthly ADA reports, and the 2025-2026 Attendance Log as core data sources. Build a centralized attendance dashboard accessible to leadership, classroom teachers, and intervention staff. Use the dashboard to identify students approaching chronic absenteeism thresholds before they cross them, monitor intervention response cycles, and report attendance trends monthly to staff and quarterly to the Board of Trustees. Disaggregate attendance data by student group (SWD, EL, SED, Hispanic) at every reporting cycle to monitor progress on closing the Orange-level gaps for SWD and EL student groups.
- **Priority 12: Sustain Low Suspension Rates to Protect Instructional Time.** Maintain strong performance on the Dashboard Suspension Indicator (currently 0.7% All Students, with raw counts of 1 to 2 students per subgroup) by continuing alternatives to suspension, restorative practices, the BCBA-supported behavior plan process, and the comprehensive tiered behavioral response framework. Reduced suspensions directly support attendance by keeping students in school and engaged.

Learning Recovery Emergency Block Grant (LREBG) 2026-27 Plan

Statutory Authority and Purpose: The Learning Recovery Emergency Block Grant (LREBG) was established pursuant to California Education Code Section 32526, added by Assembly Bill 182 (Chapter 53, Statutes of 2022), and subsequently amended by AB 185 (Chapter 571, Statutes of 2022), SB 114 (Chapter 48, Statutes of 2023), SB 153 (Statutes of 2024), and AB 121 (Chapter 8, Statutes of 2025). LREBG funds support learning recovery initiatives that, at a minimum, support academic learning recovery and staff and pupil social-emotional well-being through the 2027-28 school year. Pursuant to EC Section 32526(d), funds expended in 2025-26, 2026-27, and 2027-28 are subject to a needs assessment and must be included in the LCAP.

Total LREBG Allocation

Leonardo da Vinci Health Sciences Charter School (LdVCS) will expend its remaining 2026-27 LREBG allocation of \$62,889 during the 2026-27 school year. The full balance is allocated to two expenditures as described below.

Needs Assessment

LdVCS's comprehensive needs assessment, conducted in accordance with EC Section 32526(d)(2), (3), (5), and (6), identified academic achievement gaps, social-emotional well-being needs, and instructional capacity as the school's most significant learning recovery priorities. Key findings from the needs assessment include the following:

The All Students group performed at 22.4 points below standard on the ELA Academic Indicator (Yellow) and 39.7 points below standard on the Math Academic Indicator (Yellow) on the 2025 California School Dashboard, with significantly wider gaps for unduplicated student groups. English Learners performed at 67 points below standard in ELA and 77.4 points below standard in Math (both Yellow). The English Learner Progress Indicator received an Orange performance level with year-over-year stagnation, and the 2024 Summative ELPAC Proficient rate was 11.71%. Students with Disabilities received an Orange performance level on the Chronic Absenteeism Indicator (30.5%) and remain a priority population for academic and attendance intervention.

Local 2025-26 data, including i-Ready Reading and Mathematics, mCLASS DIBELS (Acadience), Wonders curriculum-based assessments, and DataWorks progress monitoring, confirmed continued academic gaps for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. The needs assessment identified continued intervention capacity, particularly small-group and one-to-one paraprofessional support for Students with Disabilities, as primary levers for learning recovery.

Expenditure 1: Response to Intervention (RTI) Specialist

Leonardo da Vinci Charter School: 2026-27 LCAP

Position (LCAP Goal and Action): RTI Specialist (Goal 1, Action 2: MTSS and RTI: Tiered Academic Intervention for All Students)

Amount of LREBG Funds: \$13,184.30 (partial funding; remaining position cost funded through Title I)

Rationale: The RTI Specialist provides direct Tier 2 academic intervention to students performing below grade level on universal screening and benchmark assessments, with priority focus on English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students whose learning was most affected by pandemic-related disruption. The RTI Specialist delivers targeted, small-group intervention aligned with the school's MTSS framework, including SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) for grades K through 2, Megawords for grades 3 through 6, and emerging math intervention for grades K through 6.

The RTI Specialist works under the supervision of credentialed educators and the school's two Instructional Coaches (one ELA and one Math), participates in 90-minute monthly Professional Learning Communities (PLCs), and uses mCLASS DIBELS (Acadience), i-Ready, Wonders curriculum-based assessments, and DataWorks progress monitoring data to inform intervention placement, group composition, and dynamic regrouping every 4 to 6 weeks. The RTI Specialist also coordinates with Education Specialists, EL Lead Teachers, and general education staff to deliver integrated intervention design for students with overlapping EL, SPED, and academic needs.

The RTI Specialist is partially funded through Title I, with the remainder funded through LREBG. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for additional academic services and tutoring using evidence-based approaches.

Evidence Tier: Tier 2 (Moderate Evidence). Research demonstrates that small-group, targeted intervention delivered by trained intervention staff under the supervision of credentialed educators produces significant academic gains for students performing below grade level, particularly in foundational literacy and mathematics. Structured Science of Reading-aligned phonics interventions, including SIPPS, and structured decoding interventions for upper-elementary students, including Megawords, are supported by studies meeting the criteria for moderate evidence under ESSA.

Metric(s): CAASPP ELA and Mathematics Distance from Standard disaggregated by English Learners, Students with Disabilities, Socioeconomically Disadvantaged, and Hispanic students as reported on the California School Dashboard ELA and Mathematics Academic Indicators for unduplicated student groups.

Expenditure 2: Additional Paraprofessionals for Students with Disabilities

Position (LCAP Goal and Action): Additional Paraprofessionals (Goal 1, Action 5: Pathway to Achievement: Empowering Students with Disabilities)

Amount of LREBG Funds: \$49,704.70

Rationale: Additional paraprofessionals provide small-group learning support, tutoring, and one-on-one tutoring for Students with Disabilities to accelerate academic proficiency, directly addressing the academic gaps identified in the school's needs assessment for the Students with Disabilities (SWD) student group. The 30.5% chronic absenteeism rate for SWD (Orange on the 2025 California School Dashboard), combined with continued academic gaps in foundational literacy and mathematics for SWD, indicates that SWD remain a priority population for both attendance intervention and intensive academic support.

Additional paraprofessionals expand the school's capacity to deliver Tier 2 and Tier 3 academic intervention to SWD, work alongside the school's two Education Specialists and one-to-one paraeducators supporting students with Individualized Instructional Strategies (IIS) and provide the small-group and one-to-one tutoring that research identifies as the most effective intervention for accelerating learning recovery. Paraprofessionals work under the supervision of credentialed educators and the BCBA, participate in professional learning on intervention delivery, behavior management, and trauma-informed practices, and deliver intervention instruction aligned with the school's MTSS framework and IEP-specified accommodations and modifications.

The addition of paraprofessionals also supports the school's commitment to keeping SWD engaged with grade-level content while providing the scaffolds needed to access the curriculum, directly addressing the resource inequity identified in the needs assessments that students with the highest needs often receive the least consistent access to rigorous Tier 1 instruction. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for additional academic services and tutoring using evidence-based approaches.

Evidence Tier: Tier 2 (Moderate Evidence). Research consistently demonstrates that small-group and one-to-one tutoring delivered by trained paraprofessionals under the supervision of credentialed educators produces significant academic gains for Students with Disabilities and other students performing below grade level. High-dosage tutoring models are among the most effective interventions for accelerating learning recovery, with effects supported by studies meeting the criteria for moderate evidence under ESSA. One-to-one and small-group tutoring is particularly effective for SWD when paired with IEP-aligned accommodations and modifications and when delivered consistently across the school day.

Metric(s): CAASPP ELA and Mathematics Distance from Standard for the Students with Disabilities student group, as reported on the California School Dashboard ELA and Mathematics Academic Indicators for the Students with Disabilities student group.

LCAP Alignment

Both LREBG expenditures are included in the 2026-27 LCAP in compliance with EC Section 52064.4.

- The **RTI Specialist** is included under Goal 1, Action 2 (MTSS and RTI: Tiered Academic Intervention for All Students). The LREBG-funded portion of \$13,184.30 represents a component of the total action expenditure for Goal 1, Action 2, with the remainder of the RTI Specialist position funded through Title I.
- **Additional Paraprofessionals** are included under Goal 1, Action 5 (Pathway to Achievement: Empowering Students with Disabilities). The LREBG-funded amount of \$49,704.70 represents a component of the total action expenditure for Goal 1, Action 5.

The broader actions are also supported by LCFF base, supplemental, and concentration funds, along with applicable Title funds and other categorical funding sources. The total LREBG allocation of \$62,889 is fully accounted for across the two expenditures described above.

Educational Partner Consultation

The use of LREBG funds was developed in consultation with educational partners through the LCAP engagement process. Administrators identified continued investment in Tier 2 and Tier 3 academic intervention as a priority for learning recovery, particularly for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Teachers emphasized the need for continued intervention staffing capacity, including additional paraprofessionals to support small-group and one-to-one tutoring for Students with Disabilities, recognizing that SWD remain the student group with the most significant chronic absenteeism gap (30.5%, Orange on the 2025 Dashboard) and continued academic needs. Classified staff, including Instructional Aides and paraprofessionals, recommended that LREBG and Title I funds continue to support intervention staffing capacity and the professional development that strengthens intervention delivery. The Parent Advisory Council (PAC) and English Learner Advisory Council (ELAC) recommended that LREBG and Title funds be aligned with the priorities identified in the school's ELA, Math, ELPI, and Chronic Absenteeism needs assessments. Parents of Students with Disabilities specifically recommended expanded behavioral and academic supports through the special education team, which directly informed the allocation of LREBG funds to additional paraprofessional capacity. The needs assessment and expenditure plan were reviewed through the PAC and ELAC advisory processes and presented at the LCAP Town Halls during the LCAP development cycle.

2024 CA School Dashboard

The following table presents Leonardo da Vinci Health Sciences Charter School's performance on the 2024 California School Dashboard, organized by State and Academic Indicators and disaggregated by student group. The data reflects the school's academic achievement levels across each indicator and across student populations

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	Orange	Yellow	Yellow	N/A	Orange	Orange
English Learners	Orange	Orange	Yellow	N/A	Red	Orange
Long-Term English Learners	--	--	--	N/A	--	--
Homeless	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Yellow	Orange	N/A	Orange	Orange
Students with Disabilities	N/A	Red	Orange	N/A	--	--
Black or African American	N/A	--	--	N/A	--	--
Asian	N/A	--	--	N/A	N/A	N/A
Filipino	N/A	--	--	N/A	N/A	N/A
Hispanic or Latino	N/A	Yellow	Yellow	N/A	Orange	Orange
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--
White	N/A	--	--	N/A	--	--
Two or More Races	N/A	--	--	N/A	--	--

LdVCS received a Red performance level on the 2024 California School Dashboard for two student groups across two indicators:

- The **Students with Disabilities** student group received a Red performance level on the Chronic Absenteeism Indicator, with a chronic absenteeism rate of 47.9%.
- The **English Learner** student group received a Red performance level on the ELA Academic Indicator, with performance at 81.4 points below standard (Distance from Standard).

2023 CA School Dashboard

The following table presents Leonardo da Vinci Health Sciences Charter School's performance on the 2023 California School Dashboard, organized by State and Academic Indicators and disaggregated by student group. The data reflects the school's academic achievement levels across each indicator and across student populations

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Red	Orange	N/A	Orange	Orange
English Learners	Orange	Red	Orange	N/A	Orange	Orange
Foster Youth	N/A	--	--	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	Yellow	Orange	N/A	Orange	Orange
Students with Disabilities	N/A	Orange	Red	N/A	--	--
Black or African American	N/A	--	--	N/A	--	--
Asian	N/A	--	--	N/A	N/A	N/A
Filipino	N/A	--	--	N/A	N/A	N/A
Hispanic or Latino	N/A	Red	Red	N/A	Orange	Orange
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--
White	N/A	--	--	N/A	--	--
Two or More Races	N/A	--	--	N/A	--	--

On the 2023 California School Dashboard, LdVCS received a Red performance level on two indicators across multiple student groups:

- **Chronic Absenteeism Indicator (Red):** All Students (34.6%), English Learners (38.8%), and Hispanic students (38.5%).
- **Suspension Rate Indicator (Red):** Students with Disabilities (10.3%) and Hispanic students (5.1%).

Reflections: Technical Assistance

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

Leonardo da Vinci Health Science Charter School is not eligible for Technical Assistance.

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.

Leonardo da Vinci Health Science Charter School is not eligible for Comprehensive Support and Improvement.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Administrators/Principal	Dates of engagement: Every Monday, July 2025 through June 2026. Topics discussed: Administrators participated in weekly coaching sessions, leadership meetings, and professional development opportunities focused on data-driven decision-making, strategic planning, educational partner engagement, student achievement, school climate, resource allocation, and the implementation of LCAP goals and actions. Discussions also centered on use of Title and LREBG funding, needs assessment, school improvement efforts, educational policies, and strategies to support equitable outcomes for all students. Specific topics included: • Review of California School Dashboard performance and three-year trajectory across the ELA, Math, English Learner Progress, Chronic Absenteeism, and Suspension Rate indicators • Implementation of the school's Multi-Tiered System of Supports (MTSS) framework across academic, behavioral, social-emotional, and attendance work • Strategic planning aligned with the school's Strategic Plan 2024-2028 and the school's mission, vision, and Mind, Body, Heart connection framework • Review of LCAP goals, actions, and metrics aligned with state and federal accountability requirements • Alignment of Title I, Title II, and Title III federal funds with LCAP priorities to support English Learners, professional development, and services for unduplicated student groups, ensuring that Title funds supplement rather than supplant core LCAP investments • Planning for the full expenditure of remaining Learning Recovery Emergency Block Grant (LREBG) funds during the 2026-27 school year, including identification of allowable uses aligned with student learning recovery needs such as tutoring, intervention staffing, professional development, and mental health supports • LCFF supplemental and concentration funding allocations to ensure increased and improved services for English Learners, Socioeconomically Disadvantaged students, and Foster Youth • Resource allocation decisions regarding instructional coaching, intervention staffing, professional development, technology, and family engagement

Educational Partner(s)	Process for Engagement
	Recommendations: Administrators recommended increasing academic interventions and targeted supports for struggling students, expanding professional development opportunities for staff, strengthening attendance and student engagement initiatives, enhancing social-emotional and mental health supports, improving communication with families, and ensuring equitable access to resources and programs. Administrators also recommended that Title I, Title II, Title III, and LREBG funds be strategically aligned with the priorities identified in the school's ELA, Math, ELPI, and Chronic Absenteeism needs assessments to maximize the impact of every funding source on student outcomes.
Teachers	Dates of engagement: Every first Wednesday, July 2025 through June 2026. Topics discussed: Teachers participated in professional development sessions, staff meetings, surveys, and collaborative planning focused on data-driven instruction, student achievement, instructional strategies, academic intervention and enrichment, classroom management, social-emotional learning, school climate, family engagement, and the implementation of LCAP goals and actions. Through ongoing coaching and professional learning opportunities, teachers also engaged in refining instructional practices to better meet diverse student needs and improve outcomes; including discussion on use of Title and LREBG funding, needs assessment. Specific topics included: • Implementation of the Tier 1 Promise of non-negotiable pedagogical practices and the school's MTSS framework • LETRS Year 2 implementation and the Science of Reading • Project-Based Learning (PBL) launch and integration with grade-level content standards • Designated and integrated English Language Development (ELD) and the schoolwide academic language framework • Use of i-Ready, mCLASS DIBELS (Acadience), Wonders, DataWorks, and Ellevation benchmark and progress monitoring data in 90-minute monthly Professional Learning Communities (PLCs) • Tier 2 and Tier 3 academic intervention design, including SIPPS, Megawords, and the developing math intervention structure • Whole-child supports through the Mind, Body, Heart connection framework, the Habits of Mind, Zones of Regulation, restorative practices, and the role of the on-site counselor and BCBA • LCAP goals, actions, and metrics, including review of California School Dashboard performance and the school's three-year trajectory across academic, attendance, and suspension indicators • The role of Title II funds in supporting teacher professional development, instructional coaching, and PLC collaboration time, and the role of Title III funds in supporting designated and integrated ELD professional learning for teachers serving English Learners • The role of LREBG funds in supporting learning recovery initiatives such as Tier 2 and Tier 3 intervention, intervention staffing, and academic enrichment for students still affected by pandemic-related learning gaps

Educational Partner(s)	Process for Engagement
	Recommendations: Teachers recommended strengthening supports for Students with Disabilities through more consistent implementation of IEP accommodations and services, increasing collaboration with special education staff, and providing additional training on inclusive instructional strategies. They also emphasized the need for expanded behavioral supports, including positive behavior intervention systems, restorative practices, and access to additional counseling and mental health services to better address student behavior and social-emotional needs. Teachers further recommended continued investment in instructional coaching, structured PLC collaboration time, and professional learning that is directly applicable to classroom practice, with Title II and LREBG funds aligned to sustain and deepen these professional learning supports.
Classified/Other Staff	Dates of engagement: Every Wednesday, July 2025 through June 2026. Topics discussed: Classified staff participated in surveys, staff meetings, and feedback sessions focused on student attendance, school safety, school climate, student behavior, social-emotional well-being, communication with families, support services, and campus operations. Discussions also included the effectiveness of systems and resources that support student learning, as well as barriers impacting student engagement and success, use of Title and LREBG funding, and the needs assessment. Specific topics included: • Schoolwide behavior expectations grounded in the school's core values of being safe, respectful, responsible, and kind • Implementation of restorative practices, calming corners, and the Mind, Body, Heart connection framework in non-classroom settings • Communication and coordination between supervision staff, teachers, the on-site counselor, the BCBA, and administrators • Student attendance, arrival and dismissal routines, and supervision during transitions • Campus safety practices, emergency response protocols, and supervised play and transition times • Support for students with Behavior Support Plans (BSPs) and Behavior Intervention Plans (BIPs) across all settings, including recess, lunch, and transitions • The role of Instructional Aides in Tier 2 and Tier 3 intervention delivery and integration into the school's MTSS framework • The role of Title I funds in supporting Instructional Aide staffing and Tier 2 and Tier 3 intervention capacity for unduplicated student groups, and the role of LREBG funds in supporting expanded intervention staffing and learning recovery efforts during the 2026-27 school year Recommendations: Instructional Aides and noon-duty staff recommended increasing training in behavior management and de-escalation strategies, strengthening consistency in schoolwide behavior expectations, and improving communication systems between supervision staff and teachers and administrators. They also recommended continued professional development on the school's restorative practices, expanded coordination with the BCBA and on-site counselor for students with behavioral support needs, and clearer schoolwide protocols for

Educational Partner(s)	Process for Engagement
	handling behavioral incidents during recess, lunch, and transitions. Classified staff further recommended that Title I and LREBG funds continue to support Instructional Aide capacity and the professional development that strengthens their effectiveness in delivering intervention and supervision across the school.
Students	Dates of engagement: Weekly during Restorative Circles, throughout the 2025-26 school year. Topics discussed: TK through 6 students provided input through surveys, classroom discussions, student leadership opportunities, and activity feedback focused on after-school clubs and enrichment activities. Topics discussed included student interests in clubs, opportunities for creativity and play, friendships and school connectedness, access to activities, and how clubs help students feel safe, supported, and engaged after school. Specific topics included: • After-school club offerings, including arts, music, sports, STEM, and games • Opportunities for creativity, hands-on learning, and play during the school day and after school • Friendships, belonging, and school connectedness as part of the school's Mind, Body, Heart connection framework • Access to enrichment activities and how clubs support students who may otherwise be at risk of disengagement • Student safety, feeling supported by adults, and the role of restorative circles in building classroom community • Communication about club schedules, locations, and how students can participate • The role of LREBG funds in supporting expanded learning opportunities, enrichment programming, and supplemental activities that build engagement and connection to school Recommendations: TK through 6 students recommended increasing the number and variety of after-school clubs, offering more hands-on and creative activities such as art, sports, music, STEM, and games, and ensuring all students have the opportunity to participate. They also expressed interest in more student choice, fun and engaging activities, and clear communication about when and where clubs meet, along with support to help students participate regularly. Students further recommended that LREBG and other supplemental funds be used to expand after-school enrichment opportunities and ensure that every student, including English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students, has access to clubs and activities that build belonging and joy at school.
Student Advisory Committee (SAC)	LdVCS serves grades TK-6, therefore is not required to form a Student Advisory Committee.
Parents including those representing Unduplicated Pupils (UP) & Students with Disabilities (SWD)	Dates of engagement: Throughout the 2025-26 school year, including annual Parent Surveys, ELAC meetings, PAC meetings, Parent Leadership Team monthly meetings, Parent Workshop Series sessions, family engagement events, parent-teacher conferences, and ongoing communication through weekly newsletters and direct teacher-family contact.

Educational Partner(s)	Process for Engagement
	Topics discussed: LdVCS conducts annual Parent Surveys to gather feedback on various aspects of the school's educational programs, services, allocation of resources (Title, LREBG funding) and overall satisfaction. The surveys assess parent perceptions of school climate, safety, communication effectiveness, and educational quality. The feedback obtained from parents through these surveys informs decision-making and helps identify areas for improvement in parental engagement and support. Parents, including representatives of English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and other unduplicated student groups, provided input on the following topics: • The school's mission, vision, and Mind, Body, Heart connection framework • Academic outcomes, including review of California School Dashboard performance and the school's three-year trajectory across the ELA, Math, English Learner Progress, Chronic Absenteeism, and Suspension Rate indicators • The school's MTSS framework, including academic intervention, social-emotional supports, behavioral supports, and attendance intervention • The school's English Learner program, including designated and integrated ELD instruction and the reclassification process, with input gathered through ELAC • Services for Students with Disabilities, including IEP implementation, accommodations, and behavioral supports • Project-Based Learning launch and the school's broad course of study, including VAPA, garden, health, physical education, and after-school enrichment • The Parent Workshop Series, family engagement events, and opportunities for shared decision-making • Communication between the school and families, including language access in Spanish and other home languages • The role of Title I funds in supporting services for unduplicated student groups, the role of Title III funds in supporting English Learner programs and family engagement (with specific input from ELAC representatives), and the role of LREBG funds in supporting learning recovery initiatives that benefit all students, particularly those still affected by pandemic-related learning gaps Recommendations: Parents recommended continued and expanded parent workshops on topics that help families support student learning at home, including early literacy, mathematics, English Learner success, supporting Students with Disabilities, attendance, mental health, and health literacy. They emphasized the need for continued language access in Spanish and other home languages, expanded interpretation services at parent meetings, and meeting times that accommodate working families. Parents of English Learners (through ELAC) specifically recommended continued investment in designated and integrated ELD instruction, support for the reclassification process, and family engagement opportunities that build their capacity to support their child's bilingual and biliterate development. Parents of Students with Disabilities recommended strengthened communication with the special education team, expanded behavioral and counseling supports, and continued partnership through the IEP process. Parents also

Educational Partner(s)	Process for Engagement
	recommended that Title I, Title III, and LREBG funds be aligned with the priorities identified in the school's needs assessments and that LCAP investments continue to address the most significant equity gaps, particularly for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students.
Parent Advisory Committee (PAC)	Dates of engagement: PAC meetings held throughout the 2025-26 school year, including LCAP Town Halls hosted in collaboration with the PAC during the LCAP development cycle. Topics discussed: LdVCS hosted LCAP Town Halls in collaboration with the Parent Advisory Council to foster dialogue and gather community input on the needs assessment, use of Title and LREBG funding. These sessions provide a platform for parents to voice concerns, provide feedback on educational programs, and suggest improvements. The town halls are instrumental in ensuring that parent perspectives are considered in the development and evaluation of the LCAP, enhancing transparency and accountability. Specific topics discussed at PAC meetings and LCAP Town Halls included: • Review of the 2025-26 LCAP implementation, including progress on actions, services, and metrics • Review of California School Dashboard performance and the school's three-year trajectory across academic, attendance, and suspension indicators • Development of the 2026-27 LCAP goals, actions, services, and budgeted expenditures • The school's MTSS framework and the integration of academic, behavioral, social-emotional, and attendance work • Services for unduplicated student groups, including English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, Hispanic students, and Foster Youth • The Parent Workshop Series, family engagement events, and ongoing opportunities for shared decision-making • The role of Title I funds in supporting services for unduplicated student groups, Title II funds in supporting professional development, Title III funds in supporting English Learner programs and family engagement, and the planned expenditure of remaining Learning Recovery Emergency Block Grant (LREBG) funds during the 2026-27 school year, in accordance with California Education Code Section 52062(a)(1) • LCFF supplemental and concentration funding allocations and the requirement to ensure increased and improved services for English Learners, Socioeconomically Disadvantaged students, and Foster Youth Recommendations: The Parent Advisory Council provided input and recommendations on the development of the 2026-27 LCAP, including the alignment of LCAP goals and actions with the school's mission, vision, and identified student needs. PAC recommendations included continued investment in academic intervention and MTSS, expanded family engagement opportunities, sustained whole-child supports through the school counselor, BCBA, and restorative practices, and continued language access in Spanish and other home languages. The PAC also recommended that Title I, Title II, Title III, and LREBG funds be aligned with the priorities identified in the school's needs assessments and that LCAP investments continue to address the most significant equity gaps, particularly for

Educational Partner(s)	Process for Engagement
	English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. The PAC's input contributed directly to the finalization of the 2026-27 LCAP goals, actions, services, and budgeted expenditures.
(Combined) English Learner PAC; English Language Advisory Committee (ELAC); and DELAC	Dates of engagement: Combined ELAC, DELAC, EL-PAC meetings held throughout the 2025-26 school year, with at least four meetings annually consistent with California Education Code requirements. Topics discussed: This committee at LdVCS serves as a forum for parents of English Learners to provide input and feedback on programs and services that support their children's academic achievement, including allocation of resources and discussion on the use of LREBG & Title Funding as part of the needs assessment. The committee collaborated with school leadership to ensure that the needs of English Learners are addressed effectively within the LCAP framework. These meetings facilitated communication between school administrators and parents, promoting culturally responsive practices and equitable educational opportunities. Because LdVCS is a single-site charter LEA, the school-level ELAC also fulfills the functions typically associated with the District English Learner Advisory Committee (DELAC) and the English Learner Parent Advisory Committee for purposes of the LCAP development process, consistent with California Education Code Section 52062(a)(2). Specific topics discussed included: • Review of California School Dashboard performance for the English Learner student group, including the English Learner Progress Indicator (Orange, with year-over-year stagnation), the ELA Academic Indicator (67 points below standard, Yellow), the Math Academic Indicator (77.4 points below standard, Yellow), and the Chronic Absenteeism Indicator (22.4%, Orange) on the 2025 California School Dashboard • The school's English Learner program, including designated and integrated English Language Development (ELD) instruction, the schoolwide academic language framework, and English Learner staffing • The reclassification process and the school's commitment to early and timely reclassification to reduce Long-Term English Learner (LTEL) persistence • Support for newcomer students and Long-Term English Learners, including instructional approaches that differentiate between these populations • Support for English Learners who are also Students with Disabilities, including alternative reclassification pathways consistent with the California Practitioners' Guide for Educating English Learners with Disabilities • The implementation of Ellevation as the school's English Learner data and instructional platform • Family engagement opportunities for English Learner families, including the Parent Workshop Series, communication in home languages, and culturally responsive family events • Attendance intervention for the English Learner student group, including coordination with the SDCOE Improving Chronic Absence Network (iCAN) and language-accessible attendance outreach • The use of Title III federal funds in supporting English Learner programs, professional development for teachers serving English Learners, and family engagement for English Learner families, consistent with the role of ELAC in advising on Title III expenditures

Educational Partner(s)	Process for Engagement
	The use of Title I funds in supporting services for English Learners as an unduplicated student group, and the use of LREBG funds in supporting learning recovery initiatives that benefit English Learners Recommendations: The ELAC recommended continued and expanded investment in designated and integrated ELD instruction, smaller designated ELD group sizes, grouping by language proficiency level rather than grade level alone, and continued teacher professional development on integrated ELD strategies across all content areas. ELAC members emphasized the importance of timely reclassification, support for newcomer students, and differentiated approaches for Long-Term English Learners. The committee recommended continued investment in the Parent Workshop Series, family engagement events, and ongoing communication in Spanish and other home languages to ensure that English Learner families can fully participate in their child's educational experience. ELAC also recommended that Title III, Title I, and LREBG funds be aligned with the priorities identified in the school's ELPI and ELA needs assessments and that LCAP investments continue to address the significant equity gaps for the English Learner student group on the California School Dashboard. The ELAC's input contributed directly to the finalization of the LCAP's Pathway to Proficiency: Empowering Multilingual Learners action and to the broader LCAP goals, actions, services, and budgeted expenditures.
SELPA	Dates of engagement: Monthly consultation throughout the 2025-26 school year. Topics discussed: LdVCS collaborates monthly with the Special Education Local Plan Area (SELPA) to support students with special needs through the LCAP process. SELPA provides guidance on special education policies, services, and compliance requirements. The partnership ensures that the LCAP addresses the unique needs of Students with Disabilities, promotes inclusive practices, and enhances educational outcomes for all students. Specific topics discussed included: - Review of California School Dashboard performance for the Students with Disabilities student group, including the school's three-year trajectory on the Suspension Rate Indicator (from Red at 10.3% in 2023 to Green at 1.7% in 2025) and the Chronic Absenteeism Indicator (from Red at 47.9% in 2024 to Orange at 30.5% in 2025) - Special education policies, services, and compliance requirements applicable to LdVCS as a charter school participating in the SELPA - IEP implementation, accommodations, modifications, and the school's commitment to delivering IEP-aligned services with fidelity - The school's Education Specialist staffing, one-to-one paraeducator support for students with Individualized Instructional Strategies (IIS), and the role of the Board-Certified Behavior Analyst (BCBA) in supporting Behavior Support Plans (BSPs) and Behavior Intervention Plans (BIPs) - The school's psychological assessment capacity through two staff psychologists and the timely identification of students suspected of having disabilities

Educational Partner(s)	Process for Engagement
	• Coordination between the SELPA, the school's special education team, and the broader MTSS framework, including cross-functional collaboration with EL, RTI, and general education staff for students with overlapping needs • The LCAP's Pathway to Achievement: Empowering Students with Disabilities action and the broader LCAP goals, actions, services, and budgeted expenditures relevant to Students with Disabilities Feedback and Recommendations: The SELPA was consulted in the development of the 2026-27 LCAP and provided guidance on special education policies, services, and compliance requirements throughout the consultation process. The SELPA reviewed the LCAP's proposed actions, services, and metrics related to Students with Disabilities and confirmed alignment with applicable special education requirements. No additional feedback or recommendations beyond the ongoing monthly consultation guidance were provided by the SELPA during the LCAP development cycle. LdVCS will continue its monthly collaboration with the SELPA throughout the 2026-27 school year to ensure sustained alignment between the LCAP and the school's special education program.

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

The 2026-27 LCAP for Leonardo da Vinci Health Sciences Charter School (LdVCS) was directly shaped by the feedback, recommendations, and shared decision-making provided by educational partners throughout the development cycle. The following summary describes how educational partner feedback influenced each LCAP goal and action in the adopted plan.

LCAP Goal 1: Academic Curiosity and Rigor Through a Student-Centered Learning Model

- **Action 1: Assessment of Learning.** Educational partner feedback emphasized the need for data-driven instruction, early identification of student needs, and consistent progress monitoring across all student groups. In response, the LCAP adopted a comprehensive assessment system that includes i-Ready Reading and Mathematics three times annually, mCLASS DIBELS (Acadience) as the K through 2 reading difficulties screener, Wonders curriculum-based assessments, DataWorks for phonics-based progress monitoring, Ellevation as the English Learner data platform, and state-mandated assessments (CAASPP, ELPAC, CAST, PFT). Data is reviewed in monthly 90-minute PLCs facilitated by the two Instructional Coaches.
- **Action 2: MTSS and RTI: Tiered Academic Intervention for All Students.** Educational partner feedback identified the need for stronger Tier 2 and Tier 3 academic intervention, early identification and prevention in the early grades, integrated EL/SPED/RTI services for students with overlapping needs, and dedicated math intervention capacity. In response, the LCAP adopted early-grade SST work in TK through 3rd grade, the continuation of SIPPS and Megawords Tier 2 phonics intervention, a permanent Tier 3 small-group intervention component, cross-functional student support teams, and the building of dedicated math RTI capacity with a schoolwide math benchmark and screening system.
- **Action 3: Mind, Body, Heart: Whole-Child MTSS Supports.** Educational partner feedback emphasized the need for enhanced social-emotional and mental health supports, expanded behavioral supports, continued restorative practices, consistent schoolwide behavior expectations, and proactive attendance intervention to prevent chronic absenteeism. In response, the LCAP adopted a proactive tiered model that engages students at the 5% absence threshold (Tier 2) and the 8% to 9% absence threshold (Tier 3), participation in the SDCOE Improving Chronic Absence Network (iCAN) Community of Practice,

continued investment in the on-site counselor through OAS, sustained BCBA partnership, restorative practices and community circles, schoolwide behavior expectations grounded in the school's core values, and home visits aligned with evidence-based practices.

- **Action 4: Pathway to Proficiency: Empowering Multilingual Learners.** ELAC feedback specifically called for continued investment in designated and integrated ELD, smaller designated ELD group sizes, grouping by language proficiency level rather than grade level alone, timely reclassification, family engagement in home languages, and continued teacher professional development on EL instructional practices. In response, the LCAP adopted a redesigned designated ELD program that reduces group sizes where staffing permits and groups students by ELPAC proficiency level (Emerging, Expanding, Bridging), a schoolwide academic language framework for integrated ELD across content areas, differentiated approaches for newcomers and Long-Term English Learners, structured reclassification practices, the implementation of Ellevation, integrated EL/SPED/RTI services, and a sustained multi-strand professional development sequence on ELD instruction.
- **Action 5: Pathway to Achievement: Empowering Students with Disabilities.** Teacher and parent feedback emphasized the need for stronger SWD supports, more consistent IEP implementation, expanded behavioral supports, and continued investment in restorative practices and counseling. SELPA consultation guided alignment with special education compliance requirements. In response, the LCAP adopted continued growth of the Education Specialist team, sustained one-to-one paraeducator support for students with Individualized Instructional Strategies, expanded psychological assessment capacity through two psychologists, integrated EL/SPED/RTI service delivery, attendance goals embedded in IEPs, an Early Warning System for students missing two or more days in the first month of school, the Check and Connect engagement framework for highest-need SWD, Adult-Student Mentoring, and continued staff professional learning on trauma-informed practices, behavior versus disability distinction, verbal de-escalation, PBIS for neurodiversity, and UDL.
- **Action 6: Cultivating the Whole Child: A Broad Course of Study.** Student feedback emphasized the value of after-school clubs, hands-on creative activities, and equitable access to enrichment opportunities. Parent and PAC feedback reinforced the importance of a well-rounded education that includes VAPA, garden lessons, and health education aligned with the school's identity. In response, the LCAP adopted continued bi-weekly VAPA instruction for all students in grades TK through 6, monthly garden lessons in partnership with Good Neighbor Gardens, weekly health classes, Physical Education aligned to California standards, and after-school enrichment opportunities accessible to every student regardless of student group. The broad course of study will be intentionally integrated with the Project-Based Learning launch.

LCAP Goal 2: Strengthening Instructional Delivery Through Holistic Supports and Staff Development

- **Action 1: Strong Leaders, Skilled Teachers (Credentialed Educators for Every Classroom).** Educational partner feedback highlighted the foundational role of credentialed staff, the need for sustained instructional leadership, and the impact of staff stability on student outcomes. In response, the LCAP adopted continued employment of a credentialed Executive Director/Principal and fully credentialed core classroom teachers in every classroom in grades TK through 6, resolution of the identified CLAD credential issue for two certificated teachers, a longer school day and year (180 instructional days), and a structured professional learning calendar of five summer preparation days, ten non-instructional days, and weekly professional learning and 90-minute monthly PLCs.
- **Action 2: Habits of Mind in Practice (Educator Professional Learning and Coaching).** Educational partner feedback called for expanded professional development, behavior management and de-escalation training, inclusive instructional strategies, EL instructional support, and continued instructional coaching. In response, the LCAP adopted a comprehensive four-strand professional learning sequence covering Foundational Literacy and ELA Instruction (including LETRS Year 2), Mathematics Instruction (launching the deferred Common Core Math focus), English Learner Instruction and Multilingual Learner Support, and Whole-Child Supports/Behavior/Attendance/Mental Health. The action also adopts a Project-Based Learning professional development launch, the job-embedded instructional coaching model with monthly observations and debriefs, 90-minute monthly PLCs, and weekly leadership walkthroughs.
- **Action 3: Standards-Aligned Curriculum for Every Student.** Educational partner feedback emphasized the importance of consistent access to standards-aligned core curriculum across every subject area. In response, the LCAP adopted continued use of Wonders ELA, Eureka Math, Heggerty, UFLI

Foundations, Rockalingua (Spanish), the Health and Wellness curriculum, and standards-aligned materials for science, history-social science, physical education, ELD, and VAPA. The Curriculum and Assessment Governance Committee reviews instructional materials throughout the school year.

- **Action 4: Technology to Power Teaching and Learning.** Educational partner feedback emphasized equitable digital access for all students regardless of socioeconomic background. In response, the LCAP adopted continued one-to-one student devices for every student in grades TK through 6, upgraded staff computers and classroom technology infrastructure, contracted IT support services, and an annual technology needs assessment to ensure that technology investments remain aligned with student learning needs.
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LCAP Goal 3: Building Authentic Partnerships

- **Action 1: Family Engagement and Decision-Making Partnerships.** Parent, ELAC, and PAC feedback emphasized the need for sustained, meaningful opportunities for shared decision-making, continued language access in Spanish and other home languages, and active inclusion of families representing unduplicated student groups and Students with Disabilities. In response, the LCAP adopted the continuation of the English Learner Advisory Council (ELAC), the Parent Advisory Council (PAC), and the monthly Parent Leadership Team as the school's primary parent decision-making structures. Interpreter services will be available for all committee meetings and upon request, and meeting materials will be provided in English, Spanish, and other home languages.
 - **Action 2: Pathway to Empowered Families (Family Engagement and Education).** Educational partner feedback emphasized the need for expanded parent workshops on critical topics that help families support student learning, removal of barriers to family participation (childcare, meal times, interpretation, scheduling), and targeted outreach to families of English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. In response, the LCAP adopted an expanded Parent Workshop Series covering early literacy, mathematics, the California School Dashboard and state assessments, supporting English Learner success, supporting Students with Disabilities, attendance and mental health, and health literacy. The action also includes family engagement events, targeted outreach for unduplicated student families, home visits aligned with evidence-based practices, and continued language access in Spanish and other home languages.
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Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academic Curiosity and Rigor Through a Student-Centered Learning Model: Students will engage in a rigorous, student-centered instructional program anchored in Project-Based Learning (PBL) and supported by a unified Multi-tiered System of Supports (MTSS) that addresses the academic and social-emotional needs of every learner, fostering curiosity, creativity, collaboration, and health literacy so that students develop the Habits of Mind of lifelong learners and grow as influential contributors to an ever-changing global society.	Broad

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement
- Priority 5: Pupil Engagement
- Priority 6: School Climate
- Priority 7: Course Access
- Priority 8: Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

LdVCS developed this goal for the 2026-27 LCAP to anchor the school's commitment to rigorous, student-centered learning as the foundation of academic improvement and whole-child development. The goal reflects several interconnected priorities identified through the school's needs assessments, Strategic Plan 2024-2028, and engagement of its educational partners.

Responding to identified academic performance gaps. The 2025 California School Dashboard reflects ongoing academic performance needs across student groups, including the All Students group at 22.4 points below standard in ELA and 39.7 points below standard in Math (both Yellow), with significantly wider gaps for English Learners (67 points below standard in ELA and 77.4 points below standard in Math), Students with Disabilities, and Socioeconomically Disadvantaged students. The goal commits the school to addressing these gaps through a unified, school-wide instructional approach rather than fragmented interventions.

Centering Project-Based Learning (PBL) as the school's instructional model. PBL was deferred from the 2025-26 school year due to the demands of LETRS Year 2 implementation, and the school is now positioned to launch PBL as the core instructional model. PBL provides students with authentic, inquiry-driven learning experiences that develop the curiosity, creativity, collaboration, and critical thinking skills the school's Strategic Plan identifies as defining outcomes for LdVCS students.

Anchoring instruction in a unified MTSS. The school's needs assessments consistently identified that students with the most complex needs (those who are simultaneously English Learners, Students with Disabilities, and Socioeconomically Disadvantaged) require integrated rather than parallel support systems. A unified MTSS that addresses both academic and social-emotional needs ensures that every student receives the right level of support without fragmentation across separate intervention systems.

Honoring the school's identity as a health sciences charter school. Health literacy is named directly in the goal because it reflects the school's mission to cultivate a community of health-literate students who are knowledgeable about and value what it means to be academically, physically, and socio-emotionally healthy. This identity distinguishes LdVCS from other elementary schools and is foundational to the school's vision.

Aligning with the school's Strategic Plan focus area on Academic Curiosity and Rigor. The goal directly reflects the school's Strategic Plan 2024-2028 Focus Area 1, which identifies a student-centered learning model, PBL, MTSS, and the Tier 1 Promise of non-negotiable pedagogical practices as defining features of academic work at LdVCS.

Cultivating lifelong learners and global contributors. The reference to the Habits of Mind and influential contributors to an ever-changing global society reflects the school's vision and aspirational identity. These outcomes go beyond academic performance metrics to articulate the kind of learners and citizens LdVCS is preparing students to become.

Through this goal, LdVCS commits to ensuring that academic rigor and curiosity are not in tension with whole-child development but are mutually reinforcing, and that every student, regardless of starting point, has access to the rigorous, engaging, supported instruction that prepares them for academic success and meaningful participation in the broader world.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 ELA CAASPP DFS All Students -23.6 EL -69 SED -41.9 Hispanic -30.7	2023-24 ELA CAASPP DFS All Students -45.2 EL -81.4 SED -59 Hispanic -45.4	2024-25 ELA CAASPP DFS All Students -22.4 EL -67 SED -25.2 Hispanic -26.3	2025-26 ELA CAASPP DFS All Students -22 EL -65 SED -25 Hispanic -25	All Students: +1.2 EL: +2 SED: +16.7 Hispanic: +4.4
2	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students -51 EL -87.4 SED -71.9 Hispanic -59.2	2023-24 Math CAASPP DFS All Students -60.3 EL -90.5 SED -74.9 Hispanic -62.6	2024-25 Math CAASPP DFS All Students -39.7 EL -77.4 SED -43.3 Hispanic -43.5	2025-26 Math CAASPP DFS All Students -38 EL -75 SED -40 Hispanic -40	All Students: +11.3 EL: +10 SED: +28.6 Hispanic: +15.7
3	CA Science Test Source: CAASPP Website	2022-23 CAST (% Met or exceeded) All Students 21.4% Hispanic 18.9%	2023-24 CAST (% Met or exceeded) All Students 24.0%	2024-25 CAST (% Met or exceeded) <u>All Students 25.8%</u>	2025-26: 50 SP	All Students: -44% *Hispanic: N/A *Not numerically significant in either Baseline or Y2 Outcome

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				2024-25 CAST (Science Points) All Students 49.5 Source: CA Dashboard		
4	% EL who made progress towards English Language Proficiency (ELPI) Source: CA School Dashboard	51.9% Source: 2023 CA School Dashboard	47.9% Source: 2024 CA School Dashboard	44% Source: 2025 CA School Dashboard	2025-26: 44%	-7.9%
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 18.4%	2023-24: 16.7%	2024-25: 11.7%	2025-26: 11.2%	-6.7%
6	Reclassification Rate Source: CALPADS	2022-23:	2023-24:	2024-25:	2025-26: 8%	
7	Attendance Rate Source: CALPADS	2022-23: 90.5%	2023-24: 92%	2024-25: 93.7%	2025-26: 93%	+3.2%
8	Chronic Absenteeism Source: CA School Dashboard	2022-23 Chronic Absenteeism Rate All Students 34.6% EL 38.8% SED 36.6% SWD 33.3% Hispanic 38.5%	2023-24 Chronic Absenteeism Rate All Students 29.1% EL 29.0% SED 30.5% SWD 47.9% Hispanic 30.3%	2024-25 Chronic Absenteeism Rate All Students 19.8% EL 22.4% SED 23.6% SWD 30.5% Hispanic 22.3%	2025-26 Chronic Absenteeism Rate All Students 19.2% EL 22.0% SED 23.0% SWD 30.0% Hispanic 22.0%	All Students: -14.8% EL: -16.4% SED: -13% SWD: -2.8% Hispanic: -16.2%

Metric #	Metric	Baseline		Year 1 Outcome		Year 2 Outcome		Target for Year 3 Outcome	Current Difference from Baseline
9	Suspension rate Source: CA School Dashboard	2022-23 Suspension Rate	All Students 4.2%	2023-24 Suspension Rate	All Students 3.5%	2024-25 Suspension Rate	All Students 0.7%	2025-26 Suspension Rate	All Students: -3.5%
		EL	5.7%	EL	3.7%	EL	0.0%	EL	EL: -5.7%
		SED	3.2%	SED	3.7%	SED	0.5%	SED	SED: -2.7%
		SWD	10.3%	SWD	8.2%	SWD	1.7%	SWD	SWD: -8.6%
		Hispanic	5.1%	Hispanic	3.7%	Hispanic	0.4%	Hispanic	Hispanic: -4.7%
10	Expulsion Rate Source: Dataquest	2022-23: 0%		2023-24: 0%		2024-25: 0%		2025-26: 0%	
11	% students participating in enrichment. Source: Master Schedule, CALPADS	2022-23: 100%		2023-24: 100%		2024-25: 100%		2025-26: 100%	
12	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 5 Source: SARC	2022-23: 100%		2023-24: 100%		2024-25: 100%		2025-26: 100%	

Note: Leonardo da Vinci Health Sciences Charter School currently serves grades TK-6, therefore the following CDE LCAP required metrics do not apply:

- Priority 4:
 - % of pupils who complete courses that satisfy UC A-G
 - % of pupils who complete CTE course from approved pathways
 - % of pupils who have completed both A-G & CTE
 - % of pupils who pass AP exams with a score of 3 or higher.
 - % of pupils prepared for college by the EAP (gr 11 SBAC)
- Priority 5:
 - Middle School dropout rate
 - High School dropout rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	o High School graduation rates					

Goal Analysis for 2025-26

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

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

Action 1.1: This action was fully implemented. The school's Director serves in a dual role as both Principal and Executive Director, encompassing a wide range of responsibilities and a demanding workload. This school year, LdVCS experienced an increase in student enrollment. Feedback from family discussions indicates a high level of satisfaction with the school's program.

Action 1.2: This action was fully implemented. Certificated teachers at LdVCS play a crucial role in the educational ecosystem, contributing significantly to student success, school culture, and overall academic achievement. One RTI Lead Teacher and one ELD Lead Teacher oversee the Instructional Aides (IAs), meeting weekly to strengthen Tier 2 support for students.

Challenges: The RTI Lead Teacher reported that a significant portion of her time was dedicated to supporting students with IEPs, which limited her ability to provide additional intervention for other struggling students who also needed support.

Successes: Despite these challenges, the RTI Lead Teacher was able to implement Tier 3 support for students with the greatest need, ensuring that the most at-risk learners received targeted intervention.

Action 1.3: This action was fully implemented. The certificated Transitional Kindergarten (TK) teacher and instructional aide play a critical role in supporting the academic and social-emotional development of young learners through developmentally appropriate instruction, routines, and targeted small-group support.

Demand for TK remains strong. The TK classroom is currently at capacity, and the school maintains a significant waitlist, indicating sustained family interest and need for additional TK access.

Challenges: The primary implementation constraint is facility capacity. The school does not currently have sufficient space to expand TK enrollment to meet demand, including the need for at least one additional TK classroom and a dedicated age-appropriate playground area.

Successes: TK participation has contributed to stronger kindergarten readiness. Students who transition from TK to kindergarten demonstrate improved early academic outcomes, reflecting the effectiveness of the TK instructional model and staffing supports.

Action 1.4: This action was fully implemented. Response to Intervention (RTI) and English Language Development (ELD) structures within each grade level are essential to ensuring students receive timely, targeted academic support and interventions aligned to instructional goals.

To strengthen implementation, each grade level is now staffed with a dedicated instructional aide who provides daily support for RTI and ELD, including small-group instruction and in-class reinforcement of priority skills.

Challenges: Instructional aides require additional training to consistently implement the appropriate instructional strategies and use the adopted curriculum with fidelity. In addition, limited substitute coverage for instructional aides creates gaps when aides are absent, reducing continuity of support for teachers and students.

Successes: Teachers report feeling better supported in meeting diverse learning needs. With daily aide support, intervention groups are smaller and more targeted, allowing staff to better differentiate instruction and serve students more effectively.

Action 1.5: This action was fully implemented. The Dean of Students role includes several critical responsibilities that support a safe, positive, and academically focused school environment. This position also provides Tier 2 supports for key student groups, including English learners, socioeconomically disadvantaged students, and students with disabilities, by coordinating targeted interventions and monitoring student progress.

In addition, the Dean of Students serves as the lead ELD teacher and oversees site-based assessment administration, including testing coordination and implementation.

Challenges: A significant portion of the Dean's time is often dedicated to responding to student behavior concerns, which can limit capacity for proactive academic and programmatic supports.

Successes: Centralizing leadership for testing has strengthened consistency across assessment practices. The school has established clearer testing and data-analysis norms, resulting in more unified systems for reviewing results and using data to inform instructional decisions.

Action 1.6: The Special Education (SPED) team at LdVCS is crucial in ensuring that students with disabilities receive appropriate educational services and support. This school year, the team consisted of a SPED Coordinator and two Education Specialists, providing comprehensive oversight of special education programming and student services.

Challenges: A disparity in case management effectiveness between the two Education Specialists created inconsistencies in the quality of support provided to students and families. Additionally, six students on the caseload required Special Day Class (SDC) placement, a service that was not previously available at the school, presenting a significant gap in the continuum of services offered.

Successes: LdVCS successfully established an SDC class to meet the needs of students requiring a more intensive and structured learning environment, eliminating the need for outside placement and allowing these students to remain within their school community. Furthermore, case management responsibilities were strategically redistributed between the two Education Specialists, leveraging each individual's strengths to improve the overall quality and consistency of services provided to Students with disabilities (SWD).

Action 1.7: This action was fully implemented. Special education (SPED) paraprofessionals have played a pivotal role in supporting students with disabilities by providing in-class assistance, reinforcing targeted skills, and helping implement IEP accommodations and supports under the direction of certificated staff.

Throughout the school year, the program was staffed with one SPED paraprofessional who provided consistent daily support to students and teachers.

Challenges: SPED caseloads continue to increase, creating a need to hire an additional paraprofessional to maintain appropriate levels of support and ensure students' needs are met consistently across settings.

Successes: The paraprofessional has served the school for at least five years and brings extensive experience and skill to the role. Her continuity and expertise have supported effective implementation of services and reliable day-to-day support for students and staff.

Action 1.8: This action was fully implemented. Teachers established a Tier 1 Promise along with a set of non-negotiables to promote accountability for daily curriculum implementation with consistency and fidelity.

Challenges: A small number of teachers were not implementing the curriculum with fidelity, creating inconsistencies in instructional delivery across grade levels. This lack of adherence to the established Tier 1 Promise and non-negotiables resulted in uneven learning experiences for students and highlighted the need for continued monitoring and accountability measures.

Successes: The emphasis on curriculum accountability and the establishment of clear instructional expectations contributed to increasing academic outcomes in the upper grade levels. This upward trend demonstrates that when the curriculum is implemented with fidelity and supported by structured non-negotiables, students benefit from a more rigorous and cohesive learning experience.

Action 1.9: This action was fully implemented. Professional development at LdVCS equips educators with research-based strategies and methodologies proven to enhance student learning outcomes. Understanding these foundational principles allows teachers to implement more effective instructional practices tailored to the needs of their students. This school year, the primary focus of professional development has been the implementation of the second year of LETRS (Language Essentials for Teachers of Reading and Spelling) training.

Challenges: The LETRS training requires a substantial number of hours beyond contracted work hours for completion, placing a significant demand on teachers' personal time. This expectation has created a challenge in maintaining consistent participation and progress across the staff, as the additional time commitment may contribute to educator fatigue and affect overall morale.

Successes: Teachers who have actively engaged in and implemented the strategies learned through LETRS training have seen notable gains in student academic outcomes. These results affirm the value of the training and demonstrate that when educators are equipped with evidence-based literacy instruction, students directly benefit through measurable academic growth.

Action 1.10: This action was fully implemented. Instructional coaches have been instrumental with strengthening Tier 1 instruction, which is foundational to student success. Instructional Coaches work directly with teachers to refine instructional practices by providing targeted feedback, modeling effective strategies, and facilitating professional learning focused on evidence-based instruction.

To ensure consistent support, instructional coaches conducted monthly observations of individual teachers followed by debriefs and actionable next steps. Coaches also facilitated monthly Professional Learning Community (PLC) meetings and collaborated strategically with school leadership to align coaching priorities with instructional goals.

Challenges: At times, some staff expressed resistance to coaching feedback, which required additional relationship-building and clarity around coaching expectations to support consistent implementation.

Successes: Coaching cycles and PLC facilitation contributed to stronger schoolwide alignment. Instructional practices are increasingly unified across classrooms, supporting more consistent instructional delivery and expectations for student learning.

Action 1.11: This action was fully implemented. The school purchased and maintained licenses for online intervention programs, assessment tools, and instructional software to identify student strengths and areas of need and to monitor progress over time. These tools support data-driven decision-making and enable teachers to provide targeted interventions and adjust instruction to better meet individual student needs.

The school actively uses these programs to support instruction, deliver interventions, and track student data across grade levels.

Challenges: Periodic technology issues (e.g., connectivity, device access, platform functionality) delayed full use of some tools at times and required troubleshooting to restore consistent implementation.

Successes: Improved access to timely student performance data has supported earlier identification of needs. As a result, the school has increased the use of Student Study Teams (SSTs) in the younger grade levels to provide earlier supports and interventions.

Action 1.12: This action was fully implemented. LdVCS employs highly trained substitute teachers who provide instructional continuity during teacher absences. The school has established a consistent pool of substitute teachers who actively deliver instruction when assuming classroom responsibilities, ensuring that student learning is maintained rather than disrupted during teacher absences.

Challenges: There is a disparity in classroom management skills among substitute teachers, resulting in inconsistent learning environments depending on which substitute is assigned. This variation highlights the need for targeted professional development or onboarding protocols for substitutes to establish baseline expectations for classroom management and instructional delivery.

Successes: LdVCS has successfully maintained a reliable pool of substitute teachers available to fill in during teacher absences, minimizing disruptions to instructional time. The consistency of this substitute pool has allowed teachers to be absent, when necessary, without compromising the continuity of student learning, providing stability for both staff and students.

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 identified material differences between budgeted expenditures and estimated actual expenditures for two actions under Goal 1 during the prior LCAP year.

- **Action 1.3:** The estimated actual expenditures exceeded the budgeted expenditures. The variance was driven by the school's under-budgeting of the total compensation cost for the TK teacher and instructional aide, which did not initially include benefits beyond salary. The action was fully implemented as planned, and the difference reflects the inclusion of staff benefits rather than any change in the scope or services delivered.
- **Action 1.8:** The estimated actual expenditures exceeded the budgeted expenditures due to the cost of Lexia Learning, which was implemented during the school year to support English Learners but was not included in the original budgeted expenditure. The action was fully implemented, and the addition of Lexia Learning expanded the services provided to English Learners beyond what was originally budgeted.

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

The actions under Goal 1 have been effective in making progress toward the stated goal. Using CAASPP Math and ELA data alongside local i-Ready assessment data, the school has demonstrated that it is both closing achievement gaps and maintaining gains. The California School Dashboard reflects "Exceptional" growth in both Math and ELA for LdVCS. The metrics used to measure the effectiveness of these actions are directly aligned with those identified in the LCAP. Looking ahead to the development of the 2026–27 LCAP, the school recognizes the need to revise LCAP Goals and Actions to reflect schoolwide

needs based on a comprehensive analysis of multiple data sources, including the California School Dashboard, the most recent WASC Accreditation findings, and feedback from educational partners, ensuring alignment with all CDE LCAP required metrics as they pertain to the school's TK–6 educational program.

The implementation of the actions under Goal 1 has yielded significant positive outcomes. LdVCS has maintained growth in ELA and achieved substantial increases in Math scores, as evidenced by both CAASPP and i-Ready assessments. Teachers report feeling more supported through the instructional coaching model, and Instructional Aides have benefited from the structured weekly meetings led by RTI and ELD Lead Teachers, which include ongoing review, training, and support. The overall culture of the school has become noticeably more collaborative than it was five years ago. Teachers now have two one-hour common prep periods each week, with an additional one-hour common prep added with the addition of VAPA, as well as monthly 90-minute PLC sessions with their grade-level teams and instructional coaches. This dedicated collaborative time has resulted in greater instructional alignment across the school. Enrollment of English Learners, socioeconomically disadvantaged students, and students with disabilities continues to grow, as does overall enrollment, and attendance is steadily increasing. Feedback from educational partners has been overwhelmingly positive, as gathered through the English Learner Advisory Committee (ELAC), Parent Advisory Committee (PAC), continuous improvement surveys for teachers and staff, and Board feedback from community members. Families have expressed high satisfaction with the school's educational program, with one parent describing LdVCS as "the best kept secret in San Diego," and returning families citing that they have "heard great things about the school."

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

Leonardo da Vinci Health Sciences Charter School (LdVCS) revised the goal, metrics, target outcomes, and actions for the 2026-27 school year based on feedback from its educational partners, a comprehensive needs assessment, a review of local internal data, state data, and the California School Dashboard. These revisions ensure that the LCAP aligns with the school's Strategic Plan 2024-2028, mission, and educational program, which is grounded in the implementation of a Multi-Tiered System of Supports (MTSS); CDE's LCAP requirements and reporting of the 8-State Priorities. The school is committed to addressing every student's academic, social, emotional, behavioral, and mental health needs, and supporting the needs of its students, including underserved students, English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities.

Key Changes Made to the 2026-27 LCAP

- **Consolidation of LCAP goals.** The school consolidated its prior LCAP goal structure into three streamlined goals that more clearly align with the school's Strategic Plan focus areas and educational program: Academic Curiosity and Rigor Through a Student-Centered Learning Model (Goal 1), Strengthening Instructional Delivery Through Holistic Supports and Staff Development (Goal 2), and Building Authentic Partnerships (Goal 3). This consolidation improves coherence across the LCAP and ensures that actions are organized around clear, mission-aligned priorities rather than fragmented across multiple overlapping goals.
- **MTSS framework as the unifying structure.** Based on reflections on prior practice and educational partner feedback, the 2026-27 LCAP positions MTSS as the unifying framework across all academic, behavioral, social-emotional, and attendance work. Actions have been revised to reflect a coordinated tiered approach across Tier 1, Tier 2, and Tier 3, with cross-functional student support teams that include EL, SPED, RTI, and general education staff to address the needs of students who fall into multiple categories.
- **Proactive attendance intervention thresholds.** Based on reflection that students reaching the 10% absence threshold are automatically classified as chronically absent on the California School Dashboard, the school revised its tiered attendance intervention thresholds to engage students earlier. Tier 2 attendance intervention now begins at the 5% absence threshold, and Tier 3 intensive intervention engages students at the 8% to 9% absence range, well before students cross into the chronic absenteeism classification. This proactive model is designed to prevent students from reaching chronic absenteeism rather than reacting after the threshold is crossed.

- **Project-Based Learning (PBL) as the school's core instructional model.** Based on the deferral of PBL implementation from 2025-26 due to the demands of LETRS Year 2, the 2026-27 LCAP positions PBL as the school's core instructional model under Goal 1, with PBL launch supported by foundational professional development for all certificated staff and integration of PBL with the school's English Learner, Students with Disabilities, and whole-child supports.
- **Launch of Common Core Math focus.** Based on reflection that math instruction was not paired with a parallel professional learning investment during LETRS Year 2, the 2026-27 LCAP launches a Common Core Math focus with dedicated professional learning, the establishment of a schoolwide math benchmark and screening system to complement i-Ready, and the development of math RTI capacity.
- **Expanded English Learner strategies.** Based on reflection that the English Learner Progress Indicator stagnated at Orange year over year and that English Learners showed the most significant academic gaps on the 2025 Dashboard, the 2026-27 LCAP includes a dedicated Pathway to Proficiency action with redesigned designated ELD, strengthened integrated ELD, the implementation of Ellevation as the school's EL data platform, differentiated approaches for newcomers and Long-Term English Learners, and integrated EL/SPED/RTI service design.
- **Sustained focus on Students with Disabilities outcomes.** Based on reflection on the school's strong three-year trajectory for Students with Disabilities (Suspension Rate Indicator from Red to Green, Chronic Absenteeism Indicator from Red to Orange), the 2026-27 LCAP includes a dedicated Pathway to Achievement action designed to sustain the school's progress while continuing to address the remaining 30.5% chronic absenteeism rate for SWD on the 2025 Dashboard.
- **Participation in the SDCOE Improving Chronic Absence Network (iCAN).** Based on reflection that the school had "built everything we can think of" within current resources and required external expertise to deepen its attendance work, the 2026-27 LCAP includes the school's participation in the SDCOE iCAN Community of Practice. iCAN is guided by improvement science and uses four key drivers (relationships, communication, climate and culture, and team foundations and routines) to inform school team inquiry and learning.
- **Implementation of evidence-based attendance interventions.** Based on the school's review of evidence-based practices from Attendance Works, the Institute of Education Sciences, and the California Department of Education, the 2026-27 LCAP includes Tier 1 family text messaging strategies, Success Mentor structures, Check-In/Check-Out (CICO) systems, the Check and Connect evidence-based engagement framework, and evidence-based home visit practices.
- **Alignment with the Four Pillars of Community Schools:** The school's revised LCAP aligns with the four pillars of community schools as described in the California Community Schools Framework: integrated student supports through the school's expanded MTSS and whole-child structures; expanded and enriched learning time and opportunities through the Project-Based Learning launch, broad course of study, and after-school enrichment; family and community engagement through ELAC, PAC, the Parent Leadership Team, the Parent Workshop Series, family engagement events, and community partnerships; and collaborative leadership and practices through Professional Learning Communities, instructional coaching, the SDCOE iCAN Community of Practice, and the Curriculum and Assessment Governance Committee. This alignment ensures that the school's LCAP advances both California's accountability framework and the community schools framework that supports the whole child.

Revised metrics: Metrics were revised for Goal 1 to address the CDE required metrics within the 8 State Priorities as it applies to LdVCS's TK-6 educational program.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Assessment of Learning	Leonardo da Vinci Health Sciences Charter School (LdVCS) will implement a comprehensive assessment system within its Multi-Tiered System of Supports (MTSS) framework to establish baselines, identify learning gaps, monitor progress, and set annual growth targets. Assessment data will inform Tier 1 instruction and guide Tier 2 and Tier 3 interventions throughout the school year. Assessments Administered LdVCS will administer the i-Ready Reading and Mathematics assessments three times per year in grades K through 6 as a universal screener and progress monitoring tool, providing SBE-verified diagnostic data to identify student strengths and needs and inform differentiated instruction. The three administration windows (Beginning of Year, Middle of Year, and End of Year) enable the school to establish baseline performance, monitor growth toward annual stretch goals, and adjust instruction and intervention groupings dynamically across the school year. mCLASS DIBELS (Acadience) will be administered in grades K through 2 as the reading difficulties screener, supporting early identification of students at risk for reading difficulties, including characteristics of dyslexia, and will continue to serve as the school's Tier 2 phonics screener for K through 2 students. The school will also administer Wonders curriculum-based assessments to monitor progress against the adopted ELA curriculum and will continue to use DataWorks as a systematic phonics-based progress monitoring tool aligned with the school's Science of Reading implementation. State-mandated assessments will include the California Assessment of Student Performance and Progress (CAASPP), the English Language Proficiency Assessments for California (ELPAC), the California Science Test (CAST), and the Physical Fitness Test (PFT), providing summative data on student progress toward state standards. The school will also implement Ellevation as its English Learner data and instructional platform, centralizing ELPAC results, language proficiency growth measures, and progress monitoring data in shared dashboards that support teams in staying aligned and accountable for English Learner growth. Use of Assessment Data Assessment data will be used to identify students requiring additional support through universal screening, pinpoint specific skill gaps through diagnostic and formative data, monitor the effectiveness of instruction and intervention, set and	\$29,575	N

Action #	Title	Description	Total Funds	Contributing
		review annual growth targets, and provide actionable reports that enable data-driven decision-making at the classroom and school levels. Data will be reviewed in monthly 90-minute Professional Learning Communities (PLCs), with instructional coaches facilitating data-driven discussions and instructional coaches and administrators meeting monthly to determine schoolwide next steps. Through systematic use of assessment data within the MTSS framework, LdVCS ensures that instruction is responsive to student needs and supports equitable academic achievement for all learners.		
2	MTSS and RTI: Tiered Academic Intervention for All Students	LdVCS will implement a comprehensive academic intervention system within its Multi-Tiered System of Supports (MTSS) framework to accelerate learning for students performing below grade level, close opportunity gaps for unduplicated student groups, and ensure that every student receives targeted, evidence-based instruction matched to their specific skill needs. Early Identification and Prevention in TK Through 3rd Grade LdVCS prioritizes early identification and prevention as the foundation of its MTSS framework, with intentional focus on the Student Study Team (SST) process in TK through 3rd grade. Early-grade SST work allows the school to identify academic, behavioral, and social-emotional needs as early as possible to prevent long-term challenges and to ensure that students enter the upper elementary grades with strong foundational skills. Early SST work in TK through 3rd grade will be informed by mCLASS DIBELS (Acadience) universal screening, i-Ready Reading and Mathematics benchmark data, Wonders curriculum-based assessments, classroom-based formative assessments, and teacher referral. SST meetings in the early grades will produce documented intervention plans, identify the right tier of support for each student, and trigger early referral for psycho-educational assessment or specialized services when warranted. By prioritizing SST in TK through 3rd grade, LdVCS interrupts the trajectory of compounding skill gaps before they require Tier 3 intervention or special education referral in the upper elementary years. Response to Intervention (RTI) Structure RTI services at LdVCS will continue to be data-driven and informed by ELA benchmark data, ensuring that intervention placement, group composition, and skill focus are aligned with each student's diagnostic profile. RTI Team will include RTI Specialist (Title I funded: \$94,912; LREBG funded: \$13,184.30) and ELD Lead Teachers, who meet monthly with Instructional Aides for professional development, and a team of eight credentialed Instructional Aides assigned one	\$1,118,489	Y

Action #	Title	Description	Total Funds	Contributing
		per grade level from K through 6. This staffing structure enables consistent grade-level intervention coverage across the school. The Rtl Specialist will provide tiered intervention for students in small-group instructional setting in ELA and/or Math. The RTI team will continue its operational model of focusing on Tier 2 students who do not already have IEP support, while students with IEPs receive specialized instruction through the Education Specialists. This division of responsibility ensures that RTI intervention capacity is concentrated on students whose needs can be addressed through general education intervention, while students with IEPs receive specialized instruction through their case-managed services. The school will continue to grow its Education Specialist team to support the increasing special education caseload. <u>Tier 2 Academic Intervention</u> Tier 2 intervention at LdVCS provides targeted, small-group instruction for students who are not meeting grade-level expectations on universal screening and benchmark assessments, but who do not require the most intensive level of support. The Tier 2 intervention system includes: Tier 2 Phonics Screener. mCLASS DIBELS (Acadience) serves as the school's Tier 2 phonics screener for K through 2 students, identifying specific phonics skill gaps and triggering placement in targeted intervention groups. SIPPS for Grades K through 2. Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) serves as the primary Tier 2 phonics intervention for K through 2 students. SIPPS provides a structured, sequential phonics intervention aligned with the Science of Reading and supports the school's foundational literacy work alongside Heggerty phonological awareness exercises and the UFLI phonics pilot at the Tier 1 level. Megawords for Grades 3 through 6. Megawords serves as the Tier 2 intervention for grades 3 through 6, addressing decoding and spelling of multisyllabic words for students whose foundational phonics gaps persist into the upper elementary grades. This intervention directly supports the school's English Learner, Long-Term English Learner (LTEL), and Students with Disabilities populations, who are most likely to require continued explicit decoding instruction. Tier 2 Group Composition and Cadence. Tier 2 groups will be formed based on mCLASS DIBELS (Acadience), i-Ready, and other ELA benchmark data, with dynamic regrouping every 4 to 6 weeks based on progress monitoring data. PLCs		

Action #	Title	Description	Total Funds	Contributing
		will review Tier 2 student progress and determine instructional changes within 7 to 10 days for students who are not growing. <u>Tier 3 Academic Intervention</u> Tier 3 intervention at LdVCS provides the most intensive level of support for students with significant skill gaps that have not responded sufficiently to Tier 2 intervention. Students requiring more intensive support are placed in smaller intervention groups as a permanent feature of the intervention model. Tier 3 groups are smaller than Tier 2 groups, allowing for more individualized instruction, more frequent progress monitoring, and more intensive intervention duration per student. Tier 3 intervention will be coordinated through the Student Study Team (SST) process, with structured documentation of intervention response, instructional adjustments, and decision points for further evaluation. For students whose Tier 3 intervention response indicates a possible need for special education services, the SST process will trigger referral for psycho-educational assessment through the school's psychologist team. Math Intervention LdVCS will build dedicated math RTI capacity by allocating intervention time and Instructional Aide capacity to math intervention, identifying evidence-based math intervention programs aligned to student skill gaps, and providing professional development for RTI staff and Instructional Aides on math intervention delivery. Math intervention groups will be formed using i-Ready Math benchmark data and progress monitoring data, with dynamic regrouping based on growth. The school will also establish a schoolwide math benchmark and screening system to complement i-Ready and inform math intervention placement. Integrated Intervention Design Across Support Systems Recognizing that many students at LdVCS fall into multiple categories (English Learner, Students with Disabilities, and Socioeconomically Disadvantaged), the school will establish cross-functional student support teams that include EL, SPED, RTI, and General Education staff. Every intervention plan will answer three questions: - What is the language need? - What is the academic skill gap? - How are both being addressed together?		

Action #	Title	Description	Total Funds	Contributing
		SPED accommodations will be aligned with language development strategies rather than treated as separate supports, and EL students receiving Tier 2 or Tier 3 academic intervention will have language scaffolds embedded within their intervention instruction. Tutoring as a Supplemental Support LdVCS will continue to provide tutoring as a supplemental support for students requiring additional learning time beyond the regular instructional day. The school recognizes that not all invited students consistently attend tutoring and will pair tutoring outreach with attendance intervention strategies, including targeted outreach for English Learner, Students with Disabilities, and Socioeconomically Disadvantaged students who are most likely to experience attendance barriers. Tutoring participation rates will be tracked by student group and reviewed in monthly leadership meetings. Progress Monitoring, PLCs, and Instructional Response Progress monitoring data from mCLASS DIBELS (Acadience), i-Ready, Wonders curriculum-based assessments, and DataWorks will be reviewed in monthly 90-minute Professional Learning Communities (PLCs), facilitated by the school's two Instructional Coaches (one ELA and one Math). PLCs will be organized by grade-level bands (K through 2 and 3 through 6) and will answer the following questions for every student receiving intervention: Is the student making expected progress? If not, what instructional change will be made within 7 to 10 days? Are the right students in the right intervention groups? Instructional coaches will meet monthly with the Director and Dean of Students to determine schoolwide next steps and ensure that PLC-level instructional decisions translate into schoolwide intervention adjustments. Leadership Monitoring of Intervention Fidelity Instructional leaders will conduct weekly walkthroughs to monitor intervention fidelity, including evidence of structured intervention routines, appropriate group sizes, alignment of intervention instruction with student skill gaps, and embedded language scaffolds for EL students. A simple intervention rubric will be used across all observations, and intervention trends will be reported monthly in leadership meetings.		
3	Mind, Body, Heart: Whole-Child MTSS Supports	LdVCS will implement a comprehensive Multi-Tiered System of Supports (MTSS) for social-emotional learning, behavioral health, mental health, and attendance, designed to nurture the whole child through the school's Mind, Body, Heart	\$188,914	Y

Action #	Title	Description	Total Funds	Contributing
		connection framework. Building on the school's strong foundation of whole-child supports, this action will strengthen Tier 1 universal social-emotional instruction and proactive attendance practices, expand Tier 2 targeted supports, deepen Tier 3 intensive intervention services, and integrate attendance intervention with mental health and behavioral supports to address the most pressing needs identified in the school's needs assessments. <u>Three-Year Chronic Absenteeism Trajectory on the California School Dashboard</u> LdVCS has demonstrated measurable, sustained improvement on the Chronic Absenteeism Indicator across the 2023, 2024, and 2025 California School Dashboards for the All Students group and for nearly every reported student group. • On the 2023 California School Dashboard, the school received a Red performance level for chronic absenteeism for the All Students group (34.6%), English Learners (38.8%), and Hispanic students (38.5%). • On the 2024 California School Dashboard, chronic absenteeism rates declined across all reported student groups. The All Students group dropped to 29.1% (Yellow), English Learners declined to 29% (Orange), and Hispanic students declined to 30.3% (Yellow). Students with Disabilities were reported at 47.9% (Red). • On the 2025 California School Dashboard, chronic absenteeism rates continued to decline across nearly every student group. The All Students group dropped to 19.8% (Yellow), English Learners declined to 22.4% (Orange), Socioeconomically Disadvantaged students were reported at 23.6% (Yellow), Students with Disabilities declined to 30.5% (Orange), and Hispanic students declined to 22.3% (Yellow). This three-year trajectory reflects significant progress, including a nearly 15% reduction for the All Students group (from 34.6% in 2023 to 19.8% in 2025) and a 17.4% reduction for Students with Disabilities between 2024 and 2025 (from 47.9% to 30.5%). This action is designed to sustain and accelerate the trajectory, with particular focus on closing the Orange-level gaps for English Learners and Students with Disabilities. A proactive, prevention-focused tiered model is essential because students who are absent 10% or more of school days are automatically classified as chronically absent under California's accountability framework, with that classification reflected in the school's California School Dashboard performance. By intervening early at the Tier 1 and Tier 2 levels, the school can prevent students		

Action #	Title	Description	Total Funds	Contributing
		from crossing the chronic absenteeism threshold rather than reacting once the threshold has been crossed. Participation in SDCOE's iCAN Community of Practice LdVCS will participate in the San Diego County Office of Education's Improving Chronic Absence Network (iCAN), a Community of Practice designed to improve schoolwide attendance systems and structures. iCAN is guided by the principles of improvement science and uses four key drivers to inform school team inquiry and learning: relationships, communication, climate and culture, and team foundations and routines. Through iCAN participation, LdVCS will gain access to a structured cycle of improvement learning that complements the school's existing MTSS work, strengthens internal data routines, and connects the school to regional expertise and peer learning across San Diego County. The school's iCAN team will use the four key drivers as the framework for ongoing inquiry and refinement of the school's attendance work. The relationships driver will focus on strengthening adult-student connections, family-school partnerships, and trust-building practices that research links to improved attendance. The communication driver will focus on family-facing attendance messaging, transparent data communication with staff and educational partners, and consistent communication of attendance expectations using positive, benefit-focused messaging. The climate and culture driver will focus on belonging, school connectedness, and the conditions that make students want to be in school. The team foundations and routines driver will focus on building the structured team meeting cadences, data review protocols, and intervention tracking practices that sustain effective attendance work across the school year. iCAN participation will reinforce and accelerate the tiered attendance intervention work described below by providing the school with an external Community of Practice, structured improvement-science protocols, and access to peer learning with other San Diego County schools engaged in the same work. Foundational Practices Across All Tiers Several foundational practices will support attendance and well-being across all tiers and all grade levels, consistent with the evidence-based recommendations from Attendance Works, the SDCOE iCAN Community of Practice, and the California Department of Education. The school will continue to cultivate a positive school climate through welcoming, safe, and inclusive environments, positive greetings at the door, staff-student relationship investment, and restorative discipline practices that are associated with improved attendance. Attendance messaging will be proactive and positive rather than punitive,		

Action #	Title	Description	Total Funds	Contributing
		emphasizing social connection, belonging, and growth, which research has shown significantly outperforms punitive or academic-consequence messaging in motivating families. The school will use PowerSchool, monthly ADA reports, and a centralized attendance dashboard to capture and monitor attendance data daily, allowing early identification of at-risk students before absences become chronic. Tier 1: Universal Supports for All Students Tier 1 universal supports apply to every student at LdVCS, with the explicit goal of preventing students from ever reaching Tier 2 or Tier 3 absence thresholds. Tier 1 supports will continue to integrate explicit social-emotional learning into the daily instructional experience for every student, sustaining the school's core practices, including restorative practices and community circles, Habits of Mind instruction, Zones of Regulation, calming corners in primary classrooms, and the schoolwide commitment to the Mind, Body, Heart connection. Schoolwide expectations grounded in the school's core values of being safe, respectful, responsible, and kind will be reinforced consistently across all classrooms and common areas. The Brag Tag schoolwide recognition system will continue, awarding Brag Tags to students who demonstrate the school's core values, exhibit Habits of Mind, and achieve perfect monthly attendance. Classes will be recognized with a trophy and banner for best monthly attendance, and the school will continue the end-of-year bicycle raffle as an additional attendance incentive. Tier 1 attendance prevention will include strong family engagement and education, recognizing that families are the primary lever for elementary attendance. The school will actively dispel the misconception that early absences do not matter and will provide clear guidance on illness protocols, since the strength of a school's family engagement has been shown to be more predictive of chronic absenteeism than poverty level. The school will implement a Tier 1 text messaging strategy to families regarding attendance, which research from the Institute of Education Sciences (IES) documents as a highly cost-effective practice that reduces chronic absenteeism, with intensified messaging producing further reduction for students with prior chronic absence histories. The school will use multilingual messaging platforms where appropriate to support engagement with non-English-speaking families. Schoolwide attendance awareness campaigns will normalize expectation-setting through classroom, hallway, and community communications.		

Action #	Title	Description	Total Funds	Contributing
		The school will continue to address basic needs that affect attendance, including access to free meals, health screenings, and transportation support that reduce logistical barriers to school attendance. The Health and Wellness Committee, established to implement best health and wellness practices for the entire school community, will continue to lead schoolwide wellness initiatives, including pursuit of Healthier Generation All-Star recognition. All students in grades 1 through 6 will continue to participate in monthly garden lessons facilitated by Good Neighbor Gardens, where they learn to nurture and sustain living organisms while developing responsibility, patience, and scientific inquiry. The garden will continue to function as both an instructional space and a calming cool-down zone where students can self-regulate and decompress. Weekly health classes and grade-level field trips will continue to support whole-child development and student engagement in school. The school will continue to rethink discipline by moving away from punitive responses to minor infractions and training staff in restorative alternatives, sustaining the strong Suspension Indicator performance reported on the 2025 Dashboard (0.7% for All Students, Blue performance level). Tier 2: Early Intervention for Students Missing 5% of Days Tier 2 supports begin at the 5% absence threshold, well before students cross the chronic absenteeism line at 10%. By engaging students and families at the 5% mark, the school intervenes early enough to prevent chronic absenteeism rather than reacting after the threshold is crossed. Students reaching the 5% threshold will receive personalized outreach, including notification to the family, a family meeting to identify the underlying barriers to attendance, and an individualized student success plan that includes attendance goals. Additional Tier 2 supports include small-group counseling sessions facilitated by the on-site counselor, restorative justice circles, prosocial behavior programs, anger management instruction through social stories, parent and guardian conferences, on-campus positive support interventions, and community service when appropriate. The school will implement a mentorship structure that connects at-risk students with a trusted adult mentor (a "Success Mentor") to provide accountability, belonging, and consistent positive contact with school. Check-In/Check-Out (CICO) structures will be used to provide daily accountability for students requiring this level of support. The school will adopt the Check and Connect evidence-based engagement framework (developed at the University of Minnesota), pairing students with monitors who track engagement and attendance and intervene proactively. This		

Action #	Title	Description	Total Funds	Contributing
		program has demonstrated meaningful reductions in chronic absenteeism for participating students. The Student Study Team (SST) process will serve as the coordination mechanism for Tier 2 social-emotional, behavioral, and attendance concerns, with structured documentation of intervention response and decision points for escalation to Tier 3. Care Solace will continue to serve as a primary referral pathway for connecting students and families to community-based mental health, behavioral health, and family support services that extend beyond what the school can directly provide. For Students with Disabilities, the school will explicitly address attendance in the IEP where appropriate, including attendance goals, attendance review at IEP meetings, and coordinated support across the student's team. This practice directly responds to the 30.5% chronic absenteeism rate for SWD students reported on the 2025 Dashboard. Expanded learning opportunities, including before-school, after-school, and enrichment programming, will be offered to increase students' reason to be present and their sense of belonging at school. Tier 3: Intensive Intervention for Students Missing 8% to 9% of Days Tier 3 intensive intervention will engage students approaching the chronic absenteeism threshold at the 8% to 9% absence range, well before students cross into the 10% chronically absent classification that affects the school's California School Dashboard performance. Engaging students at this 8% to 9% range allows the school to mobilize intensive supports and external partnerships in time to prevent the chronic absenteeism classification. Tier 3 services will be coordinated through the Behavior Assessment Team (AIM) and SST processes and may include Section 504 plans, Functional Behavior Assessments (FBAs), Behavior Intervention Plans (BIPs), Behavior Support Plans (BSPs), safety contracts, psychosocial and psychoeducational assessments, Individualized Education Programs (IEPs), and referral to Child Welfare Services (CWS) when warranted. Home visits will continue to be implemented as one of the most impactful interventions for students at risk of chronic absenteeism. The school will conduct home visits for students with nine or more unexcused absences and will apply the evidence-based success factors identified in research, including personalized and dynamic support tailored to family needs, language concordance between visitor and family wherever possible, collaborative advocacy, and ongoing training for home visitors. Documented benefits of high-quality home visits include improved		

Action #	Title	Description	Total Funds	Contributing
		family-school relationships, increased attendance, increased student engagement, and greater access to community resources. The school will implement integrated community agency partnerships for students whose attendance challenges are connected to housing instability, mental health crises, legal involvement, family conflict, or other intersecting needs that schools cannot address alone. Primary partnerships will include the SDCOE iCAN Community of Practice, Care Solace for community-based mental health and family services, and engagement with the School Attendance Review Board (SARB) process where appropriate. Individualized, comprehensive case management linking students and families to needed services will serve as the core of Tier 3 attendance intervention. The school will offer restorative re-engagement supports for students returning from extended absences, including coordinated counseling, academic catch-up plans, and structured re-entry conversations to reduce the academic discouragement that can sustain avoidance behaviors. For elementary students with persistent absenteeism and mental health concerns, the school will provide one-on-one counseling supports through the on-site counselor and Care Solace partnerships. Research on elementary play therapy interventions has documented that chronically absent students who received 12 to 15 weeks of one-on-one counseling attended approximately one additional full week of school per year compared to non-participating peers. For students requiring continued intensive behavioral services, the school will continue to employ one-to-one paraeducators to support students with Individualized Instructional Strategies (IIS), providing dedicated paraprofessional support throughout the instructional day. On-Site Counselor: A Central Role in Mental Health, Prevention, and Attendance The on-site counselor, contracted through OAS, plays an instrumental role in supporting student mental health and well-being and has been identified as one of the most impactful supports under the school's whole-child goal. The counselor's presence has contributed to a noticeably calmer schoolwide environment and a meaningful shift from a reactive approach to student behavioral and emotional concerns toward a more preventative model, where students receive support before issues intensify. This transition from reaction to prevention reflects the counselor's effectiveness in equipping students with coping strategies and emotional regulation skills, ultimately reducing disruptions and fostering a more stable and nurturing learning environment.		

Action #	Title	Description	Total Funds	Contributing
		The on-site counselor will continue to provide direct services to students through individual and group sessions, currently delivered two days per week. Counselor responsibilities will include individual counseling for students experiencing mental health, social-emotional, or behavioral concerns; small-group counseling aligned with Tier 2 supports; consultation with teachers, administrators, and parents to support student well-being; coordination with Care Solace and external mental health partners for students requiring community-based services; participation in SST, IEP, and AIM team processes; contribution to schoolwide preventative initiatives that build emotional regulation, coping, and resilience skills across the student body; and collaboration with the attendance intervention team to address school-based anxiety and other mental health drivers of chronic absenteeism. Behavioral Health and BCBA Partnership Behavioral support services will continue to be provided by trained professionals who specialize in assessing and addressing behavioral needs among students. The Board-Certified Behavior Analyst (BCBA) will continue to oversee the development and implementation of Behavior Support Plans (BSPs) and Behavior Intervention Plans (BIPs), conduct Functional Behavior Assessments, and implement evidence-based strategies to support positive behavior and social skill development. The BCBA will meet bi-weekly with the SPED Coordinator and School Director and hold one-on-one meetings with teachers as needed. All teachers with students who have a BSP or BIP will continue to meet with the BCBA prior to the start of the school year to review plans and prepare for implementation. Support paraprofessionals will continue to work directly with students to implement behavioral strategies throughout the instructional day, ensuring that interventions are carried out consistently and in alignment with each student's individualized plan. Psychological Assessment Capacity The school will continue to staff two psychologists to address the growing demand for psycho-academic assessments, including Woodcock-Johnson and BISC evaluations. Expanded psychological assessment capacity ensures that students requiring formal evaluation can access timely assessment, reducing the time between intervention non-response and identification of appropriate services. Educational Partner Engagement		

Action #	Title	Description	Total Funds	Contributing
		Educational partners, including parents through the ELAC, PAC, and Parent Workshop Series, will be engaged in social-emotional, behavioral, mental health, and attendance discussions to build shared understanding of the school's approach and to extend supports into the home environment. Feedback from new parents has been overwhelmingly positive regarding the breadth of supports available to students, and the school will continue to leverage parent engagement channels to communicate available resources, normalize help-seeking, and reduce stigma around mental health.		
4	Pathway to Proficiency: Empowering Multilingual Learners	LdVCS will implement a comprehensive English Learner (EL) program designed to accelerate English language acquisition, build academic content mastery, and prepare multilingual learners to be reclassified and to perform at or above standard on state assessments. This action responds directly to the findings from the ELPI needs assessment, including year-over-year stagnation at the Orange performance level on the English Learner Progress Indicator (ELPI), a 2024 Summative ELPAC Proficient rate of 11.71%, and significant academic gaps for English Learners on the 2025 Dashboard (-67 DFS in ELA and -77.4 DFS in Math, both Yellow). The action is grounded in the California English Learner Roadmap principles and aligned with the California ELD Standards, the California ELD Framework, and the California Practitioners' Guide for Educating English Learners with Disabilities. Designated English Language Development (ELD) LdVCS will redesign and strengthen designated ELD instruction to provide every English Learner with daily, protected time for targeted language development aligned to the California ELD Standards. The redesign will address the needs assessment findings that current ELD group sizes are too large to be effective and that students are grouped by grade level rather than by true language proficiency level. Designated ELD groups will be reduced in size where staffing permits to allow for more targeted, responsive instruction. Students will be grouped by true ELPAC proficiency level (Emerging, Expanding, Bridging) rather than solely by grade level, enabling instruction that is precisely matched to each student's language development needs. Designated ELD instruction will explicitly address language-specific skill gaps, including grammar, syntax, academic vocabulary, comprehension, and writing structures, with content sequenced to align with the California ELD Standards and to support access to grade-level content during integrated ELD across the school day.	\$16,459	N

Action #	Title	Description	Total Funds	Contributing
		Designated ELD instruction will be delivered by CLAD or EL-authorized staff wherever possible. The school will address the identified CLAD credential issue affecting two certificated teachers through coaching, credential pathway support, and instructional partnership with EL-authorized colleagues until full credentialing is achieved. Integrated English Language Development (Integrated ELD Across Content Areas) Integrated ELD will be embedded in Tier 1 instruction across ELA, math, science, social studies, and health sciences content. A schoolwide academic language framework will establish non-negotiables for every classroom, including: Sentence frames aligned to standards and grade-level content. Structured academic talk routines such as turn-and-talk, accountable discourse, and partner discourse structures. Explicit vocabulary instruction tied to lesson objectives, with attention to academic and content-specific vocabulary. Daily speaking and writing expectations for every English Learner. Oral rehearsal before writing tasks to build language confidence and fluency. Visual representations, manipulatives, and graphic organizers, and culturally relevant supplemental books (classroom library) (Title III funded: \$1,459.37) to support comprehension and expression. All lessons will include daily structured opportunities for English Learners to speak in complete academic sentences and to write at least 2 to 5 sentences in response to learning. Classroom walkthrough protocols will monitor student talk time versus teacher talk time, with a goal of substantially increasing student talk time across all content areas. Integrated ELD strategies will be embedded into Project-Based Learning (PBL) units launching schoolwide so that English Learners gain consistent access to authentic academic discourse, collaborative inquiry, evidence-based writing, and oral presentation as part of rigorous, grade-level work. Newcomer Support In response to identified increases in newcomer enrollment, LdVCS will establish structured newcomer onboarding and support practices. Newly arrived English Learners will receive an initial language proficiency assessment, classroom placement aligned with their proficiency level, and targeted small-group instruction focused on foundational English language skills. Newcomer support will be coordinated with the school counselor and family liaison resources to address the social-emotional dimension of transitioning to a new school, country,		

Action #	Title	Description	Total Funds	Contributing
		or language environment. Where possible, newcomer students will be paired with bilingual peer mentors to support belonging and language exposure. Long-Term English Learner (LTEL) Support In response to identified concerns that many students appear stuck as English Learners because they were not reclassified early or because they have disabilities that make exit more difficult, LdVCS will implement a differentiated approach for Long-Term English Learners (LTELs) that is distinct from the approach used for newcomers and earlier-stage learners. LTEL instruction will focus on academic language development, advanced writing instruction, academic discourse in content areas, and explicit instruction in the language features required for grade-level academic success. LTEL students will be reviewed regularly for reclassification readiness using ELPAC, academic performance, and teacher input. Integrated EL, SPED, and RTI Services Recognizing that many English Learners at LdVCS are also Students with Disabilities (SWD) and Socioeconomically Disadvantaged (SED), the school will establish cross-functional student support teams that include EL, SPED, RTI, and General Education staff. Every intervention plan for an English Learner will answer three questions: What is the language need? What is the academic skill gap? How are both being addressed together? SPED accommodations for English Learners will be aligned with language development strategies rather than treated as separate supports. English Learners receiving Tier 2 or Tier 3 academic intervention will have language scaffolds embedded within their intervention instruction. For LTELs with disabilities that affect language acquisition, the EL and SPED teams will coordinate to develop appropriate alternative reclassification pathways consistent with the California Practitioners' Guide for Educating English Learners with Disabilities, Education Code Section 313, and applicable state and federal guidance. Reclassification Practices LdVCS will establish clear, timely, and equitable reclassification practices to reduce LTEL persistence. The school will conduct regular reclassification readiness reviews using ELPAC results, academic performance data (i-Ready, CAASPP, classroom-based evidence), and teacher and parent input. Reclassification meetings will be scheduled in a predictable cycle each school year, and families will be notified of reclassification eligibility and outcomes in their home language. For dually-identified English Learners with disabilities, the		

Action #	Title	Description	Total Funds	Contributing
		school will use the alternative reclassification criteria where appropriate, ensuring that disability-related barriers to English language acquisition do not unjustly delay reclassification. Progress Monitoring and Instructional Response The school will implement frequent EL progress monitoring using speaking samples, writing samples, ELD proficiency descriptors, and the Ellevation EL data and instructional platform (Title III funded: \$14,864.59). Professional Learning Communities (PLCs) will review EL progress data and answer the following questions for each student: Is this student making expected language growth? If not, what instructional change will be made within 7 to 10 days? Are the right students in the right designated ELD groups, and should regrouping occur? Students will be dynamically regrouped every 4 to 6 weeks based on progress monitoring data. Ellevation will centralize student information, ELPAC results, language proficiency growth measures, and instructional planning tools in shared dashboards, supporting teams in staying aligned and accountable for English Learner growth. Ellevation supports educators with a unified approach to English Language Development by bringing together the tools, data, and instructional support needed to serve multilingual learners effectively, helping the school move beyond compliance and focus on meaningful language growth. DataWorks will be maintained alongside Ellevation. Attendance Intervention for the English Learner Population Recognizing that English Learners have a chronic absenteeism rate of 22.4% (Orange on the 2025 Dashboard), this action will coordinate closely with the school's Mind, Body, Heart whole-child MTSS action and Chronic Absenteeism work. EL families will be targeted for attendance monitoring and intervention outreach, with attendance communications provided in families' home languages. The school will coordinate EL attendance work with the San Diego County Office of Education's Improving Chronic Absence Network (iCAN), recognizing that some EL families may face transportation, immigration-related, or cross-border barriers that benefit from external case management. EL family outreach will be connected to the ELAC and Parent Workshop Series channels to build trust and engagement. Professional Development for Teachers Professional development is central to strengthening both designated and integrated ELD instruction. LdVCS will provide a sustained, multi-year		

Action #	Title	Description	Total Funds	Contributing
		professional development plan focused on the language and instructional needs of English Learners. Professional development will include: - Foundations of English Language Development. All certificated staff will participate in professional development on the California ELD Standards, the California ELD Framework, and the distinction between designated and integrated ELD. This foundational training will ensure shared understanding across the school of how language acquisition unfolds across the Emerging, Expanding, and Bridging proficiency levels and what instruction looks like at each level. - Integrated ELD Strategies Across Content Areas. Teachers will receive professional development on embedding integrated ELD strategies in ELA, math, science, and social studies, including sentence frames, structured academic discourse, explicit vocabulary instruction, oral rehearsal, scaffolded writing, and visual and graphic supports. Training will emphasize the schoolwide academic language framework non-negotiables and the implementation of integrated ELD strategies in Project-Based Learning (PBL) units. - Designated ELD Instruction Aligned to ELPAC Proficiency Levels. Teachers responsible for designated ELD will receive deeper professional development on designing and delivering designated ELD instruction at each ELPAC proficiency level, with attention to grammar, syntax, academic vocabulary, comprehension, and writing structures. - Working with Newcomers and LTELs. Targeted professional development will address the distinct instructional needs of newcomer students and Long-Term English Learners, recognizing that these two populations require different instructional approaches. - Supporting English Learners with Disabilities. Cross-functional professional development for general education, SPED, EL, and RTI staff will address the instructional and assessment needs of English Learners who are also Students with Disabilities, including the application of the California Practitioners' Guide for Educating English Learners with Disabilities and alternative reclassification pathways. - Use of Ellevation and EL Data for Instructional Response. Teachers will receive training on using Ellevation to access ELPAC data, monitor language proficiency growth, design instruction responsive to student needs, and document instructional response within PLCs. Coaching Support. Instructional coaches will provide ongoing job-embedded coaching to teachers on EL instructional practices through monthly classroom		

Action #	Title	Description	Total Funds	Contributing
		observations, debrief sessions, and 90-minute monthly PLCs. Coaching will include direct support for teachers who are working toward CLAD or EL authorization to build their capacity in delivering high-quality EL instruction. Leadership Monitoring of EL Instruction Instructional leaders will conduct weekly walkthroughs focused on academic language usage, student discourse, EL scaffolding fidelity, and the implementation of the schoolwide academic language framework. A simple EL instruction rubric will be used across all observations. EL instructional trends will be reported monthly in leadership meetings, and EL outcome data will be reviewed monthly in PLCs and quarterly with the Board of Trustees. Educational Partner Engagement The English Learner Advisory Council (ELAC) will continue to serve as the primary parent voice for English Learner program design, review, and improvement. ELAC will be engaged in regular review of EL outcome data, including ELPI performance, ELPAC results, reclassification rates, and academic outcomes for English Learners. The Parent Workshop Series will provide EL family education on the school's EL program, the reclassification process, how to support language development at home, and resources available to support family engagement. All EL-related communications and meetings will be conducted in families' home languages to the greatest extent possible.		
5	Pathway to Achievement: Empowering Students with Disabilities	LdVCS will implement a comprehensive program of academic, behavioral, social-emotional, and attendance supports for Students with Disabilities (SWD) designed to sustain and accelerate the meaningful progress the school has demonstrated for this student group across multiple California School Dashboard indicators while addressing the persistent academic and chronic absenteeism gaps that remain. SWD Performance Trajectory on the California School Dashboard LdVCS has demonstrated significant improvement for the Students with Disabilities student group across multiple Dashboard indicators over the past 3 CA School Dashboards (2023, 2024, 2025). Suspension Rate Indicator. On the 2023 California School Dashboard, the SWD student group received a Red performance level for the Suspension Rate Indicator, with a suspension rate of 10.3%. On the 2024 Dashboard, the SWD	\$1,063,052	N

Action #	Title	Description	Total Funds	Contributing
		suspension rate declined to 8.2%, earning an Orange performance level. On the 2025 Dashboard, the SWD suspension rate was reduced dramatically to 1.7%, earning a Green performance level. This three-year trajectory (from Red to Orange to Green) reflects the success of the school's restorative practices, alternatives to suspension, BCBA-supported behavior plan implementation, and tiered behavioral response framework. Chronic Absenteeism Indicator. On the 2024 California School Dashboard, the SWD student group received a Red performance level for the Chronic Absenteeism Indicator, with a chronic absenteeism rate of 47.9%. On the 2025 Dashboard, the SWD chronic absenteeism rate was reduced to 30.5%, earning an Orange performance level. This one-year improvement of 17.4% demonstrates meaningful progress, though SWD remains the student group with the most significant chronic absenteeism gap at the school and the priority population for continued attendance intervention. This action is designed to sustain the suspension reduction trajectory, continue the chronic absenteeism reduction trajectory toward Yellow and Green performance levels, and accelerate academic outcomes for SWD. Behavior Management Framework LdVCS will continue to use a tiered, restorative behavior management framework that guides administrator decision-making in student discipline incidents. The framework provides consistency across discipline decisions and emphasizes positive behavioral growth and the restoration of relationships rather than purely punitive responses. The framework integrates restorative practices, community circles, alternatives to suspension, and structured re-entry processes to sustain the school's Green performance level on the Suspension Rate Indicator for SWD. Multi-Tiered Behavioral Support System LdVCS will continue to implement a formalized multi-tiered behavioral support system, developed and coordinated by the administrative team, the on-site School Counselor, the Board-Certified Behavior Analyst (BCBA), and the school psychologists. The system provides customized interventions that are responsive to individual student needs and ensures that SWD receive behavioral supports aligned with their specific challenges and learning profiles. Functional Behavioral Assessments and Behavior Intervention Plans Special education staff and the BCBA will continue to conduct Functional Behavioral Assessments (FBAs) and develop Behavior Intervention Plans (BIPs) and Behavior Support Plans (BSPs) that support teachers in addressing specific		

Action #	Title	Description	Total Funds	Contributing
		student behaviors through positive interventions and strategies. All teachers with students who have a BSP or BIP will meet with the BCBA prior to the start of the school year to review plans and prepare for implementation, and the BCBA will meet bi-weekly with the SPED Coordinator and School Director and hold one-on-one meetings with teachers as needed. Implementation fidelity for FBAs, BIPs, and BSPs will be a continued focus. <u>Direct Services to Students with Disabilities</u> Education Specialist Caseload. The school will continue to grow its Education Specialist team to support the increasing special education caseload. A second Education Specialist was added during the 2025-26 school year, and the school will continue to expand SPED staffing as student needs warrant. One-to-One Paraeducator Support. The school will continue to employ one-to-one paraeducators to support students with Individualized Instructional Strategies (IIS), providing dedicated paraprofessional support (LREBG funded: \$49,704.70), throughout the instructional day for students who require individualized intensive services. Expanded Psychological Assessment Capacity. The school will continue to staff two psychologists to address the growing demand for psycho-academic assessments, including Woodcock-Johnson and BISC evaluations. Expanded psychological assessment capacity ensures that students requiring formal evaluation can access timely assessment. Access to Grade-Level Rigor for SWD. Students with Disabilities will access grade-level complex texts and grade-level mathematical and scientific tasks with appropriate scaffolds, rather than reduced-rigor replacements. This approach is designed to keep SWD engaged with grade-level content while providing the scaffolds needed to access the curriculum, directly addressing the resource inequity identified in the needs assessments that students with the highest needs often receive the least consistent access to rigorous Tier 1 instruction. Inclusive Practices and Coordinated Service Delivery. General education and special education teachers will share responsibility for SWD during Tier 1 instruction, with coordinated service delivery designed to keep SWD in Tier 1 instruction whenever possible while providing IEP-aligned supports and pull-out services as needed. Education Specialists will provide direct, specialized instruction in the Science of Reading and other areas of identified IEP need,		

Action #	Title	Description	Total Funds	Contributing
		aligned with the school's foundational literacy work including LETRS implementation. Tier 2 and Tier 3 Academic Intervention with Coordinated Access for SWD. SWD performing significantly below grade level will receive access to Tier 2 and Tier 3 academic intervention through the school's MTSS system, including SIPPS (K through 2), Megawords (grades 3 through 6), mCLASS DIBELS (Acadience) screening, and the developing math intervention structure. The mid-year operational shift implemented in 2025-26 (in which RTI focuses on Tier 2 students who do not have IEP support while students with IEPs receive specialized instruction through Education Specialists) will continue, with coordination between Education Specialists and RTI staff to ensure that SWD receive the level of intervention intensity their data indicates. Calming Spaces and Self-Regulation Supports. The school will sustain and expand calming corners in primary classrooms and the use of the school garden as a calming cool-down zone where students can self-regulate and decompress. These spaces give SWD options for in-class and on-campus emotional regulation, allowing them to remain in the school environment while addressing self-regulation challenges. Zones of Regulation instruction will continue to provide students with the language and tools to identify and manage their emotional states. Check-In/Check-Out (CICO). SWD identified through the Multi-Tiered Behavioral Support System will participate in a Check-In/Check-Out structure in which the student meets with a designated staff member every morning to set behavioral goals and every afternoon to review progress. CICO is designed to provide immediate, positive reinforcement for prosocial behavior, which reduces both the need for discipline and the likelihood of escalation. Check and Connect for Highest-Need SWD. SWD at highest risk of chronic absenteeism or disciplinary escalation will participate in Check and Connect, an evidence-based intervention developed at the University of Minnesota and rated highly by the What Works Clearinghouse. Each identified student will be paired with a trained monitor who will check the student's attendance, grades, and behavior data weekly and connect with the student to problem-solve. This intervention directly responds to the 30.5% SWD chronic absenteeism rate. Adult-Student Mentoring. SWD will be connected with a designated staff member who serves as a trusted adult mentor through regular face-to-face mentoring conversations, with differentiated frequency or focus based on student		

Action #	Title	Description	Total Funds	Contributing
		need. Mentoring builds the adult-student connectedness that research links to reduced chronic absenteeism and reduced disciplinary escalation. Restorative Practices, Community Circles, and Restorative Re-Entry. The school will continue to use restorative justice circles and community circles to build classroom community, address conflict, and re-establish relationships after incidents. Restorative re-entry meetings, which include the student and a parent or guardian, will be used to re-establish expectations after any suspension or extended absence and to support the student in learning replacement skills for future situations. A structured restorative alternative to short-term suspension will be sustained as the default response for most discipline incidents involving SWD, consistent with the school's Green performance level on the Suspension Rate Indicator. Attendance Goals in IEPs. For SWD with chronic absenteeism concerns, the IEP team will explicitly address attendance in the IEP, including attendance goals where appropriate, attendance review at IEP meetings, and coordinated support across the student's team. This practice directly responds to the SWD chronic absenteeism rate of 30.5% reported on the 2025 Dashboard. Coordinated Attendance Intervention for SWD. SWD attendance work will be coordinated with the school's broader chronic absenteeism intervention, including partnership with the San Diego County Office of Education's Improving Chronic Absence Network (iCAN), the rapid response protocol (home contact within 24 to 48 hours for unexplained absences), home visits for students with nine or more unexcused absences, and family outreach in home languages. SWD families will receive early outreach conversations that address barriers specific to disability-related absences, including medical appointments, therapy, anxiety, sensory needs, and school-based avoidance. Early Warning System. A leadership data team will review SWD who miss two or more days of school in the first month of the school year, who receive their first behavior referral, or who show early signs of academic or social-emotional disengagement. The review will include a check of IEP accommodations and BIP or BSP implementation to ensure they are being delivered with fidelity and will trigger early intervention before patterns become entrenched. Anti-Bullying and Belonging. The school will sustain a schoolwide anti-bullying approach grounded in the school's core values of being safe, respectful, responsible, and kind, with restorative practices and replacement skill instruction embedded in the response to incidents. Schoolwide belonging work, including Brag Tag recognition, Habits of Mind instruction, the Mind, Body, Heart		

Action #	Title	Description	Total Funds	Contributing
		connection framework, and Health and Wellness Committee initiatives, will reinforce belonging for SWD as full members of the school community. <u>Staff Capacity Building and Professional Learning</u> LdVCS will provide the following professional learning to build staff capacity to deliver the direct services described above and to sustain the school's Dashboard progress for the SWD student group: • Trauma-Informed Classroom Practices. All teachers and relevant staff will receive ongoing professional learning in trauma-informed classroom practices to address underlying causes of behavioral challenges, particularly for SWD who have experienced trauma. • Behavior Versus Disability Distinction. Professional learning will explicitly address the behavior versus disability gap, training staff to recognize when a behavior is a manifestation of a disability (such as ADHD, autism, or sensory or impulse-control disabilities) rather than willful misconduct, and to respond with disability-aligned supports rather than disciplinary referrals. This professional learning has been a significant contributor to the school's three-year reduction in SWD suspension rates from 10.3% to 1.7%. • Effective Implementation of Accommodations and Modifications. Professional learning will support general education and special education teachers in delivering IEP-aligned accommodations and modifications consistently across the school day, with particular attention to academic access during Tier 1 instruction. • Universal Design for Learning (UDL) and Inclusive Instruction. Professional learning will support general education and special education teachers in co-planning lessons using UDL principles, providing multiple means of representation, engagement, and expression so that SWD can engage with grade-level content with appropriate scaffolds. • Supporting Access Without Removing Rigor. Staff will be trained on the distinction between supporting access and removing rigor, and on the gradual release of responsibility model, so that SWD continue to engage with grade-level content with appropriate scaffolds rather than receiving simplified curriculum.		

Action #	Title	Description	Total Funds	Contributing
		• Verbal De-Escalation Cycle. Staff will receive training in verbal de-escalation techniques to prevent behavioral escalations and to support students through moments of dysregulation without resorting to disciplinary referrals. • Behavior Chart Implementation. Staff will receive training in behavior chart implementation and customization to meet individual student needs, supporting consistent positive reinforcement across the school day. • FBA and BIP Fidelity. Special education staff and the BCBA will provide ongoing training to general education teachers and paraprofessionals to strengthen the quality and fidelity of FBAs, BIPs, and BSPs, including documentation, progress monitoring, and timely revision when an intervention is not producing the expected behavioral growth. • Restorative Practices and PBIS for Neurodiversity. Staff will receive professional learning in restorative practices and in PBIS implementation with explicit adaptation for neurodiversity and for SWD, including how to implement CICO, restorative re-entry, restorative alternatives to short-term suspension, and community circles with this student group. • Supporting English Learners with Disabilities. Cross-functional professional learning for general education, SPED, EL, and RTI staff will address the instructional and assessment needs of students who are both English Learners and Students with Disabilities, including the application of the California Practitioners' Guide for Educating English Learners with Disabilities and alternative reclassification pathways. This addresses the overlapping needs of students who appear in both the EL and SWD student groups and who experience compounding barriers to academic and attendance success. • Special Education and General Education Collaboration. Structured collaboration time and professional learning will be provided to strengthen the frequency and quality of collaboration between special education and general education staff around the shared SWD caseload, including joint review of academic and behavioral data, planning of inclusive lessons, and progress monitoring of intervention impact through monthly Professional Learning Communities (PLCs) and dedicated SPED/general education planning time. Educational Partner Engagement		

Action #	Title	Description	Total Funds	Contributing
		Parents and guardians of Students with Disabilities will continue to be engaged through the IEP process, parent and guardian conferences, the Parent Workshop Series, and through participation in the Parent Advisory Council (PAC) and English Learner Advisory Council (ELAC) where relevant. Parent feedback regarding the breadth of supports available to students has been overwhelmingly positive, and the school will continue to communicate with SWD families in their home languages regarding their students' academic and behavioral progress, attendance, and available supports.		
6	Cultivating the Whole Child: A Broad Course of Study	LdVCS will provide all students with a comprehensive, well-rounded educational experience that extends beyond core academic subjects to honor the school's commitment to whole-child education and the Mind, Body, Heart connection. The broad course of study at LdVCS is designed to ensure that every student, regardless of background or ability, has access to enriching learning experiences that foster creativity, self-expression, critical thinking, physical wellness, scientific inquiry, and connection to the natural world. Core Academic Program The core academic program at LdVCS includes English Language Arts, Mathematics, Science, Social Studies, and Physical Education for students in grades TK through 6. Core instruction is anchored in the California Common Core State Standards, the California Next Generation Science Standards, the California History-Social Science Framework, and the California Physical Education Model Content Standards. Core academic instruction is delivered through the school's Tier 1 Promise of non-negotiable pedagogical practices and is supported by the school's MTSS framework, ensuring that every student has access to grade-level, standards-aligned instruction with appropriate scaffolds and supports. Visual and Performing Arts (VAPA) Program LdVCS will continue to provide a sequential arts education program for students in grades TK through 6. All students participate in Visual and Performing Arts (VAPA) instruction bi-weekly for one hour during the school day, with additional after-school arts clubs offered as enrichment opportunities. The VAPA program contributes significantly to the holistic development of students by fostering creativity, self-expression, and critical thinking skills, and engaging in arts education enhances students' cognitive abilities and emotional intelligence, both of which are foundational to overall academic success and personal growth.	\$184,516	N

Action #	Title	Description	Total Funds	Contributing
		The VAPA program has proven to be a transformative outlet for students who struggle in the traditional classroom setting. Students who may not find success through conventional academic instruction have discovered confidence, engagement, and achievement through the arts. This outcome highlights the critical role that VAPA plays in reaching the whole child, providing alternative pathways for students to demonstrate their strengths, build self-esteem, and develop a positive connection to the school community. The program's ability to engage students who are otherwise at risk of disengagement reinforces its value as an essential component of the school's educational program and contributes to the school's broader attendance and belonging work. Garden Education Program In partnership with Good Neighbor Gardens, LdVCS will continue to provide monthly garden lessons for students in grades 1 through 6. Through hands-on instruction, students learn to nurture and sustain living organisms, develop responsibility, patience, and scientific inquiry, and build a meaningful connection to the natural world. The garden program reinforces grade-level science learning, supports environmental literacy, and provides authentic application of concepts students encounter in their core science instruction. The garden also serves a dual role in the school's broader whole-child supports as a calming cool-down zone, providing students with a natural space to self-regulate and decompress when needed. Beyond its social-emotional benefits, students have taken meaningful ownership of their work in the garden, demonstrating pride in cultivating and maintaining the space. This sense of ownership fosters responsibility, stewardship, and a deeper connection to the school community, reinforcing the garden's role as both an instructional tool and a supportive environment for student well-being. Health and Wellness Education Consistent with the school's identity as a health sciences charter school, LdVCS will continue to offer a weekly health class for all students. Health instruction supports student understanding of physical wellness, nutrition, social-emotional health, and the foundational concepts of health literacy that align with the school's mission to cultivate a community of health-literate students. The Health and Wellness Committee will continue to lead schoolwide wellness initiatives, including pursuit of Healthier Generation All-Star recognition, ensuring that health education is reinforced through schoolwide practices and the school environment.		

Action #	Title	Description	Total Funds	Contributing
		Integration with Project-Based Learning (PBL) As Project-Based Learning launches schoolwide, the broad course of study will be intentionally integrated with PBL units to provide authentic, sustained opportunities for students to apply learning across content areas. PBL units will draw on the school's VAPA, garden, health, and physical education programs to support cross-disciplinary inquiry, integrating arts, science, health, and the school's health sciences identity into rigorous, real-world learning experiences. Equitable Access for All Students The broad course of study is provided to all students at LdVCS, including unduplicated student groups, ensuring that English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, Hispanic students, and Foster Youth have full access to VAPA, garden, health, physical education, and after-school enrichment. Accommodations and supports will be provided as needed so that every student can participate meaningfully in the full breadth of the school's educational program.		

Goal

Goal #	Description	Type of Goal
2	Strengthening Instructional Delivery Through Holistic Supports and Staff Development: Continue to provide evidence-based professional development centered on MTSS to improve student outcomes and address the unique learning needs of our students, fostering a safe and inclusive learning environment using a whole-child approach grounded in the Mind, Body, Heart connection and the Habits of Mind, while strengthening the use of Professional Learning Communities (PLCs) to build teacher capacity for data-informed decision making and consistent application of MTSS practices.	Broad

State Priorities addressed by this goal.

- Priority 1: Basic
- Priority 2: Implementation of State Standards

An explanation of why the LEA has developed this goal.

LdVCS developed this goal for the 2026-27 LCAP to anchor the school's commitment to building the instructional capacity, professional collaboration, and whole-child supports that translate the school's instructional vision into consistent classroom practice. The goal reflects several interconnected priorities identified through the school's needs assessments, Strategic Plan 2024-2028, and educational partner engagement:

Responding to identified instructional consistency needs. The school's needs assessments identified that implementation of the Tier 1 Promise of non-negotiable pedagogical practices remains inconsistent across classrooms, that teacher capacity to deliver evidence-based interventions varies, and that fragmentation across multiple initiatives (LETRS, PBL, coaching, DataWorks) creates implementation strain. The goal commits the school to sustained, evidence-based professional development as the primary lever for closing the gap between instructional vision and classroom reality.

Centering MTSS as the unifying framework for instruction. The needs assessments consistently identified MTSS as the framework that integrates the school's academic, behavioral, social-emotional, and attendance work. Professional development centered on MTSS ensures that teachers and instructional staff have a coherent framework for understanding how Tier 1, Tier 2, and Tier 3 support work together rather than experiencing them as disconnected initiatives.

Addressing the unique learning needs of LdVCS students. The school serves a student population in which many learners are simultaneously English Learners, Students with Disabilities, and Socioeconomically Disadvantaged. Meeting the needs of these students requires teachers to hold multiple instructional frameworks at once, including the Science of Reading, integrated and designated English Language Development, Universal Design for Learning, trauma-informed practices, and behavior versus disability distinctions. Sustained professional development is essential to building this multi-faceted teacher capacity.

Grounding instruction in a whole-child approach. The Mind, Body, Heart connection and the Habits of Mind are central to the school's identity as a health sciences charter school and are reflected in the school's Strategic Plan 2024-2028 Focus Area 2. The goal commits the school to professional development that prepares teachers to support the whole child, not just academic outcomes, and to create the safe, inclusive learning environment that is foundational to student well-being and achievement.

Strengthening Professional Learning Communities (PLCs) as the engine of continuous improvement. The school's 90-minute monthly PLCs, organized by grade-level bands and facilitated by the two Instructional Coaches, are the primary structure through which professional learning translates into instructional practice. Strengthening PLCs builds teacher capacity for data-informed decision-making, ensures that benchmark and progress monitoring data drive instructional adjustments within 7 to 10 days, and creates the collaborative routines that sustain MTSS implementation across the school year.

Addressing teacher burnout and staff stability. The needs assessments identified teacher burnout as a growing concern, with elevated IEP caseloads, high numbers of student needs, and historical turnover at 5th grade. Robust professional development, instructional coaching, and structured PLC collaboration support teachers by making professional learning useful, actionable, and aligned with the work they are already doing, rather than adding burden on top of existing demands.

Aligning with the school's Strategic Plan focus area on Mind, Body, Heart Connection and staff development elements from Academic Curiosity and Rigor. The goal reflects the school's Strategic Plan commitments to whole-child education, holistic practices that support both students and staff, structured collaboration time, and instructional coaching as the foundation for instructional improvement.

Through this goal, LdVCS commits to investing in the educators who deliver the school's instructional program, recognizing that improved student outcomes depend directly on the consistent capacity, well-being, and collaborative practice of the school's teaching team. Professional development is not treated as an isolated activity but as the connective tissue that ties together every instructional initiative in the LCAP, from MTSS Academic Intervention to the Pathway to Proficiency for Multilingual Learners to the Pathway to Achievement for Students with Disabilities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
13	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 68.8%	2022-23: 76.5%	2023-24: 83.3%	2024-25: 83.3%	+14.5%
14	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%	2025-26: 100%	2026-27: 100%	0%
15	Implementation of the State Academic content & performance standards for all students & enable ELs access. <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning	<u>2023-24</u> ELA: 5 ELD: 4 Math: 5 Social Science: 5 Science: 5 CTE: N/A	<u>2024-25</u> ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 4 CTE: N/A	<u>2025-26:</u> ELA: 5 ELD: 5 Math: 5 Social Science: 3 Science: 3 CTE: N/A	<u>2026-27:</u> ELA: 5 ELD: 5 Math: 5 Social Science: 4 Science: 4 CTE: N/A	ELA: 0 ELD: +1 Math: 0 Social Science: -2 Science: -2 CTE: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)	Health: 5 PE: 5 VAPA: 3 World Language: 5	Health: 5 PE: 5 VAPA: 5 World Language: 5	Health: 5 PE: 5 VAPA: 5 World Language: 5	Health: 5 PE: 5 VAPA: 5 World Language: 5	Health: 0 PE: 0 VAPA: +2 World Language:0

Goal Analysis for 2025-26

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

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

Action 2.1: This action was fully implemented. The provision of related services, including a school psychologist, occupational therapist, and adaptive physical education teacher, is essential in ensuring that students with special needs at LdVCS receive comprehensive support tailored to their individual requirements. These services are mandated by the state and must be provided to eligible students as identified through the Individualized Education Program (IEP) process. This school year, all students with disabilities have received the full scope of services outlined in their IEPs, and an increasing number of students are being assessed for IEP eligibility to determine whether additional support is warranted.

Challenges: Insufficient SPED federal funding has presented a significant challenge in sustaining and expanding the delivery of related services. As the number of students requiring psychoeducational assessments and specialized services continues to grow, the gap between available SPED funding and the actual cost of service delivery has widened. This financial strain limits the school's ability to proactively expand its capacity to meet the rising demand for related services and places pressure on existing personnel and resources.

Successes: Despite funding constraints, LdVCS has successfully ensured that all eligible students receive the related services they are entitled to under their IEPs. Families have expressed deep gratitude for the breadth and quality of services provided, recognizing the school's commitment to meeting the individualized needs of students with disabilities. This positive feedback underscores the effectiveness of the school's related services team in delivering meaningful support that contributes to student progress and family confidence in the school's special education program.

Action 2.2: This action was fully implemented. An on-site counselor plays an instrumental role in supporting the mental health and well-being of our students, contributing significantly to a positive and supportive school climate. By addressing students' emotional needs, the counselor helps foster a sense of safety, belonging, and emotional well-being across the school community. The counselor is currently on-site two days per week, providing direct services to students through individual and group sessions.

Challenges: The waitlist for counseling services is growing faster than the current service model can accommodate. With the counselor available only two days per week, the demand for social-emotional support has outpaced the school's capacity to deliver timely services to all students in need. This widening gap between demand and availability highlights the need to explore expanded counseling hours or additional mental health support personnel to ensure that students receive services before concerns escalate.

Successes: The presence of the on-site counselor has contributed to a noticeably calmer schoolwide environment. The school has observed a meaningful shift from a reactive approach to student behavioral and emotional concerns toward a more preventative model, where students are receiving support before issues intensify. This transition from reaction to prevention reflects the counselor's effectiveness in equipping students with coping strategies and emotional regulation skills, ultimately reducing disruptions and fostering a more stable and nurturing learning environment for all students.

Action 2.3: This action was fully implemented. Behavioral support services at LdVCS are provided by trained professionals who specialize in assessing and addressing behavioral needs among students. The Board-Certified Behavior Analyst (BCBA) oversees the development and implementation of Behavior Support Plans (BSPs) and Behavior Intervention Plans (BIPs), conducts Functional Behavior Assessments, and implements evidence-based strategies to support positive behavior and social skill development. Support paraprofessionals work directly with students to implement these strategies throughout the instructional day, ensuring that behavioral interventions are carried out consistently and in alignment with each student's individualized plan. Together, these interventions help create a positive learning environment where all students can thrive academically and socially.

Challenges: The BCBA's caseload and competing demands have limited the time available for classroom observations and regular meetings with teachers and support paraprofessionals. This constraint reduces opportunities for real-time coaching, feedback, and collaborative problem-solving, which are essential to ensuring that behavioral strategies are being implemented with fidelity and adjusted as student needs evolve. The growing number of students requiring behavioral support has further strained the BCBA's capacity to provide the level of oversight and consultation necessary across all classrooms.

Successes: Despite the limitations on the BCBA's availability, the support paraprofessionals have demonstrated consistency and reliability in implementing behavioral strategies aligned with students' BSPs and BIPs. Their ability to carry out interventions with fidelity in the absence of daily BCBA oversight reflects the effectiveness of the training and guidance they have received, as well as their dedication to supporting student success. This consistency has contributed to a more stable and predictable environment for students with behavioral needs, allowing them to access instruction and engage more meaningfully in the school community.

Action 2.4: This action was partially implemented. Targeted interventions are intended to address specific barriers to student success such as academic challenges, chronic absenteeism, mental health needs, and behavioral concerns that can interfere with learning and engagement.

The school has begun implementing interventions more strategically and consistently across grade levels by identifying students in need, coordinating supports, and monitoring progress. However, implementation is not yet fully systematic or sufficiently resourced to meet all levels of need.

Challenges: The most significant barrier has been limited capacity and a lack of intensive intervention options for students with the most complex or extreme needs. In some cases, available supports are not sufficient to address the level of need, resulting in gaps in services and slower progress for these students.

Successes: For many students, targeted interventions have had a meaningful positive impact. Staff have documented multiple student success stories, including improved behavior, increased engagement, and overall growth—resulting in students showing noticeable positive changes over time.

Action 2.5: This action was fully implemented. Classroom technology increases student engagement by providing interactive, multimedia-rich learning experiences and supporting multiple learning modalities. These tools strengthen instruction, help differentiate learning, and provide students with greater access to targeted practice and interventions to address learning gaps.

To support implementation, the school purchased Chromebooks for all students in grades K–6 and MacBooks for teachers to ensure reliable access to instructional technology. In addition, the school upgraded copier capacity to include color printing, which supports academic instruction and behavioral supports (e.g., visual schedules, small-group materials, intervention resources) to better meet student needs and close gaps.

Challenges: The primary challenge is cost. Purchasing and maintaining devices, software, repairs, and replacement cycles require significant ongoing funding.

Successes: Teachers report increased satisfaction and efficiency because instructional technology is functional and consistent. Students have improved access to digital tools that support differentiated instruction and targeted interventions, contributing to stronger opportunities to close learning gaps.

Action 2.6: This action was not fully implemented during the reporting period. The school intended to expand hands-on instructional materials (e.g., manipulatives and diverse classroom supplies) and establish calming corners with comfortable furniture to better support differentiated learning and students' social-emotional regulation. The purpose of the action was to create more responsive learning environments that accommodate varied learning styles, strengthen engagement, and provide structured spaces for students to self-regulate, reduce stress, and return to learning.

Implementation did not move forward due to budget constraints and the need to develop a clear, schoolwide plan that staff collectively support. While there is general agreement on the value of manipulatives and calming spaces, staff did not yet have a shared framework for what materials should be prioritized, how calming corners would be standardized across classrooms, how they would be used and monitored, and what expectations would ensure consistent implementation.

Moving forward, the school will develop a staff-informed implementation plan that defines minimum classroom expectations, identifies priority materials and furniture needs by grade span, and establishes guidance for student use, supervision, and maintenance. Once a feasible budget strategy and shared staff plan are in place, the school will be positioned to implement the action with greater consistency and long-term sustainability.

Action 2.7: This action was fully implemented. All students in grades 1 through 6 participate in monthly garden lessons facilitated by Good Neighbor Gardens, where they learn how to nurture and sustain living organisms. These hands-on experiences connect students to the natural world while reinforcing responsibility, patience, and scientific inquiry.

Challenges: The garden area has been vandalized on multiple occasions and has sustained damage from inclement weather, requiring repeated restoration efforts. These disruptions have impacted the continuity of the garden environment and placed additional demands on staff and resources to repair and maintain the space. The recurring nature of these incidents highlights the need for enhanced security measures and more durable infrastructure to protect the garden and ensure its long-term sustainability as an instructional and therapeutic resource.

Successes: Despite the challenges, the garden program has become a valued component of the school's culture. Students utilize the garden as a calming cool-down zone, providing them with a natural space to self-regulate and decompress when needed. Beyond its social-emotional benefits, students have taken meaningful ownership of their work in the garden, demonstrating pride in cultivating and maintaining the space. This sense of ownership fosters responsibility, stewardship, and a deeper connection to the school community, reinforcing the garden's role as both an instructional tool and a supportive environment for student well-being.

Action 2.8: This action was partially implemented. Teachers were encouraged to plan two to three field trips per year for their grade-level cohorts, providing students with experiential learning opportunities that extend beyond the classroom and connect curriculum to real-world experiences.

Challenges: Securing reliable and affordable bus transportation for field trips presented a persistent logistical challenge throughout the school year. The difficulty in finding available buses limited the number of trips that could be scheduled and, in some cases, delayed or prevented planned outings from taking

place. This transportation barrier was the primary factor contributing to the partial implementation of this action, as the school's intent and planning were in place, but execution was constrained by the availability of transportation services.

Successes: The field trips that were successfully carried out provided meaningful opportunities for parent involvement in the learning process. Family participation in field trips strengthened the connection between home and school, allowed parents to engage firsthand with their children's educational experiences, and reinforced the collaborative partnership between LdVCS and its families. These shared experiences contributed to a stronger sense of community and demonstrated the value of enrichment activities in fostering student engagement and family investment in the school's program.

Action 2.9: This action was fully implemented. Research consistently demonstrates that physical activity is linked to improved cognitive function, reduced stress levels, and better overall mental health, all of which contribute to a positive school environment conducive to learning. The Health & Wellness Committee meets monthly to plan and implement best health and wellness practices for staff, parents, and students, and applies annually for the Healthier Generation award, a national recognition program that identifies America's healthiest schools.

Challenges: The school's Proposition 39 facilities present limitations that are not fully conducive to meeting some of the requirements associated with comprehensive health and wellness programming. Physical space constraints and facility design have restricted the school's ability to implement certain wellness initiatives as envisioned. Additionally, the school does not currently have a nurse in its budget, creating a gap in on-site health services and limiting the school's capacity to address students' immediate medical needs and provide consistent health screenings and education throughout the school year.

Successes: Despite facility and staffing limitations, LdVCS achieved a remarkable milestone by being awarded Healthier Generation All-Star status, placing the school among the top 100 healthiest schools in the nation. This prestigious recognition validates the Health and Wellness Committee's dedication to fostering a culture of wellness and demonstrates that LdVCS has met rigorous national standards for promoting the physical, mental, and emotional health of its school community. This achievement reflects the collective commitment of staff, families, and students to living their best mind, body, and heart, and positions LdVCS as a model for health and wellness among charter schools.

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 identified material differences between budgeted expenditures and estimated actual expenditures for four actions under Goal 2 during the prior LCAP year.

- **Action 2.2:** The estimated actual expenditures exceeded the budgeted expenditures. The variance was driven by contracted services for Students with Disabilities through the special education department, which exceeded the originally budgeted amount due to the growing caseload and the increased intensity of services required to meet student needs.
- **Action 2.3:** The estimated actual expenditures exceeded the budgeted expenditures because the school hired an additional Instructional Aide to support classroom intervention. The added staffing capacity strengthened the school's Tier 2 intervention delivery and responded to the identified need for increased academic intervention support.
- **Action 2.5:** The estimated actual expenditures exceeded the budgeted expenditures because the school purchased the Ellevation English Learner data and instructional platform during the school year. Based on feedback from educational partners and a deep dive into the academic data for English Learners, Ellevation was purchased using Title III funding to centralize ELPAC data, monitor language proficiency growth, and support designated and integrated ELD instruction.
- **Action 2.6:** The estimated actual expenditures exceeded the budgeted expenditures due to higher-than-anticipated costs for contracted services.

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

The actions under Goal 2 have been effective in making progress toward the stated goal. Using data from the California School Dashboard, teacher surveys, and committee reviews of student needs, the school has demonstrated that it is both closing gaps and maintaining gains in the areas of chronic absenteeism and suspension rates. Notably, LdVCS was previously in differentiated assistance but has since exited, a significant milestone reflecting the school's sustained improvement. The metrics used to measure the effectiveness of these actions, chronic absenteeism and suspension rates, are directly aligned with those identified in the LCAP. Looking ahead to the 2026–27 school year, the school recognizes the need to expand SPED supports and identify sustainable funding sources to meet the continued growth in demand for special education services.

The implementation of the actions under Goal 2 has produced meaningful positive outcomes. LdVCS experienced an increase in student attendance and a decrease in suspensions, with the school now in the "blue" performance level on the California School Dashboard for suspension rates. The school has seen significant measurable gains in both attendance and behavioral outcomes. Feedback from educational partners has been overwhelmingly positive, with new parents in particular expressing appreciation for the breadth of supports available to students. The contracted school counselor has been identified as the single most effective action item under this goal, providing critical social-emotional support that has had a direct and visible impact on the school community.

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

Leonardo da Vinci Health Sciences Charter School (LdVCS) revised the goal, metrics, target outcomes, and actions for the 2026-27 school year based on feedback from its educational partners, a comprehensive needs assessment, a review of local/internal data, state data, and the California School Dashboard. These revisions ensure that the LCAP aligns with the school's Strategic Plan 2024-2028, mission, and educational program, which is grounded on the school's implementation of a Multi-Tiered System of Supports (MTSS), CDE's LCAP requirements and reporting of the 8-State Priorities. LdVCS is committed to addressing every student's academic, social, emotional, behavioral, and mental health needs, and supporting the needs of its students, including underserved students, English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities.

LCAP Goal 2 reflects the identified needs of the school's instructional and leadership team, including professional learning, and instructional coaching opportunities to further strengthen the delivery of instruction and improve overall student outcomes. The following changes were made to Goal 2 as a result of reflections on prior practice during the 2025-26 school year.

Key Changes Made to LCAP Goal 2

- **Centering MTSS as the unifying professional development framework.** Reflections on prior practice revealed that staff were experiencing the school's instructional initiatives (LETRS, PBL, coaching, DataWorks, Ellevation, restorative practices) as disconnected efforts rather than as integrated components of a single MTSS framework. In response, Goal 2 was revised to explicitly center MTSS as the unifying framework for all professional development, ensuring that teachers and instructional staff have a coherent way of understanding how academic, behavioral, social-emotional, and attendance supports work together across Tier 1, Tier 2, and Tier 3.
- **Sustained focus on LETRS completion and Science of Reading application.** Reflections on the 2025-26 implementation of LETRS Year 2 confirmed that teachers benefit from sustained, multi-year foundational literacy professional learning. Goal 2 maintains LETRS Year 2 completion and Science of Reading application as priority professional learning, with continued instructional coaching support to ensure that LETRS knowledge translates into classroom practice.

- **Launch of Common Core Math professional learning.** Reflections on prior practice identified that math instruction did not receive a parallel professional learning investment alongside LETRS Year 2, contributing to inconsistent Tier 1 math instruction and the absence of a schoolwide math benchmark system. Goal 2 was revised to launch a Common Core Math focus, including professional development on the Standards for Mathematical Practice, grade-level content standards, rigor across procedural fluency, conceptual understanding, and application, and the development of grade-level math non-negotiables.
- **Expanded English Learner professional development.** Reflections on the 2025 California School Dashboard performance for English Learners (Orange on the ELPI with year-over-year stagnation, 67 points below standard in ELA, 77.4 points below standard in Math) revealed the need for substantially strengthened teacher capacity in designated and integrated English Language Development (ELD). Goal 2 was revised to include a multi-strand EL professional learning sequence covering the California ELD Standards and Framework, the schoolwide academic language framework, designated ELD instruction at each ELPAC proficiency level, instructional approaches for newcomers and Long-Term English Learners (LTELs), and support for English Learners who are also Students with Disabilities.
- **Strengthened whole-child, behavior, and attendance professional development.** Reflections on the school's three-year Dashboard trajectory for Students with Disabilities on the Suspension Rate Indicator (Red to Green) and the Chronic Absenteeism Indicator (Red to Orange) confirmed that targeted professional development on trauma-informed practices, behavior versus disability distinction, verbal de-escalation, restorative practices, and PBIS for neurodiversity contributed directly to improved outcomes. Goal 2 was revised to sustain and deepen these professional learning strands while adding attendance-focused professional learning aligned with the SDCOE Improving Chronic Absence Network (iCAN) Community of Practice.
- **Strengthened use of Professional Learning Communities (PLCs) as the engine of continuous improvement:** Reflections on prior practice identified that 90-minute monthly PLCs facilitated by the two Instructional Coaches were producing valuable instructional improvement when grounded in benchmark and progress monitoring data. Goal 2 was revised to strengthen PLC practice as a primary mechanism for data-informed decision-making, requiring PLCs to identify students not making expected progress and determine an instructional change within 7 to 10 days, and to dynamically regroup intervention placements every 4 to 6 weeks based on growth.
- **Project-Based Learning professional development.** Reflections on the deferral of PBL from the 2025-26 school year due to the demands of LETRS Year 2 confirmed the need to launch PBL as the school's core instructional model in the next school year. Goal 2 was revised to include foundational PBL professional development for all certificated staff, integration of grade-level content standards into PBL planning, and intentional embedding of integrated ELD strategies and UDL principles within PBL units.
- **Universal Design for Learning (UDL) and inclusive instruction.** Reflections on the needs of Students with Disabilities and English Learners identified the need for stronger Tier 1 inclusive instructional practice. Goal 2 was revised to include UDL and inclusive instruction professional learning that supports general education and special education teachers in co-planning lessons with multiple means of representation, engagement, and expression.
- **Cross-functional collaboration professional learning.** Reflections on the needs of students who fall into multiple categories (English Learners who are also Students with Disabilities, English Learners who are also Socioeconomically Disadvantaged) confirmed that EL, SPED, RTI, and general education staff need structured collaboration time and shared professional learning to deliver integrated supports. Goal 2 was revised to include cross-functional professional learning on integrated EL/SPED/RTI service design and the California Practitioners' Guide for Educating English Learners with Disabilities.
- **Addressing teacher burnout and staff stability.** Reflections on prior practice identified teacher burnout as a growing concern, with elevated IEP caseloads, high numbers of student needs, and historical turnover at 5th grade. Goal 2 was revised to address staff stability and well-being by reinforcing the Mind, Body, Heart connection for staff through the Health and Wellness Committee, providing structured collaboration time that makes professional learning useful and actionable rather than additive, and supporting teacher capacity through coaching and PLC structures rather than additional standalone training.

Revised metrics: Metrics were revised for Goal 2 to address the CDE required metrics within the 8 State Priorities as it applies to LdVCS’s TK-6 educational program.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Strong Leaders, Skilled Teachers: The Foundation of Every Classroom	LdVCS will continue to employ a credentialed Executive Director/Principal and appropriately credentialed core classroom teachers in every classroom in grades TK through 6 to ensure that all students receive instruction from educators who hold the credentials and authorizations required by California law. LdVCS will provide a longer school day and longer school year, including 180 instructional days that exceed the requirements of 175 instructional days for charter schools. Executive Director/Principal The Executive Director/Principal will continue to serve as the school's instructional and operational leader, responsible for setting and sustaining the school's vision, mission, and academic priorities; overseeing the implementation of the Tier 1 Promise of non-negotiable pedagogical practices; supervising and supporting the core classroom teachers; ensuring that schoolwide systems for academic, behavioral, social-emotional, and attendance work are coordinated and effective; engaging educational partners including staff, families, the Parent Advisory Council (PAC), the English Learner Advisory Council (ELAC), and the Board of Trustees; and ensuring compliance with state and federal requirements applicable to the school's charter. Core Classroom Teachers LdVCS will continue to staff every classroom in grades TK through 6 with a fully credentialed core classroom teacher. Core classroom teachers will deliver instruction in English Language Arts, Mathematics, Science, Social Studies, and Physical Education, and will be responsible for the integrated and designated English Language Development instruction described in the Pathway to Proficiency: Empowering Multilingual Learners action. Core classroom teachers are the primary deliverers of Tier 1 instruction and the first point of contact for every student in their classroom, making the quality, credentialing, and stability of the core teaching staff foundational to every other LCAP action.	\$2,150,877	Y

Action #	Title	Description	Total Funds	Contributing
		The school will sustain its commitment to placing fully credentialed teachers in every classroom and to addressing the identified CLAD credential issue affecting two certificated teachers through coaching support, credential pathway resources, and instructional partnership with EL-authorized colleagues until full credentialing is achieved. Structured Professional Learning Schedule All core classroom teachers will continue to participate in a structured professional learning program that includes five summer preparation days held prior to the start of the school year, ten non-instructional professional learning days held during the school year, and weekly professional learning sessions and 90-minute monthly Professional Learning Communities (PLCs) embedded in the regular instructional schedule. This professional learning schedule provides the time required to implement the staff capacity-building components described across the other LCAP actions, including LETRS Year 2 and Science of Reading professional learning, the Common Core Math professional learning, the schoolwide academic language framework and integrated and designated ELD training, Project-Based Learning (PBL) implementation training, trauma-informed classroom practices and verbal de-escalation training, the behavior versus disability and PBIS for neurodiversity training, Universal Design for Learning (UDL) and inclusive instruction training, cross-functional EL/SPED/RTI collaboration training, the Ellevation EL data platform training, and the data-driven decision-making training that grounds the school's MTSS work. Educator Recruitment, Retention, and Support LdVCS will continue to invest in the recruitment, retention, and well-being of the Executive Director/Principal and core classroom teachers, recognizing that staff learning and stability are essential to sustaining the school's instructional progress. The school will prioritize hiring credentialed teachers with experience or training in foundational literacy, English Learner instruction (CLAD or BCLAD authorization), and culturally responsive teaching. The school will address teacher burnout identified in the needs assessments by reinforcing the Mind, Body, Heart connection for staff through the Health and Wellness Committee and schoolwide wellness practices, providing structured collaboration time that makes professional learning useful and actionable rather than additive, and supporting teacher stability at every grade level, with particular attention to the historical turnover identified at 5th grade.		

Action #	Title	Description	Total Funds	Contributing
2	Habits of Mind in Practice: Educator Professional Learning and Coaching	LdVCS will provide a comprehensive, year-long professional development and instructional coaching program designed to build teacher capacity, strengthen the consistent implementation of evidence-based instructional practices, and improve student outcomes across all California School Dashboard indicators. Professional development will be structured to honor teachers' time, deliver practical and immediately applicable learning, and provide the sustained support needed to translate professional learning into classroom practice. Professional Development Structure and Calendar Professional development at LdVCS will be delivered through three integrated structures: summer professional development held prior to the start of the school year, non-instructional days held during the academic year, and ongoing weekly and monthly professional learning embedded in the regular instructional schedule. Summer Professional Development. Prior to the start of the 2026-27 school year, all certificated staff will participate in summer professional development designed to align the team around schoolwide priorities, deliver foundational training on new initiatives, and prepare classrooms and instructional plans for the start of the year. Summer professional development will include foundational training on the school's Tier 1 Promise of non-negotiable pedagogical practices, the launch of Project-Based Learning (PBL), Common Core Math priorities, the schoolwide academic language framework for English Learners, BCBA review of Behavior Support Plans (BSPs) and Behavior Intervention Plans (BIPs) with classroom teachers for students requiring behavioral support, and orientation to the school's MTSS structures across academic, behavioral, and attendance work. Non-Instructional Professional Development Days. Non-instructional professional development days held during the school year will provide sustained, deeper professional learning on topics that require extended time and team collaboration. Non-instructional days will be used to deepen implementation of the priorities introduced during summer professional development, respond to data trends identified through Dashboard, benchmark, and walkthrough data, and provide cross-functional team planning time for EL, SPED, RTI, and general education collaboration. Ongoing Professional Learning During the Academic Year. Weekly professional learning sessions and 90-minute monthly Professional Learning Communities (PLCs) embedded in the regular instructional schedule will provide the sustained, job-embedded learning that translates professional development into classroom	\$69,920	N

Action #	Title	Description	Total Funds	Contributing
		practice. PLCs will be organized by grade-level bands (K through 2 and 3 through 6) and facilitated by the school's two Instructional Coaches. <u>Professional Development</u> Strand 1: Foundational Literacy and ELA Instruction • LETRS Year 2 Completion and Application. All certificated staff will complete Year 2 of LETRS (Language Essentials for Teachers of Reading and Spelling) training, deepening teacher knowledge of the Science of Reading. Professional development will support teachers in applying LETRS learning directly to Tier 1 reading instruction, intervention design, and small-group support. • Tier 1 Foundational Literacy Practices. Professional development will support the consistent implementation of daily Heggerty phonological awareness exercises in TK through 3rd grade, the UFLI phonics program, and the integration of Wonders curriculum-based assessments and DataWorks progress monitoring into instructional decision-making. • Tier 2 and Tier 3 Reading Intervention. Professional development for RTI staff, Instructional Aides, and classroom teachers will address the consistent implementation of SIPPS for grades K through 2 and Megawords for grades 3 through 6, the use of mCLASS DIBELS (Acadience) as the Tier 2 phonics screener, and the design of Tier 3 small-group intensive intervention. Strand 2: Mathematics Instruction • Common Core Math Launch. Professional development will launch the Common Core Math focus deferred from 2025-26 due to LETRS Year 2 priorities. Training will address the Standards for Mathematical Practice, grade-level content standards, rigor across procedural fluency, conceptual understanding, and application, and the development of grade-level math non-negotiables embedded within the Tier 1 Promise framework. • Schoolwide Math Benchmark Assessment Implementation. Professional development will support teacher use of the schoolwide math benchmark and screening system being established to complement i-Ready and inform math intervention placement.		

Action #	Title	Description	Total Funds	Contributing
		• Math Intervention Delivery. RTI staff, Instructional Aides, and classroom teachers will receive professional development on math intervention delivery, including evidence-based math intervention strategies, use of i-Ready Math benchmark and progress monitoring data, and dynamic regrouping of math intervention groups based on growth. • Third-Grade Math State Test Preparation. Targeted professional learning will support third-grade teachers in preparing students for state testing, including familiarization with item types, online testing tools, and grade-level math content expectations. Strand 3: English Learner Instruction and Multilingual Learner Support • Foundations of English Language Development. All certificated staff will participate in professional development on the California ELD Standards, the California ELD Framework, and the distinction between designated and integrated ELD. • Integrated ELD Strategies Across Content Areas. Teachers will receive professional development on embedding integrated ELD strategies in ELA, math, science, and social studies, including sentence frames, structured academic discourse, explicit vocabulary instruction, oral rehearsal, scaffolded writing, and visual and graphic supports. Training will emphasize the schoolwide academic language framework non-negotiables and the implementation of integrated ELD strategies in PBL units. • Designated ELD Instruction Aligned to ELPAC Proficiency Levels. Teachers responsible for designated ELD will receive deeper professional development on designing and delivering designated ELD instruction at each ELPAC proficiency level, with attention to grammar, syntax, academic vocabulary, comprehension, and writing structures. • Working with Newcomers and Long-Term English Learners (LTELs). Targeted professional development will address the distinct instructional needs of newcomer students and LTELs, recognizing that these two populations require different instructional approaches. • Supporting English Learners with Disabilities. Cross-functional professional development for general education, SPED, EL, and RTI staff will address the instructional and assessment needs of English Learners who are also Students with Disabilities, including the application of the		

Action #	Title	Description	Total Funds	Contributing
		California Practitioners' Guide for Educating English Learners with Disabilities and alternative reclassification pathways. • Use of Ellevation for Instructional Response. Teachers will receive training on using Ellevation to access ELPAC data, monitor language proficiency growth, design instruction responsive to student needs, and document instructional response within PLCs. Strand 4: Whole-Child Supports, Behavior, Attendance, and Mental Health • Trauma-Informed Classroom Practices. All teachers and relevant staff will receive ongoing professional learning in trauma-informed classroom practices to address underlying causes of behavioral challenges and to support students who have experienced trauma. • Behavior Versus Disability Distinction. Professional learning will explicitly address the behavior versus disability gap, training staff to recognize when a behavior is a manifestation of a disability rather than willful misconduct, and to respond with disability-aligned supports rather than disciplinary referrals. • Verbal De-Escalation. Staff will receive training in verbal de-escalation techniques to prevent behavioral escalations and to support students through moments of dysregulation without resorting to disciplinary referrals. • Restorative Practices, Community Circles, and PBIS for Neurodiversity. Staff will receive professional learning in restorative practices, community circles, and PBIS implementation with explicit adaptation for neurodiversity and for Students with Disabilities, including how to implement Check-In/Check-Out (CICO), restorative re-entry, and restorative alternatives to short-term suspension. • FBA and BIP Fidelity. Special education staff and the BCBA will provide ongoing training to classroom teachers and paraprofessionals to strengthen the quality and fidelity of FBAs, BIPs, and BSPs, including documentation, progress monitoring, and timely revision when an intervention is not producing the expected behavioral growth. • Universal Design for Learning (UDL) and Inclusive Instruction. Professional learning will support general education and special education teachers in co-planning lessons using UDL principles,		

Action #	Title	Description	Total Funds	Contributing
		providing multiple means of representation, engagement, and expression so that Students with Disabilities can engage with grade-level content with appropriate scaffolds. • Attendance Intervention and Family Engagement. Professional development will build staff capacity to implement the school's tiered attendance intervention system, including positive attendance messaging, rapid response protocols for missed instruction, Success Mentor and Check and Connect structures, evidence-based home visit practices, and coordination with the San Diego County Office of Education's Improving Chronic Absence Network (iCAN) and Care Solace. • Mind, Body, Heart Connection and Habits of Mind. Professional development will deepen staff understanding and consistent implementation of the school's Mind, Body, Heart connection framework, the Habits of Mind, Zones of Regulation, and the school's commitment to social-emotional learning across Tier 1 instruction. Project-Based Learning (PBL) Professional Development: As Project-Based Learning launches schoolwide, all certificated staff will receive foundational professional development on PBL design principles, integration of grade-level content and practice standards into project planning, intentional embedding of academic language routines and structured discourse for English Learners, and integration of UDL principles to ensure that Students with Disabilities have full access to PBL units. Instructional coaches will support teachers in designing PBL units that align with the school's health sciences identity, integrate the Habits of Mind, and provide multiple authentic opportunities for students to read complex texts, engage in academic discourse, and produce written and oral work tied to real-world questions and audiences. Instructional Coaching Model: The school's two Instructional Coaches, one ELA and one Math, will anchor the school's job-embedded coaching model and translate professional development into consistent classroom practice. The coaching model includes: • Monthly Individual Classroom Observations and Debrief Sessions. Each teacher will receive monthly classroom observations from their content-aligned instructional coach, followed by a one-on-one debrief session focused on instructional practice, student data, and next steps. Observations will use a simple instructional rubric aligned with the Tier 1 Promise and the schoolwide academic language framework.		

Action #	Title	Description	Total Funds	Contributing
		• 90-Minute Monthly Professional Learning Communities (PLCs). Instructional coaches will facilitate 90-minute monthly PLCs organized by grade-level bands (K through 2 and 3 through 6). PLCs will review benchmark and progress monitoring data from mCLASS DIBELS (Acadience), i-Ready, Wonders, DataWorks, and Ellevation; answer the diagnostic question of whether each student is making expected progress and what instructional change will be made within 7 to 10 days for students who are not growing; review intervention group composition and confirm dynamic regrouping every 4 to 6 weeks; and build collective teacher practice through sharing of instructional adjustments and review of student work. • Monthly Instructional Coaching Leadership Meetings. Instructional coaches will meet monthly with the Executive Director/Principal and Dean of Students to determine schoolwide next steps, ensure that PLC-level instructional decisions translate into schoolwide intervention adjustments, and identify systemic instructional trends requiring schoolwide attention. • Targeted Coaching Support for Specific Needs. Instructional coaches will provide intensified support for teachers working toward CLAD or EL authorization, teachers on Performance Improvement Plans (PIPs) addressing Tier 1 Promise implementation, and teachers requesting additional support for specific instructional areas. Leadership Walkthroughs and Implementation Monitoring Instructional leaders will conduct weekly walkthroughs to monitor implementation fidelity of the Tier 1 Promise, the schoolwide academic language framework, intervention delivery, EL scaffolding, and behavioral and attendance practices. Walkthrough data will be reported monthly in leadership meetings and will inform ongoing professional development and coaching priorities. A simple instructional rubric will be used across all observations to provide consistent feedback to teachers and to identify schoolwide trends.		
3	Standards-Aligned Curriculum for Every Student	LdVCS will continue to provide every student with sufficient access to standards-aligned core curriculum and instructional materials in every core subject area, consistent with State Priority 1 (Basic Services) and the Williams Settlement requirements. Every student in grades TK through 6 will have access to the instructional materials needed to engage in grade-level, standards-aligned instruction, including English Learners, Students with Disabilities, and all other	\$50,080	N

Action #	Title	Description	Total Funds	Contributing
		unduplicated student groups. The Executive Director/Principal will monitor instructional materials sufficiency throughout the school year, and the Board of Trustees will certify sufficiency annually in alignment with state requirements. Core Curriculum and Instructional Materials by Subject Area • English Language Arts. Wonders ELA curriculum, aligned to the California Common Core State Standards for ELA and the California ELA/ELD Framework, supporting grade-level instruction in reading, writing, speaking, listening, and language for grades TK through 6 with integrated supports for English Learners. • Foundational Literacy. Heggerty for daily phonological awareness instruction in TK through 3rd grade and the UFLI Foundations program for systematic phonics instruction, both aligned with the Science of Reading and the school's LETRS-based foundational literacy work. • Mathematics. Eureka Math, aligned to the California Common Core State Standards for Mathematics and the California Mathematics Framework, supporting grade-level instruction across the Standards for Mathematical Practice and Mathematical Content for grades TK through 6. • Science. Standards-aligned instructional materials aligned to the California Next Generation Science Standards (CA NGSS) and the California Science Framework, supporting three-dimensional learning. Science instruction is reinforced through monthly garden lessons in partnership with Good Neighbor Gardens. • History-Social Science. Standards-aligned instructional materials aligned to the California History-Social Science Standards and Framework for grades TK through 6. • Physical Education. Standards-aligned instruction aligned to the California Physical Education Model Content Standards, meeting the instructional minutes required by California Education Code. • English Language Development (ELD). Materials aligned to the California ELD Standards and Framework, including the ELD supports embedded in Wonders and supplemental designated ELD resources, with Ellevation supporting alignment of ELD instruction to ELPAC proficiency levels. • Foreign Language (Spanish). Rockalingua, providing engaging, age-appropriate Spanish language instruction for students in grades TK through 6 through music, video, and interactive learning experiences.		

Action #	Title	Description	Total Funds	Contributing
		• Visual and Performing Arts (VAPA). Standards-aligned instructional materials supporting bi-weekly VAPA instruction for grades TK through 6. • Health Education. The Health & Wellness curriculum, aligned to the California Health Education Content Standards and consistent with the school's identity as a health sciences charter school, supporting student understanding of physical wellness, nutrition, social-emotional health, and health literacy. Curriculum Adoption and Review: The Curriculum and Assessment Governance Committee will review the school's core curriculum and instructional materials throughout the school year to ensure alignment with California content standards and frameworks, sufficiency for every student, and responsiveness to the needs of all student groups. Review findings will inform future adoption cycles and supplemental material purchases.		
4	Technology to Power Teaching and Learning	LdVCS will continue to maintain a comprehensive technology program to ensure that all students have equitable digital access regardless of socioeconomic background. The technology program is foundational to the school's ability to deliver standards-aligned instruction, administer required state and local assessments, and support both Tier 1 instruction and Tier 2 and Tier 3 intervention as described across the LCAP actions. One-to-One Student Devices LdVCS will continue to provide one-to-one student devices for every student in grades TK through 6, ensuring that all students have equitable access to the digital components of the core curriculum, online assessment platforms, and supplemental learning resources. One-to-one device access supports equitable participation for English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, Hispanic students, and Foster Youth, removing the digital access gap that has historically limited learning opportunities for students from lower-income households. Staff Computers and Classroom Technology Infrastructure The school will continue to provide upgraded computers for staff and maintain the technology infrastructure required to deliver standards-aligned instruction, including internet access, projection systems, instructional software, and digital tools that support classroom instruction, intervention delivery, and data-driven decision-making in Professional Learning Communities (PLCs).	\$95,525	N

Action #	Title	Description	Total Funds	Contributing
		Assessment Platforms and Instructional Software The technology program supports the administration of state-mandated assessments, including the California Assessment of Student Performance and Progress (CAASPP), the English Language Proficiency Assessments for California (ELPAC), the California Science Test (CAST), and the Physical Fitness Test (PFT). The technology program also supports the administration of local assessments and instructional platforms, including i-Ready Reading and Mathematics, mCLASS DIBELS (Acadience), DataWorks, Ellevation, and other instructional and assessment platforms used across the school. Contracted IT Support Services LdVCS will contract IT support services to ensure that the school's technology infrastructure remains operational, secure, and responsive to staff and student needs throughout the school year. Contracted IT support services will provide device management, network maintenance, software support, troubleshooting, cybersecurity, and other technical services that exceed the school's in-house capacity. Annual Technology Needs Assessment The school will conduct an annual technology needs assessment to identify gaps, evaluate the effectiveness of the current technology program, and inform future technology purchases aligned to the educational program. The annual needs assessment will consider classroom and intervention needs, assessment requirements, alignment with the school's instructional priorities including LETRS, Common Core Math, Ellevation, Project-Based Learning, and MTSS implementation, replacement cycles for aging devices and infrastructure, and feedback from staff, students, and families. Needs assessment findings will inform the school's annual budget process and ensure that technology investments remain aligned with student learning needs.		

Goal

Goal #	Description	Type of Goal
3	Building Authentic Partnerships: Continue to strengthen meaningful and reciprocal engagement with educational partners, including staff, parents, students, and community members, through ongoing collaborative forums and shared decision-making opportunities that advance the school's mission, vision, and MTSS, while using a variety of feedback and data sources to identify and address equity gaps, strengthen the instructional program, and foster a school culture grounded in trust, shared responsibility, and collective accountability for student outcomes.	Broad

State Priorities addressed by this goal.

- Priority 1: Basic
- Priority 3: Parent Involvement
- Priority 6: School Climate

An explanation of why the LEA has developed this goal.

LdVCS developed this goal for the 2026-27 LCAP to anchor the school's commitment to meaningful, reciprocal partnerships with the educational partners who together shape the conditions for student success. The goal reflects several interconnected priorities identified through the school's needs assessments, Strategic Plan 2024-2028, and educational partner engagement:

Recognizing that student outcomes are shaped by the entire school community. The school's needs assessments and Strategic Plan consistently identified that no single role, program, or initiative can improve student outcomes in isolation. Academic gains, attendance improvement, and social-emotional well-being all depend on the coordinated work of staff, families, students, and community partners. The goal commits the school to engaging educational partners as essential contributors to school improvement rather than as passive recipients of school programs.

Responding to family engagement findings. The needs assessments identified family engagement as a critical lever for improving attendance, academic outcomes, and student well-being, with research showing that the strength of a school's family engagement is more predictive of chronic absenteeism than poverty level. The goal commits the school to deepening family engagement through ELAC, PAC, the Parent Leadership Team, the Parent Workshop Series, family engagement events, and targeted outreach for families of unduplicated student groups.

Centering student voice. The goal explicitly includes students as educational partners, recognizing that students themselves provide critical insight into the school experience through climate surveys, classroom feedback, and engagement in school decision-making. Including student voice in the school's continuous improvement work is consistent with the school's commitment to fostering students as influential contributors to an ever-changing global society.

Strengthening staff voice and collaboration. The goal recognizes staff as educational partners whose voice shapes school decisions, instructional improvement, and the school culture. Staff engagement through climate surveys, Professional Learning Communities, and collaborative leadership structures ensures that the educators who deliver the school's program have a sustained role in shaping it.

Expanding community partnerships to support student outcomes. The school's needs assessments identified that students at LdVCS often face challenges that extend beyond what the school alone can address, including mental health needs, basic-needs barriers to attendance, and family-system dynamics. The goal commits the school to building partnerships with community-based organizations including Care Solace, the SDCOE Improving Chronic Absence Network (iCAN), Good Neighbor Gardens, and the broader network of San Diego County educational and health-focused agencies that extend the school's capacity to support students.

Using data and feedback to identify and address equity gaps. The goal commits the school to using climate surveys, disaggregated student outcome data, attendance and engagement data, and feedback from educational partners to identify equity gaps and target the school's improvement work where it is most needed. This commitment is consistent with the school's identification of disparities by student group on the California School Dashboard, particularly for English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic students.

Building a culture of trust, shared responsibility, and collective accountability. The goal explicitly names the school culture qualities that the needs assessments identified as essential to sustained improvement. Trust, shared responsibility, and collective accountability are the conditions under which authentic partnership becomes possible, and without them, even well-designed programs and structures fail to produce sustained outcomes.

Aligning with the school's Strategic Plan focus area on Collaboration and Engagement with Educational Partners. The goal directly reflects the school's Strategic Plan 2024-2028 Focus Area 3, which identifies collaborative forums, parent partnership, community engagement, identity development, and equity-focused data analysis as defining features of the school's approach to educational partnership.

Through this goal, LdVCS commits to advancing its mission, vision, and MTSS work as a shared endeavor of the entire school community. The school recognizes that authentic partnership is not a single event or program but a sustained way of working that requires consistent investment in communication, collaboration, shared decision-making, and the relationships that make all of the school's other improvement work possible.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
16	Facility Inspection Tool (FIT) Report Source: SARC	2023-24: Good	2024-25: Good	2025-26: Good	2026-27: Good	No Difference
17	Parent input in decision-making for UP & SWD. (Questions 9-12) <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool .	<u>2023-24:</u> 9. 3 10. 3 11. 4 12. 4	<u>2024-25:</u> 9. 5 10. 5 11. 5 12. 5	<u>2025-26:</u> 9. 5 10. 5 11. 5 12. 5	<u>2026-27:</u> 9. 5 10. 5 11. 5 12. 5	9. +2 10. +2 11. +1 12. +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
18	Parent participation in programs for UP & SWD. (Questions 1-4) <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool	<u>2023-24:</u> 1. 4 2. 5 3. 4 4. 5	<u>2024-25:</u> 1. 5 2. 4 3. 5 4. 5	<u>2025-26:</u> 1. 5 2. 5 3. 5 4. 4	<u>2026-27:</u> 1. 5 2. 5 3. 5 4. 5	1. +1 2. 0 3. +1 4. -1
19	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Local	<u>2023-24:</u> 85% Sense of Safety 85% School connectedness	<u>2024-25:</u> 90% Sense of Safety 90% School Connectedness	<u>2025-26:</u> 95% Sense of Safety 95% School Connectedness	<u>2026-27:</u> >90% Sense of Safety >90% School Connectedness	+10% Sense of Safety +10% School Connectedness
20	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Local	<u>2023-24:</u> 41% Sense of Safety 91% School connectedness	<u>2024-25:</u> 86% Sense of Safety 95% School Connectedness	<u>2025-26:</u> 85% Sense of Safety 96% School Connectedness	<u>2026-27:</u> 90% Sense of Safety >90% School Connectedness	+44% Sense of Safety +5% School Connectedness
21	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Local	<u>2023-24:</u> 41% Sense of Safety 91% School connectedness	<u>2024-25:</u> 86% Sense of Safety 95% School Connectedness	<u>2025-26:</u> 85% Sense of Safety 96% School Connectedness	<u>2026-27:</u> 90% Sense of Safety >90% School Connectedness	+44% Sense of Safety +5% School Connectedness

Goal Analysis for 2025-26

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

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

Action 3.1: This action was fully implemented. By offering programs outside of regular school hours, LdVCS provides equitable access to educational opportunities for students who may face barriers to learning during the school day. This programming helps bridge the opportunity gap and ensures that all students, regardless of background, have access to enriching educational experiences beyond the traditional school schedule. Currently, 100 students participate daily in the ARC after-school program, reflecting strong demand from families for extended learning and care services.

Challenges: While the program has been successful in terms of participation and daily operations, there is a recognized need to strengthen the enrichment component of the after-school experience. At times, the program has functioned more as a childcare service than as a structured enrichment opportunity, limiting its potential to extend and reinforce the learning that takes place during the instructional day. The school acknowledges that in order to maximize the program's impact on student growth, a more intentional focus on academic enrichment, hands-on learning activities, and skill-building opportunities needs to be integrated into the daily after-school schedule.

Successes: The ARC after-school program has provided families with the assurance that their children are in a safe, supervised environment after school hours. This sense of security has been particularly valued by working families who depend on reliable after-school care. The program's growth from an initial capacity of 80 students to 100 reflects both strong community demand and the school's responsiveness to family needs. By providing a consistent and safe after-school option, the program has contributed to stronger family confidence in the school and supported overall student attendance and retention at LdVCS.

Action 3.2: This action was fully implemented. LdVCS provides targeted academic tutoring services to students who need additional support in meeting grade-level standards in both Mathematics and English Language Arts. The tutoring program offered 14 sessions of ELA instruction followed by 12 sessions of Math instruction, delivered in small groups of four to six students. This small-group model ensures that students receive individualized attention and focused intervention tailored to their specific areas of need, maximizing the potential for academic growth within each session.

Challenges: The cost of the tutoring program significantly exceeded initial budget projections, placing additional financial strain on the school's resources. The higher-than-anticipated expenditure was driven by the commitment to maintaining small group sizes and utilizing 24 staff members as tutors to ensure quality and consistency of instruction. While the investment in small-group tutoring proved effective, the budget variance highlights the need for more accurate cost forecasting and sustainable funding strategies to support the continuation and potential expansion of tutoring services in future years.

Successes: The tutoring program has contributed to measurable improvements in academic outcomes for participating students. By targeting students performing one or more grade levels below standard, the program provided timely and focused intervention that helped close achievement gaps in both ELA and Math. These positive results validate the effectiveness of the small-group tutoring model and demonstrate the value of investing in targeted academic support as a complement to Tier 1 instruction and the school's broader intervention framework.

Action 3.3: This action was partially implemented. The school made transportation support available; however, utilization has been very limited. Only one family has consistently used the service so far, therefore implementation has not reached the intended scale.

Challenges: The primary challenge has been low and inconsistent participation. The family using the service still attends sporadically at times, and other families often agree to the support when it is offered but do not follow through with using the service once it is arranged.

Successes: For the one family that has utilized transportation, attendance has improved compared to prior patterns, indicating the support can be effective when consistently used.

Action 3.4: This action was partially implemented. Translation support was provided during the reporting period; however, implementation relied primarily on one teacher to deliver these services, which limited consistency and capacity to meet broader needs.

Challenges: The school needs additional personnel to provide translation and interpretation services reliably across meetings, events, and written communications. Relying on a single staff member creates capacity constraints and sustainability concerns.

Successes: By using internal staffing rather than contracted services, the school was able to provide translation support at a significantly lower cost than originally projected in the LCAP.

Action 3.5: This action was partially implemented. The school engaged with community partners during the reporting period. When partners followed through as planned, services and events supported family engagement and helped strengthen relationships across the school community. However, implementation was inconsistent due to variability in partner reliability.

Challenges: A recurring challenge has been inconsistent partner delivery. Some partners committed to services or supports but did not follow through as expected, requiring last-minute adjustments and leaving gaps in planned programming.

Successes: When partners are present and deliver services, participation and school connectedness increase. These engagements create a strong “community school” environment that educational partners value and that families and staff experience as meaningful and supportive.

Action 3.6: This action was partially implemented. The school implemented enrichment opportunities through partnerships and found that participation increased when activities were structured to include broader access. For example, incorporating the garden into a schoolwide club format allowed more students to participate and created benefits across the campus.

Challenges: Interest and enrollment in after-school clubs have been inconsistent, limiting the school’s ability to sustain multiple club offerings at the intended scale.

Successes: New students and families respond positively to knowing enrichment options are available, and broader-access formats (such as the garden club model) have helped ensure enrichment benefits more students.

Action 3.7: This action was fully implemented. Professional memberships at LdVCS provide the school with access to a network of professionals, experts, and resources that support ongoing improvement efforts. These memberships grant access to educational research, best practices, and professional development opportunities tailored to enhance teaching practices and student outcomes. Maintaining active memberships keeps LdVCS connected within the greater charter school network, which helps the school sustain valuable partnerships, stay informed of policy developments, and leverage shared resources across the charter community.

Challenges: The value and return on investment of individual memberships have varied, with some providing significantly more benefit than others. This inconsistency has made it difficult to justify the cost of certain memberships that offer limited engagement, resources, or networking opportunities relative to their fees. The school recognizes the need to evaluate each membership annually based on its tangible contributions to school improvement, professional development, and partnership development to ensure that limited funds are directed toward the most impactful affiliations.

Successes: The California Charter Schools Association (CCSA) has emerged as the most beneficial networking partnership for LdVCS. Through CCSA, the school has accessed valuable professional development resources, advocacy support, and collaborative networking opportunities that have directly supported the school's growth and operational capacity. This partnership has strengthened the school's position within the broader charter school community and provided a reliable source of guidance on policy, compliance, and best practices. The success of the CCSA partnership serves as a benchmark against which other memberships can be evaluated moving forward.

Action 3.8: This action was fully implemented. VAPA instruction was provided to all students on a bi-weekly basis during the school day. Additionally, a weekly Wednesday art club was offered after school, and students in grades 5 through 6 participated in a musical theater program every Tuesday and Thursday, providing upper-grade students with a sustained performing arts experience throughout the year.

Challenges: Insufficient space to accommodate the growing demand for arts programming was the primary challenge associated with this action. The school's current facilities limit the ability to expand VAPA offerings, schedule additional sessions, or serve more students simultaneously. As interest in the arts continues to grow among the student population, the lack of a dedicated arts space restricts the program's potential to broaden its reach and deepen its impact. Addressing this spatial limitation will be an important consideration as the school plans for the development of its newly acquired property and future campus expansion.

Successes: The VAPA program has proven to be a transformative outlet for students who struggle in the traditional classroom setting. Students who may not find success through conventional academic instruction have discovered confidence, engagement, and achievement through the arts. This outcome highlights the critical role that VAPA plays in reaching the whole child, providing alternative pathways for students to demonstrate their strengths, build self-esteem, and develop a positive connection to the school community. The program's ability to engage students who are otherwise at risk of disengagement underscores its value as an essential component of the school's educational program.

Action 3.9: This action was partially implemented. Providing teacher choice in professional development (PD) is intended to empower staff to tailor learning to their instructional needs, interests, and classroom challenges. This individualized approach supports continuous improvement and can strengthen instructional practice when learning is applied back in the classroom.

Each teacher was allocated up to \$500 to attend professional development of their choice. While the funding was available, participation was uneven, and only a small number of teachers used the opportunity during the reporting period.

Challenges: Limited uptake was the primary barrier. Only a select group of teachers utilized the PD time and reimbursement, which reduced the overall reach of the action.

Successes: Teachers who participated reported returning energized and prepared to implement new strategies. In some cases, teachers also brought back new connections and potential partnerships that can benefit the school.

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 identified material differences between budgeted expenditures and estimated actual expenditures for three actions under Goal 3 during the prior LCAP year.

Action 3.1: The estimated actual expenditures exceeded the budgeted expenditures for the after-school Expanded Learning Opportunities program despite the availability of ACES and ELOP funding. The variance was driven by the need to provide additional academic intervention during intersession summer

programming and after-school programming to support the academic needs of students. The expanded programming responded to identified student needs and strengthened the school's academic intervention capacity beyond the regular instructional day.

- **Action 3.7:** The action was fully implemented, but the budgeted expenditures exceeded the estimated actual expenditures. The variance reflects efficiencies in implementation rather than any reduction in the scope or quality of services delivered.
- **Action 3.8:** The budgeted expenditure for Action 3.8 was a duplicative expense already included in Action 3.1. As a result, the estimated actual expenditure for Action 3.8 is \$0, because the services described were implemented and accounted for under Action 3.1. The duplicative budgeting contributed to the higher estimated actual expenditure reported under Action 3.1.

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

The effectiveness of the actions under Goal 3 has been difficult to measure quantitatively, as the nature of this goal — centered on engagement, enrichment, and community partnerships — does not lend itself as directly to traditional academic metrics. The data sources used to evaluate these actions include participation rates in Wednesday parent meetings and the PBIS survey administered to parents at Back-to-School Night. The actions under this goal align most closely with LCAP metrics related to enrollment growth and chronic absenteeism reduction. While the school recognizes that these actions are contributing to a positive school climate and stronger family partnerships, the difficulty in isolating their measurable impact suggests that this goal may benefit from revision in the development of the 2026–27 LCAP. The school plans to refine the goal structure and associated metrics to more effectively capture the outcomes of engagement and enrichment initiatives and ensure clearer alignment with measurable indicators of progress.

The implementation of the actions under Goal 3 has produced several positive outcomes. LdVCS has strengthened its charter school networking connections, which has expanded the school's access to shared resources and collaborative opportunities. Parent engagement has increased, with families more actively partnering with the school through breakfast socials, advisory councils, and other involvement opportunities. The school has also achieved a better understanding of how communications are received by families, allowing for more effective outreach and messaging. Feedback from educational partners, gathered through Wednesday parent meeting participation rates and the PBIS survey administered at Back to School Night, has been positive and informative in guiding the school's family engagement efforts.

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

Leonardo da Vinci Health Sciences Charter School (LdVCS) revised the entire LCAP reducing the number of LCAP goals to 3 broad goals, and actions and metrics that support the goal for the 2026-27 school year based on feedback from its educational partners, a comprehensive needs assessment, a review of local internal data, state data, and the California School Dashboard. These revisions ensure that the LCAP aligns with the school's Strategic Plan 2024-2028, mission, and educational program, which is grounded in the implementation of a Multi-Tiered System of Supports (MTSS), CDE's LCAP requirements and reporting of the 8-State Priorities. The school is committed to addressing every student's academic, social, emotional, behavioral, and mental health needs, and supporting the needs of its students, including underserved students, English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities.

LCAP Goal 3 (Building Authentic Partnerships) reflects the school's commitment to strengthening meaningful and reciprocal engagement with educational partners, including staff, parents, students, and community members, to advance the school's mission, vision, and MTSS work. The following changes were made to Goal 3 as a result of reflections on prior practice during the 2025-26 school year.

Key Changes Made to LCAP Goal 3:

- **Focusing on the Mind, Body, and Heart in community engagement.** Reflections on prior practice confirmed that the school's Mind, Body, Heart connection framework, which anchors the school's identity as a health sciences charter school, is most powerful when extended beyond the classroom into the school's community engagement work. Goal 3 was revised to intentionally connect community engagement to the Mind, Body, Heart framework, ensuring that family events, parent workshops, the Health and Wellness Committee's schoolwide initiatives, and community partnerships all reinforce the school's whole-child identity. This connection makes community engagement feel coherent with the school's instructional and whole-child work rather than separate from it.
- **Working with parents as partners.** Reflections on prior practice identified the need to shift from a primarily transactional school-to-parent communication model toward a reciprocal partnership model in which parents are recognized as essential partners in their child's education. Goal 3 was revised to position parents as partners in shared decision-making, instructional improvement, and the school's continuous improvement work. This shift is reflected in the school's investment in ongoing collaborative forums, language-accessible communication, and the use of multi-source feedback and data to identify and address equity gaps in partnership with families.
- **Developing opportunities for parent input in decision-making through ELAC and the Parent Advisory Council (PAC).** Reflections on prior practice confirmed that the school's existing parent decision-making structures provide an essential foundation for authentic partnership, but that participation and structured input opportunities could be strengthened. Goal 3 was revised to expand opportunities for parent input through the English Learner Advisory Council (ELAC), the Parent Advisory Council (PAC), and the Parent Leadership Team. These structures ensure that parents representing English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and other unduplicated student groups have formal, sustained roles in shaping the LCAP, the EL program, and broader school decisions.
- **Hosting Parent Education Workshops to engage parents in their child's education.** Reflections on prior practice identified parent education as a critical lever for improving student attendance, academic outcomes, and well-being, with research showing that the strength of a school's family engagement is more predictive of chronic absenteeism than poverty level. Goal 3 was revised to include an expanded Parent Workshop Series covering early literacy at home, mathematics learning at home, understanding the California School Dashboard and state assessments, supporting English Learner success, supporting Students with Disabilities and navigating the IEP process, attendance and mental health, and health literacy aligned with the school's health sciences identity. Workshops will be offered at times that accommodate working families, with childcare and interpretation services provided to remove barriers to participation.
- **Expanded targeted outreach to families of unduplicated student groups.** Reflections on the 2025 California School Dashboard data confirmed that English Learners and Students with Disabilities have the most significant chronic absenteeism gaps (22.4% and 30.5%, both Orange) and the most significant academic gaps on the ELA and Math Academic Indicators. Goal 3 was revised to include targeted family outreach for English Learner families through ELAC and home-language communications, for Students with Disabilities families through the IEP process and the special education team, and for families of chronically absent students through positive attendance messaging, parent and guardian conferences, and home visits coordinated with the SDCOE Improving Chronic Absence Network (iCAN).
- **Annual school climate surveys to gather multi-stakeholder voice.** Reflections on prior practice confirmed the need for consistent, multi-stakeholder data on the conditions for learning and belonging at LdVCS. Goal 3 was revised to include an annual cycle of school climate surveys for students, parents, and staff, including the California Healthy Kids Survey (CHKS) for applicable grade levels and locally developed climate items for younger students. Climate survey results will be reviewed with the PAC, ELAC, the Parent Leadership Team, and staff to inform refinements to the school's instructional, behavioral, social-emotional, and engagement work.
- **Strengthened community partnerships to support student outcomes.** Reflections on prior practice identified that students at LdVCS often face challenges that extend beyond what the school alone can address, including mental health needs, basic-needs barriers to attendance, and family-system dynamics. Goal 3 was revised to expand community partnerships, including the SDCOE iCAN Community of Practice for attendance and family case management,

Care Solace for community-based mental health and family services, and Good Neighbor Gardens for family garden-based learning. These partnerships extend the school's capacity to support students and families in coordinated ways.

Revised metrics: Metrics were revised for Goal 3 to address the CDE required metrics within the 8 State Priorities as it applies to LdVCS's TK-6 educational program.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Mind, Body, Heart in Community: Engagement, Climate, and Belonging	LdVCS will strengthen student engagement, school climate, and connectedness through experiential learning, schoolwide community building, school safety practices, and annual climate measurement. Field Trips and Experiential Learning: Each grade-level cohort will participate in two to three field trips throughout the school year to reinforce grade-level content standards, expose students to community resources and cultural experiences, and anchor the school's Project-Based Learning work in real-world contexts. The school will provide supports to remove transportation, fee, or other barriers so that English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, Hispanic students, and Foster Youth have equitable access to every field trip experience. Schoolwide Events and Community Building: LdVCS will host schoolwide events that bring students, families, staff, and community partners together to celebrate learning and strengthen belonging. Events will include grade-level family events, student-centered celebrations, learning showcases that highlight student work, and culturally responsive events that reflect and honor the diversity of the school community. The Health and Wellness Committee will continue to lead schoolwide wellness initiatives, including pursuit of Healthier Generation All-Star recognition. Schoolwide Recognition and Inclusive Climate: The Brag Tag schoolwide recognition system will continue, honoring students who demonstrate the school's core values of being safe, respectful, responsible, and kind, who exhibit Habits of Mind, and who achieve perfect monthly attendance. Classes will be recognized with a trophy and banner for best monthly attendance, and the school will continue the end-of-year bicycle raffle. LdVCS will sustain No Place for Hate	\$72,665	N

Action #	Title	Description	Total Funds	Contributing
		or equivalent schoolwide anti-bias and inclusivity initiatives that promote respect, kindness, and belonging across the school community. School Safety: LdVCS will maintain a safe, welcoming school environment through regular safety drills consistent with state requirements, a comprehensive emergency response plan, supervised arrival, dismissal, and transition routines, and clear schoolwide expectations grounded in the school's core values. Anti-bullying practices and restorative responses to conflict will continue to support a safe environment where every student feels seen, heard, and protected. Annual School Climate Surveys: LdVCS will implement an annual cycle of school climate surveys to gather feedback from students, parents, and staff and to serve as a primary local indicator for the California School Dashboard School Climate priority. • Student Climate Survey. Students will participate annually using the California Healthy Kids Survey (CHKS) in the grade levels for which it is appropriate and locally developed climate items in grade levels not covered by CHKS. Content will include sense of safety, belonging, connectedness to adults, peer relationships, engagement in learning, and student voice. • Parent Climate Survey. Parents and guardians will complete an annual climate survey on school safety, their child's belonging and engagement, family-school communication, and staff responsiveness. Parent surveys will be available in English, Spanish, and other home languages. • Staff Climate Survey. Certificated and classified staff will complete an annual climate survey on school safety, culture, collaboration, professional support, and leadership communication. Staff climate data will inform the school's work to address teacher burnout and sustain staff stability.		
2	Pathway to Partnership: Family Engagement in Decision-Making	LdVCS parent input in decision-making is actively sought through a variety of committees that include parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD). For the 2026-27 school year, these structures will continue to ensure meaningful family engagement: • English Learner Advisory Committee (ELAC)/DELAC: Advises on programs and services for English Learners at the site level.	\$2,000	N

Action #	Title	Description	Total Funds	Contributing
		• EL-PAC: Advises on school-level English Learner programs and policies and provides input on the LCAP Title funding and LCFF, in accordance with California Education Code 52062(a)(2), if applicable. • Parent Advisory Committee (PAC): Provides input on the Local Control and Accountability Plan (LCAP) and other key school decisions, per California Education Code 52062(a)(1). • Parent Leadership Team: Meets monthly to provide meaningful input in school decision-making. Language Access and Equitable Participation Interpreter services will be available for all committee meetings and upon request, ensuring that families who speak Spanish or other home languages can participate fully in school decision-making. Meeting materials will be provided in English, Spanish, and other home languages spoken by LdVCS families to the greatest extent possible. Meetings will be scheduled at times designed to maximize participation by working families, with childcare provided where feasible. Commitment to Inclusive Family Voice LdVCS is committed to ensuring that parent voices, especially those of historically underrepresented groups, are central in shaping school programs and policies. The school will actively recruit committee participation from families of English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, Hispanic families, and Foster Youth to ensure that committee membership reflects the diversity of the school community and that decision-making is informed by the perspectives of the students and families most affected by school decisions.		
3	Pathway to Empowered Families: Engagement and Education	LdVCS will implement a comprehensive family engagement program designed to build authentic, reciprocal partnerships between the school and families, strengthen family capacity to support student learning at home, and remove the barriers that have historically limited family participation in school life. This action complements the Family Engagement and Decision-Making Partnerships action by focusing on the ongoing, day-to-day engagement and education opportunities that build family connection, capacity, and trust across the school year. The action responds directly to the needs assessment findings that family engagement is a critical lever for improving attendance, academic outcomes, and student well-being, and that targeted family engagement is needed for	\$97,455	N

Action #	Title	Description	Total Funds	Contributing
		unduplicated student groups, particularly families of English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Parent Workshop Series: LdVCS will continue to offer a Parent Workshop Series that provides families with knowledge, tools, and strategies to support their student's academic, social-emotional, and behavioral development. The Parent Workshop Series will address topics identified through the needs assessments, including: • Supporting Early Literacy at Home. Workshops will help families understand the Science of Reading, the role of foundational literacy in their child's academic future, and practical strategies parents can use at home to support reading development, including read-aloud routines, vocabulary building, and high-frequency word practice. • Supporting Mathematics Learning at Home. Workshops will help families understand grade-level math expectations, the Standards for Mathematical Practice, and concrete strategies for supporting math conversation and problem-solving at home. • Understanding the California School Dashboard and State Assessments. Workshops will help families understand the California School Dashboard, CAASPP, ELPAC, CAST, and how their child's results inform school decision-making and family-school partnership. • Supporting English Learner Success at Home. Workshops for families of English Learners will address the school's EL program, the reclassification process, how families can support both English and home-language development, and how the school's English Language Development (ELD) instruction works. • Supporting Students with Disabilities and the IEP Process. Workshops for families of Students with Disabilities will address the IEP process, parent rights, accommodations and modifications, behavioral support plans, and how to partner effectively with the school's Education Specialists, BCBA, school counselor, and psychologists. • Attendance, Mental Health, and Whole-Child Wellness. Workshops will address the academic and social-emotional impact of chronic absenteeism, the school's tiered attendance intervention system, the role of the on-site counselor and Care Solace partnership, the school's Mind, Body, Heart connection framework, and family resources for mental health, behavioral support, and basic needs through partners including		

Action #	Title	Description	Total Funds	Contributing
		the San Diego County Office of Education's Improving Chronic Absence Network (iCAN). • Health Literacy and Wellness. Consistent with the school's identity as a health sciences charter school, workshops will address foundational health literacy topics, including nutrition, physical wellness, social-emotional health, and family wellness practices. Family Engagement Events LdVCS will host regular family engagement events designed to build community, celebrate student learning, and strengthen family-school relationships. Family engagement events will include grade-level family events, learning showcases that highlight student work, family literacy and math nights, family wellness events coordinated with the Health and Wellness Committee, and culturally responsive events that reflect and honor the diversity of the school community. Targeted Family Outreach for Unduplicated Student Groups LdVCS will conduct targeted family outreach to ensure that families of unduplicated students are engaged, informed, and supported. Targeted outreach will include: • Families of English Learners. Outreach will connect EL families to ELAC, the Parent Workshop Series, and the school's reclassification and EL program work. All communications and meetings with EL families will be conducted in home languages to the greatest extent possible, with translation and interpretation services provided. • Families of Students with Disabilities. Outreach will connect SWD families to the IEP process, the school's special education and behavioral support team, and resources for parents of students with disabilities. SWD family outreach will address attendance, academic progress, and behavioral support in an integrated way. • Families of Chronically Absent Students. Targeted outreach will engage families of students approaching or exceeding the chronic absenteeism threshold, using positive and benefit-focused attendance messaging, parent and guardian conferences, attendance intervention plans, and home visits as needed. Outreach will coordinate with iCAN for families requiring external case management and will be conducted in home languages.		

Action #	Title	Description	Total Funds	Contributing
		Communication and Family-School Connection LdVCS will continue to maintain strong family-school communication through multiple channels, including weekly newsletters, ClassDojo or equivalent classroom communication platforms, PowerSchool family access, the school website, and direct teacher-family communication. Communications will be provided in English, Spanish, and other home languages spoken by LdVCS families to the greatest extent possible. The school will use positive, benefit-focused messaging strategies for attendance and engagement consistent with the evidence base on family communication. Home Visits The school will continue to conduct home visits as a core family engagement strategy, particularly for students with nine or more unexcused absences and for families experiencing barriers to school engagement. Home visits will follow evidence-based practices, including personalized and dynamic support tailored to family needs, language concordance between visitor and family wherever possible, collaborative advocacy with families rather than punitive enforcement, and ongoing training for staff who conduct home visits. Documented benefits of high-quality home visits include improved family-school relationships, increased attendance, increased student engagement, and greater access to community resources. Removing Barriers to Family Participation LdVCS will continue to address the barriers that have historically limited family participation in school engagement. Strategies will include offering events and workshops at times that accommodate working families, providing childcare during workshops and meetings where feasible, providing meals or refreshments when possible to support evening event attendance, providing interpretation and translation services in Spanish and other home languages, and using digital communication and virtual participation options where they expand rather than replace in-person engagement.		
4	Safe, Clean, and Well-Maintained Facilities	LdVCS will continue to provide all students and staff with a safe, clean learning environment through regular maintenance, facility monitoring, and ongoing modernization. A safe and well-maintained campus is foundational to the academic, social-emotional, and behavioral improvement priorities identified across the school's needs assessments, and is a precondition for the student engagement, attendance, and connectedness work described in the Mind, Body,	\$386,274	N

Action #	Title	Description	Total Funds	Contributing
		Heart whole-child MTSS action and the Pathway to Belonging student engagement and school climate action. Facility Inspection and Reporting LdVCS will continue to complete the Facility Inspection Tool (FIT) assessment annually to evaluate building systems, cleanliness, and structural integrity. Any identified issues will be prioritized and addressed promptly to ensure optimal learning conditions. FIT results and remediation progress will be documented and reported annually through the School Accountability Report Card (SARC), the Local Indicators Report, and the Local Control and Accountability Plan (LCAP), consistent with the Williams Settlement requirements and State Priority 1. Custodial and Maintenance Services LdVCS will continue to maintain high standards of cleanliness and safety through dedicated custodial staff and contracted maintenance services. Preventative maintenance practices and timely response to facility needs will remain a priority to minimize disruptions to the learning environment.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$688,506	\$40,954

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
17.85%	0%	\$0	17.85%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 2	The needs assessments for ELA, Math, and the English Learner Progress Indicator (ELPI), informed by the 2025 California School Dashboard, local benchmark and progress monitoring data, and educational partner feedback, identified significant and disproportionate academic gaps for the school's unduplicated student groups (Foster Youth, English Learners, and Low-Income Students, including Long-Term English Learners as required under EC Section 42238.02). On the 2025 California School Dashboard, English Learners performed at 67 points below standard on the ELA Academic Indicator (Yellow) and 77.4 points below standard on the Math Academic Indicator (Yellow). The English Learner Progress Indicator	Goal 1, Action 2 implements a comprehensive Tier 2 and Tier 3 academic intervention system within the school's MTSS framework, designed specifically to accelerate learning for unduplicated students. The action grows services in quantity through sustained intervention staffing, including RTI and ELD Lead Teachers and eight credentialed Instructional Aides assigned one per grade level from K through 6. The action grows services in quality through evidence-based intervention programs aligned to the Science of Reading and grade-level mathematics standards, including SIPPS for grades K through 2, Megawords for grades 3 through 6, dedicated math RTI capacity with dynamic regrouping every 4 to 6 weeks, and Tier 3 small-group intensive intervention as a permanent feature of the model. The action prioritizes	The metrics that will be used to monitor effectiveness are: • #1: ELA CAASPP • #2: Math CAASPP

Goal and Action #s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	received an Orange performance level with year-over-year stagnation, and the 2024 Summative ELPAC Proficient rate was 11.71%. Socioeconomically Disadvantaged students (70% of the school's enrollment) performed at 25.2 points below standard in ELA (Yellow) and 43.3 points below standard in Math (Yellow). These performance gaps were substantially wider than the schoolwide All Students performance (22.4 points below standard in ELA and 39.7 points below standard in Math), reflecting persistent equity gaps for unduplicated student groups. Local 2025-26 data from i-Ready Reading and Mathematics, mCLASS DIBELS (Acadience), Wonders curriculum-based assessments, and DataWorks progress monitoring confirmed continued academic gaps in foundational literacy, decoding, vocabulary, fluency, comprehension, and mathematical reasoning for unduplicated students. The needs assessments specifically identified that English Learners, including Long-Term English Learners, often face compounding challenges when they are also Socioeconomically Disadvantaged, and that Low-Income Students disproportionately experience barriers to consistent academic engagement, including attendance challenges, limited access to at-home academic support, and reduced exposure to enrichment opportunities outside of school. The needs assessments also identified that students with the highest needs often experience the most fragmented access to Tier 1 instruction, the most uneven access to Tier 2 intervention, and the greatest exposure to over-scaffolded or reduced-rigor instruction. This pattern represents a critical equity issue that the school's MTSS and RTI work is explicitly designed to address.	early identification and prevention through SST work in TK through 3rd grade and embeds language scaffolds within intervention instruction for English Learners. Cross-functional EL, SPED, RTI, and General Education teams ensure that every intervention plan addresses the language need, the academic skill gap, and the integration of both for students with overlapping needs. Why the Action Is Provided on a Schoolwide Basis Goal 1, Action 2 is provided on a schoolwide basis because unduplicated students (70% Socioeconomically Disadvantaged and 40% English Learner) represent the substantial majority of the school's enrollment and are taught in every classroom and grade level. A schoolwide intervention system is the most effective and principally directed means of meeting their academic needs for the following reasons: Compounding and overlapping needs require integrated supports. Many unduplicated students belong to multiple student groups simultaneously, and a schoolwide MTSS structure is required to deliver integrated, cross-functional intervention that addresses language, academic, and learning needs together. Limiting intervention to a single group would fragment supports for students with overlapping needs. Tier 2 and Tier 3 intervention must align with Tier 1 instruction. Effective intervention requires direct alignment with classroom instruction so that unduplicated students receive consistent skill instruction, language scaffolds, and progress monitoring across the school day. A schoolwide structure ensures classroom teachers, intervention staff, Instructional Coaches, and Education Specialists operate within a shared framework with shared data and shared accountability for unduplicated student outcomes. Equity of access requires consistent coverage in every grade level. The needs assessments identified that students with the highest needs often experience the most uneven	

Goal and Action #s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		access to intervention. A schoolwide implementation with one Instructional Aide per grade level (K through 6) ensures consistent intervention coverage so that no unduplicated student is denied access to intervention because of the classroom they are assigned to. Early identification across all classrooms prevents compounding gaps. Early-grade SST work in TK through 3rd grade is principally designed to prevent the compounding skill gaps that disproportionately affect unduplicated students. This preventive work must occur in every early-grade classroom to interrupt the trajectory before students require Tier 3 intervention or special education referral. The action is therefore principally directed and effective in meeting the school's goals for unduplicated students because the MTSS and RTI intervention system is the primary mechanism through which the school addresses the academic gaps reflected on the California School Dashboard, and unduplicated students are the population most likely to require the intervention services the action provides.	
Goal 1, Action 3	The needs assessments identified that unduplicated student groups (Foster Youth, English Learners including Long-Term English Learners, and Low-Income Students) experience disproportionate chronic absenteeism, social-emotional, and mental health needs that directly affect academic outcomes. On the 2025 California School Dashboard, English Learners had a chronic absenteeism rate of 22.4% (Orange), Socioeconomically Disadvantaged students at 23.6% (Yellow), and Students with Disabilities at 30.5% (Orange), with English Learners and SWD remaining the priority populations for continued attendance intervention. The needs assessments also identified that school-based anxiety, family-system dynamics, health-related absences, cross-border challenges for some EL families, and reduced access to mental health	This action implements a comprehensive whole-child MTSS for social-emotional learning, behavioral health, mental health, and attendance, principally designed to address the needs of unduplicated students. The action grows services in quantity through participation in the SDCOE Improving Chronic Absence Network (iCAN) Community of Practice, the on-site counselor through OAS, the BCBA partnership, two school psychologists, one-to-one paraeducators for students requiring intensive behavioral support, and home visits aligned with evidence-based practices. The action grows services in quality through a proactive tiered model that engages Tier 2 supports at the 5% absence threshold and Tier 3 intensive intervention at the 8% to 9% absence threshold, well before students cross the chronic absenteeism classification at 10%. Tier 2 and Tier 3 supports include	The metrics that will be used to monitor effectiveness are: - #7: Attendance Rate - #8: Chronic Absenteeism rate - #9: Suspension Rate - #10: Expulsion Rate

Goal and Action #s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and basic-needs resources outside of school disproportionately affect unduplicated students. These factors reduce instructional time, fragment access to Tier 1 instruction, and undermine the impact of academic intervention investments. Educational partners identified the need for proactive, prevention-focused tiered supports that engage unduplicated students before chronic absenteeism, behavioral, or social-emotional concerns escalate.	Success Mentor structures, Check-In/Check-Out (CICO), the Check and Connect engagement framework, Care Solace referrals, attendance intervention coordinated with iCAN, attendance goals embedded in IEPs, language-accessible attendance outreach for EL families, and restorative re-engagement practices for students returning from extended absences. Tier 1 universal supports include restorative practices, Habits of Mind, Zones of Regulation, the Mind, Body, Heart connection framework, and family text messaging strategies in home languages. Why the Action Is Provided on a Schoolwide Basis Goal 1, Action 3 is provided on a schoolwide basis because unduplicated students (70% Socioeconomically Disadvantaged and 40% English Learner) represent the substantial majority of the school's enrollment and are taught in every classroom and grade level. A schoolwide whole-child MTSS is the most effective and principally directed means of addressing the chronic absenteeism, social-emotional, and mental health needs of unduplicated students for the following reasons: Chronic absenteeism prevention requires universal Tier 1 supports. The 10% chronic absenteeism threshold is crossed when supports begin too late. A schoolwide Tier 1 approach that emphasizes positive school climate, family text messaging, attendance awareness campaigns, restorative practices, and the Mind, Body, Heart connection framework is the only way to prevent students from reaching the threshold. Limiting these Tier 1 supports to a single student group would undermine the proactive model and would fail to address the family engagement, climate, and belonging factors that affect all unduplicated students. Mental health and behavioral supports must reach unduplicated students wherever they are. The on-site counselor, BCBA, and school psychologists work with students across every classroom and grade level. A schoolwide structure ensures that unduplicated students	

Goal and Action # (s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		experiencing anxiety, behavioral concerns, or social-emotional needs can access these supports immediately, without requiring referral pathways that have historically excluded unduplicated students. Cross-functional teams require schoolwide integration. Effective whole-child supports for unduplicated students require coordination across the on-site counselor, BCBA, Education Specialists, EL Lead Teachers, RTI staff, classroom teachers, and administrators. A schoolwide MTSS structure provides the shared protocols, shared data, and shared accountability that make this coordination possible. Family engagement on attendance, mental health, and well-being must be schoolwide. Family engagement is one of the strongest predictors of unduplicated student attendance and well-being. A schoolwide approach to positive attendance messaging, home-language communications, Parent Workshop Series content, and home visits ensures that the school's family engagement reaches every unduplicated student's family, not only those whose students have already reached crisis thresholds. The action is therefore principally directed and effective in meeting the school's goals for unduplicated students because the whole-child MTSS is the primary mechanism through which the school addresses the chronic absenteeism gaps for English Learners (22.4%, Orange) and Students with Disabilities (30.5%, Orange), the mental health and social-emotional drivers of disengagement identified in the needs assessments, and the family engagement factors that disproportionately affect unduplicated student outcomes.	
Goal 2, Action 1	The needs assessments identified that unduplicated student groups (Foster Youth, English Learners including Long-Term English Learners, and Low-Income Students) require additional instructional time and consistently high-quality, credentialed instruction	This action provides a longer school day and longer school year, including 180 instructional days that exceed the 175-day minimum requirement for charter schools, expanding instructional time for unduplicated students by approximately 3% more learning time per year compared	The metrics that will be used to monitor effectiveness are: • #1: ELA CAASPP • #2: Math CAASPP

Goal and Action #s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	to close the academic gaps reflected on the 2025 California School Dashboard, including English Learners at 67 points below standard in ELA and 77.4 points below standard in Math (both Yellow) and Socioeconomically Disadvantaged students at 25.2 points below standard in ELA and 43.3 points below standard in Math (both Yellow). The needs assessments further identified that consistent implementation of the Tier 1 Promise of non-negotiable pedagogical practices remains a critical lever for closing equity gaps and that teacher capacity to deliver designated and integrated ELD, the Science of Reading, Common Core Math, Project-Based Learning, UDL, and trauma-informed practices must be built and sustained through structured, ongoing professional learning. Educational partners identified that teachers serving unduplicated students require dedicated time for professional learning, coaching, peer observation, and PLC collaboration to translate professional development into classroom practice that effectively serves these student groups.	to the state minimum. The action grows services in quantity by sustaining credentialed Executive Director/Principal leadership and fully credentialed core classroom teachers in every classroom in grades TK through 6. The action grows services in quality through a structured professional learning schedule that includes five summer preparation days held prior to the start of the school year, ten non-instructional professional learning days during the school year, weekly professional learning sessions, and 90-minute monthly Professional Learning Communities (PLCs). This professional learning schedule provides the time required to implement the staff capacity-building components described across the other LCAP actions, including LETRS Year 2 and Science of Reading professional learning, Common Core Math professional learning, the schoolwide academic language framework and integrated and designated ELD training, Project-Based Learning (PBL) implementation training, trauma-informed classroom practices and verbal de-escalation training, behavior versus disability and PBIS for neurodiversity training, Universal Design for Learning (UDL) and inclusive instruction training, cross-functional EL/SPED/RTI collaboration training, Ellevation EL data platform training, and data-driven decision-making training that grounds the school's MTSS work. Substitute teachers will also be used to allow teachers to participate in instructional coaching, peer observations, and attend professional development, workshops, and conferences without losing instructional time for students. The action also addresses the identified CLAD credential issue affecting two certificated teachers through coaching, credential pathway resources, and instructional partnership with EL-authorized colleagues to ensure that designated ELD instruction is delivered by EL-authorized staff serving the school's 40% English Learner population. Why the Action Is Provided on a Schoolwide Basis	• #15: Implementation of the State Academic Content & Performance Standards

Goal and Action #s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Goal 2, Action 1 is provided on a schoolwide basis because unduplicated students (70% Socioeconomically Disadvantaged and 40% English Learner) represent the substantial majority of the school's enrollment and are taught in every classroom and grade level. A schoolwide approach to instructional time, credentialed staffing, and structured professional learning is the most effective and principally directed means of meeting the academic needs of unduplicated students for the following reasons: Expanded instructional time benefits unduplicated students who have the most ground to gain. Five additional instructional days per year provide approximately 3% more learning time that disproportionately benefits unduplicated students who experience the largest performance gaps on the California School Dashboard and the greatest need for additional time to reach grade-level standards. Credentialed teachers must be present in every classroom that serves unduplicated students. Because unduplicated students are taught in every classroom across the school, a schoolwide commitment to fully credentialed core classroom teachers ensures that no unduplicated student is denied access to a credentialed educator because of the classroom they happen to be assigned to. Professional learning must reach every teacher serving unduplicated students. LETRS, ELD, PBL, UDL, trauma-informed practices, and MTSS implementation are most effective when adopted as schoolwide non-negotiables rather than as classroom-by-classroom decisions. A schoolwide professional learning schedule, including dedicated summer days, non-instructional days, weekly sessions, and PLCs, ensures that every teacher serving unduplicated students has the time, support, and accountability needed to translate professional learning into consistent classroom practice. Coaching, peer observation, and PLCs require schoolwide investment. Instructional coaching, peer observation, and	

Goal and Action # (s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		PLCs are most effective when teachers across grade levels and content areas operate within a shared framework with shared protocols and shared accountability. The use of substitute teachers to allow teachers to participate in coaching, peer observations, and professional development ensures continuity of instruction for unduplicated students while building the teacher capacity that ultimately benefits them most. The action is therefore principally directed and effective in meeting the school's goals for unduplicated students because credentialed staffing, expanded instructional time, and structured professional learning are foundational to every other LCAP action serving unduplicated students, and the action is principally designed to build the teacher capacity required to close the academic gaps reflected on the California School Dashboard for English Learners, Socioeconomically Disadvantaged students, and Foster Youth.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A	Not applicable	Not applicable	Not applicable

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

Not applicable

Additional Concentration Grant Funding

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

Leonardo da Vinci Charter School will use additional concentration grant add-on funding to fund additional Instructional Aides (Goal 1, Action 2), based on our needs assessment and feedback from our educational partners.

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	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 4,316,888.46	\$ 4,332,883.07

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	Director	No	\$ 167,150	\$ 173,381
1	2	Certificated Teachers with RTI/ELD Teacher (Salary): RTI/ELD teacher to monitor RTI/ELD program and provide push-in services	No	\$ 1,598,896	\$ 1,623,249
1	3	Certificated TK Teacher and Aide (Salary)	Yes	\$ 5,562	\$ 39,628
1	3	Certificated TK Teacher and Aide (Salary)	No	\$ 98,316	\$ 83,251
1	4	Instructional Assistants to support RTI/ELD structure	Yes	\$ 71,909	\$ 195,504
1	4	Instructional Assistants to support RTI/ELD structure	No	\$ 66,098	\$ -
1	5	Dean of Students (attendance, state testing, EL compliance, SSTs, 504s, monitor MTSS alignment and supports)	Yes	\$ 113,785	\$ 119,092
1	6	SPED Team	Yes	\$ 82,222	\$ 82,401
1	6	SPED Team	No	\$ 185,328	\$ 188,213
1	7	SPED Paraprofessionals	No	\$ 194,898	\$ 198,418
1	8	Make adjustments to curriculum and instructional materials	Yes	\$ 23,433	\$ 23,651
1	8	Make adjustments to curriculum and instructional materials	No	\$ 81,623	\$ 93,049
1	9	Professional development training and consulting in the following areas: Science of Reading, Common Core Math, Project Based Learning (PBL), ELD	No	\$ 58,260	\$ 58,260
1	10	Instructional Coaches to Support Tier 1 Promise	No	\$ 26,902	\$ -
1	11	Purchasing licensing for Online Intervention Programs, Assessment Tools, Software to identify and track strengths and weaknesses: Beyond SST/SEIS/Acadience DIBELS/iReady, etc.	Yes	\$ 14,533	\$ 14,533
1	12	Highly trained subs	No	\$ 82,400	\$ 90,000
2	1	Contract with the OAS Center for additional special education services	No	\$ 56,959	\$ 56,959
2	2	Maintain a school counselor twice a week	No	\$ 24,411	\$ 40,000
2	3	Behavior Specialist & Support Paraprofessionals	Yes	\$ 210,952	\$ 166,338
2	3	Behavior Specialist & Support Paraprofessionals	No	\$ 8,270	\$ -
2	4	interventions for attendance, mental health services, and suspension reduction through workshops	Yes	\$ 7,631	\$ 7,631
2	5	Updated Technology for Personalized & Uninterrupted Learning	Yes	\$ 51,800	\$ 75,800
2	6	Replace & Add materials, furniture, supplies to enhance environment	No	\$ 70,456	\$ 90,830
2	7	Implement Mental Health supports through Garden curriculum & instruction time	No	\$ 36,169	\$ 36,169
2	8	Field Trips, enrichment activities, and physical education opportunities that support minds	Yes	\$ 14,004	\$ 14,004
2	9	Health & Wellness Committee Budget (including Sports equipment, etc)	Yes	\$ 5,870	\$ 5,870
3	1	Offer Expanded Learning Opportunities Programs	No	\$ 242,074	\$ 370,000
3	2	After School Tutoring	No	\$ -	\$ 6,995
3	3	Transportation Services	Yes	\$ 6,168	\$ 6,168
3	4	Contracting with Language & Translation Service Providers	No	\$ 119,057	\$ 119,447

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	5	Maintain Community Health & Parent Education Partnerships:	No	\$ -	\$ -
3	6	Community Partnerships for Before/After School Clubs	No	\$ -	\$ -
3	7	Memberships for School Improvement & Development	No	\$ 46,795	\$ 5,562
3	8	Begin a during school and after school weekly/biweekly VAPA program	No	\$ 31,265	\$ -
3	9	Outside PDs of Teachers Choice	No	\$ -	\$ -
4	1	Align schoolwide systems where staff continuously case manages academically and behaviorally all students using data	No	\$ -	\$ -
4	2	Ongoing enculturation into school systems, procedures, and protocols through strategic pairing and partnering of personnel	No	\$ -	\$ -
4	3	Review, Study, and Adopt Data Management Systems & Support to ensure accurate reporting and analysis for a cycle of continuous improvement	No	\$ 2,245	\$ -
4	4	Facilities Rental, Utilities, Maintenance, Internet	No	\$ 289,891	\$ 154,507
4	5	SIS Powerschool	No	\$ 34,584	\$ 7,000
4	6	Update Policies/Compliance/Audit/Finances	No	\$ 186,972	\$ 186,972
4	7	Establish an Attendance Panel	No	\$ -	\$ -

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 633,458	\$ 607,869	\$ 670,949	\$ (63,080)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	Director	No	\$ -	\$ -	0.000%	0.000%
1	2	Certificated Teachers with RTI/ELD Teacher (Salary): RTI/ELD teacher to monitor RTI/ELD program and provide push-in services	No	\$ -	\$ -	0.000%	0.000%
1	3	Certificated TK Teacher and Aide (Salary)	Yes	\$ 5,562	\$ 39,628.19	0.000%	0.000%
1	3	Certificated TK Teacher and Aide (Salary)	No	\$ -	\$ -	0.000%	0.000%
1	4	Instructional Assistants to support RTI/ELD structure	Yes	\$ 71,909	\$ 135,628.73	0.000%	0.000%
1	4	Instructional Assistants to support RTI/ELD structure	No	\$ -	\$ -	0.000%	0.000%
1	5	Dean of Students (attendance, state testing, EL compliance, SSTs, 504s, monitor MTSS alignment and supports)	Yes	\$ 113,785	\$ 119,091.57	0.000%	0.000%
1	6	SPED Team	Yes	\$ 82,222	\$ 82,401.13	0.000%	0.000%
1	6	SPED Team	No	\$ -	\$ -	0.000%	0.000%
1	7	SPED Paraprofessionals	No	\$ -	\$ -	0.000%	0.000%
1	8	Make adjustments to curriculum and instructional materials	Yes	\$ 23,433	\$ 23,651.34	0.000%	0.000%
1	8	Make adjustments to curriculum and instructional materials	No	\$ -	\$ -	0.000%	0.000%
1	9	Professional development training and consulting in the following areas: Science of Reading, Common Core Math, Project Based Learning (PBL), ELD	No	\$ -	\$ -	0.000%	0.000%
1	10	Intructional Coaches to Support Tier 1 Promise	No	\$ -	\$ -	0.000%	0.000%
1	11	Purchasing licensing for Online Intervention Programs, Assessment Tools, Software to identify and track strengths and weaknesses: Beyond SST/SEIS/Acadience DIBELS/iReady, etc.	Yes	\$ 14,533	\$ 14,533.30	0.000%	0.000%
1	12	Highly trained subs	No	\$ -	\$ -	0.000%	0.000%
2	1	Contract with the OAS Center for additional special education services	No	\$ -	\$ -	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2	Maintain a school counselor twice a week	No	\$ -	\$ -	0.000%	0.000%
2	3	Behavior Specialist & Support Paraprofessionals	Yes	\$ 210,952	\$ 226,212.48	0.000%	0.000%
2	3	Behavior Specialist & Support Paraprofessionals	No	\$ -	\$ -	0.000%	0.000%
2	4	interventions for attendance, mental health services, and suspension reduction through workshops	Yes	\$ 7,631	\$ 7,631.27	0.000%	0.000%
2	5	Updated Technology for Personalized & Uninterrupted Learning	Yes	\$ 51,800		0.000%	0.000%
2	6	Replace & Add materials, furniture, supplies to enhance environment	No	\$ -	\$ -	0.000%	0.000%
2	7	Implement Mental Health supports through Garden curriculum & instruction time	No	\$ -	\$ -	0.000%	0.000%
2	8	Field Trips, enrichment activities, and physical education opportunities that support minds	Yes	\$ 14,004	\$ 14,003.82	0.000%	0.000%
2	9	Health & Wellness Committe Budget (including Sports equipment, etc)	Yes	\$ 5,870	\$ 1,999.34	0.000%	0.000%
3	1	Offer Expanded Learning Opportunities Programs	No	\$ -	\$ -	0.000%	0.000%
3	2	After School Tutoring	No	\$ -	\$ -	0.000%	0.000%
3	3	Transportation Services	Yes	\$ 6,168	\$ 6,167.98	0.000%	0.000%
3	4	Contracting with Language & Translation Service Providers	No	\$ -	\$ -	0.000%	0.000%
3	5	Maintain Community Health & Parent Education Partnerships:	No	\$ -	\$ -	0.000%	0.000%
3	6	Community Partnerships for Before/After School Clubs	No	\$ -	\$ -	0.000%	0.000%
3	7	Memberships for School Improvement & Development	No	\$ -	\$ -	0.000%	0.000%
3	8	Begin a during school and after school weekly/biweekly VAPA program	No	\$ -	\$ -	0.000%	0.000%
3	9	Outside PDs of Teachers Choice	No	\$ -	\$ -	0.000%	0.000%
4	1	Align schoolwide systems where staff continuously case manages academically and behaviorally all students using data	No	\$ -	\$ -	0.000%	0.000%
4	2	Ongoing enculturation into school systems, procedures, and protocols through strategic pairing and partnering of personnel	No	\$ -	\$ -	0.000%	0.000%
4	3	Review, Study, and Adopt Data Management Systems & Support to ensure accurate reporting and analysis for a cycle of continuous improvement	No	\$ -	\$ -	0.000%	0.000%
4	4	Facilities Rental, Utilities, Maintence, Internet	No	\$ -	\$ -	0.000%	0.000%
4	5	SIS Powerschool	No	\$ -	\$ -	0.000%	0.000%
4	6	Update Policies/Compliance/Audit/Finances	No	\$ -	\$ -	0.000%	0.000%
4	7	Establish an Attendance Panel	No	\$ -	\$ -	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 3,316,698	\$ 633,458	0.000%	19.099%	\$ 670,949	0.000%	20.229%	\$0.00 - No Carryover	0.00% - No Carryover

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming Year	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	\$ 3,856,552	\$ 688,506	17.853%	0.000%	17.853%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 3,812,910	\$ 1,619,861	\$ -	\$ 93,030	\$ 5,525,800.88	\$ 4,029,446	\$ 1,496,355

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Assessment of Learning	All	No			LDV	Ongoing	\$ -	\$ 29,575	\$ -	\$ 29,575	\$ -	\$ -	\$ 29,575	0.000%
1	2	MTSS and RTI: Tiered Academic Intervention for All Students	All	Yes	LEA-wide	All	LDV	Ongoing	\$ 703,989	\$ 414,500	\$ 549,539	\$ 493,720	\$ -	\$ 75,230	\$ 1,118,489	0.000%
1	3	Mind, Body, Heart: Whole-Child MTSS Supports	All	Yes	LEA-wide	All	LDV	Ongoing	\$ 154,314	\$ 34,600	\$ 184,814	\$ 4,100	\$ -	\$ -	\$ 188,914	0.000%
1	4	Pathway to Proficiency: Empowering Multilingual Learners	All	No			LDV	Ongoing	\$ -	\$ 16,459	\$ 16,459	\$ -	\$ -	\$ -	\$ 16,459	0.000%
1	5	Pathway to Achievement: Empowering Students with Disabilities	All	No			LDV	Ongoing	\$ 771,102	\$ 291,951	\$ 250,104	\$ 812,949	\$ -	\$ -	\$ 1,063,052	0.000%
1	6	Cultivating the Whole Child: A Broad Course of Study	All	No			LDV	Ongoing	\$ 124,516	\$ 60,000	\$ 124,516	\$ 60,000	\$ -	\$ -	\$ 184,516	0.000%
2	1	Strong Leaders, Skilled Teachers: The Foundation of Every Classroom	All	Yes	LEA-wide	All	LDV	Ongoing		\$ 56,000	\$ 56,000				\$ 56,000	0.000%
2	1	Strong Leaders, Skilled Teachers: The Foundation of Every Classroom	All	No			LDV	Ongoing	\$2,070,877	\$ 24,000	\$ 2,077,526	\$ 17,351	\$ -	\$ -	\$ 2,094,877	0.000%
2	2	Habits of Mind in Practice: Educator Professional Learning and Coaching	All	No			LDV	Ongoing	\$ 36,120	\$ 33,800	\$ 16,000	\$ 36,120	\$ -	\$ 17,800	\$ 69,920	0.000%
2	3	Standards-Aligned Curriculum for Every Student	All	No			LDV	Ongoing	\$ -	\$ 50,080	\$ 4,000	\$ 46,080	\$ -	\$ -	\$ 50,080	0.000%
2	4	Technology to Power Teaching and Learning	All	No			LDV	Ongoing	\$ -	\$ 95,525	\$ 38,100	\$ 57,425	\$ -	\$ -	\$ 95,525	0.000%
										\$ -					\$ -	0.000%
3	1	Mind, Body, Heart in Community: Engagement, Climate, and Belonging	All	No			LDV	Ongoing	\$ 2,957	\$ 69,708	\$ 68,375	\$ 4,290	\$ -	\$ -	\$ 72,665	0.000%
3	2	Pathway to Partnership: Family Engagement in Decision-Making	All	No			LDV	Ongoing	\$ -	\$ 2,000	\$ 2,000	\$ -	\$ -	\$ -	\$ 2,000	0.000%
3	3	Pathway to Empowered Families: Engagement and Education	All	No			LDV	Ongoing	\$ 90,155	\$ 7,300	\$ 88,440	\$ 9,016	\$ -	\$ -	\$ 97,455	0.000%
3	4	Safe, Clean, and Well-Maintained Facilities	All	No			LDV	Ongoing	\$ 75,417	\$ 310,857	\$ 337,039	\$ 49,236	\$ -	\$ -	\$ 386,274	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 3,856,552	\$ 688,506	17.853%	0.000%	17.853%	\$ 790,352	0.000%	20.494%	Total:	\$ 790,352
								LEA-wide Total:	\$ 790,352
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

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	Assessment of Learning	No			LDV	\$ -	0.000%
1	2	MTSS and RTI: Tiered Academic Intervention for All Students	Yes	LEA-wide	All	LDV	\$ 549,539	0.000%
1	3	Mind, Body, Heart: Whole-Child MTSS Supports	Yes	LEA-wide	All	LDV	\$ 184,814	0.000%
1	4	Pathway to Proficiency: Empowering Multilingual Learners	No			LDV	\$ -	0.000%
1	5	Pathway to Achievement: Empowering Students with Disabilities	No			LDV	\$ -	0.000%
1	6	Cultivating the Whole Child: A Broad Course of Study	No			LDV	\$ -	0.000%
2	1	Strong Leaders, Skilled Teachers: The Foundation of Every Classroom	Yes	LEA-wide	All	LDV	\$ 56,000	0.000%
2	1	Strong Leaders, Skilled Teachers: The Foundation of Every Classroom	No			LDV	\$ -	0.000%
2	2	Habits of Mind in Practice: Educator Professional Learning and Coaching	No			LDV	\$ -	0.000%
2	3	Standards-Aligned Curriculum for Every Student	No			LDV	\$ -	0.000%
2	4	Technology to Power Teaching and Learning	No			LDV	\$ -	0.000%
							\$ -	0.000%
3	1	Mind, Body, Heart in Community: Engagement, Climate, and Belonging	No			LDV	\$ -	0.000%
3	2	Pathway to Partnership: Family Engagement in Decision-Making	No			LDV	\$ -	0.000%
3	3	Pathway to Empowered Families: Engagement and Education	No			LDV	\$ -	0.000%
3	4	Safe, Clean, and Well-Maintained Facilities	No			LDV	\$ -	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and

resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

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

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.

- The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).