LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Darnall Charter School
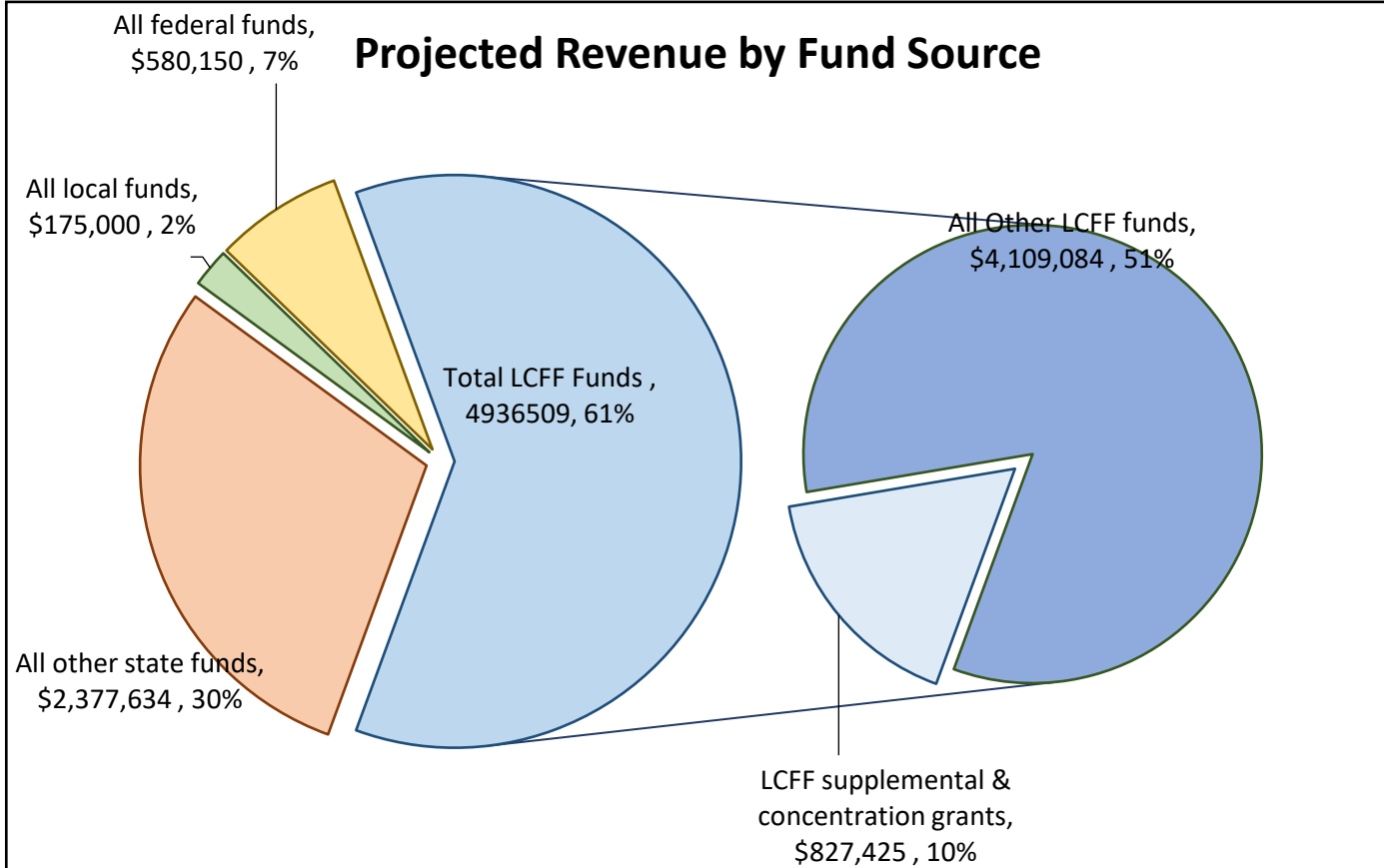
CDS Code: 37-68338-6039457

School Year: 2024-25

LEA contact information: Jeff Morabito, Executive Director

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 2024-25 School Year

Projected Revenue by Fund Source

- All federal funds, $580,150 , 7%
- All local funds, $175,000 , 2%
- All other state funds, $2,377,634 , 30%
- Total LCFF Funds , 4936509, 61%
- All Other LCFF funds, $4,109,084 , 51%
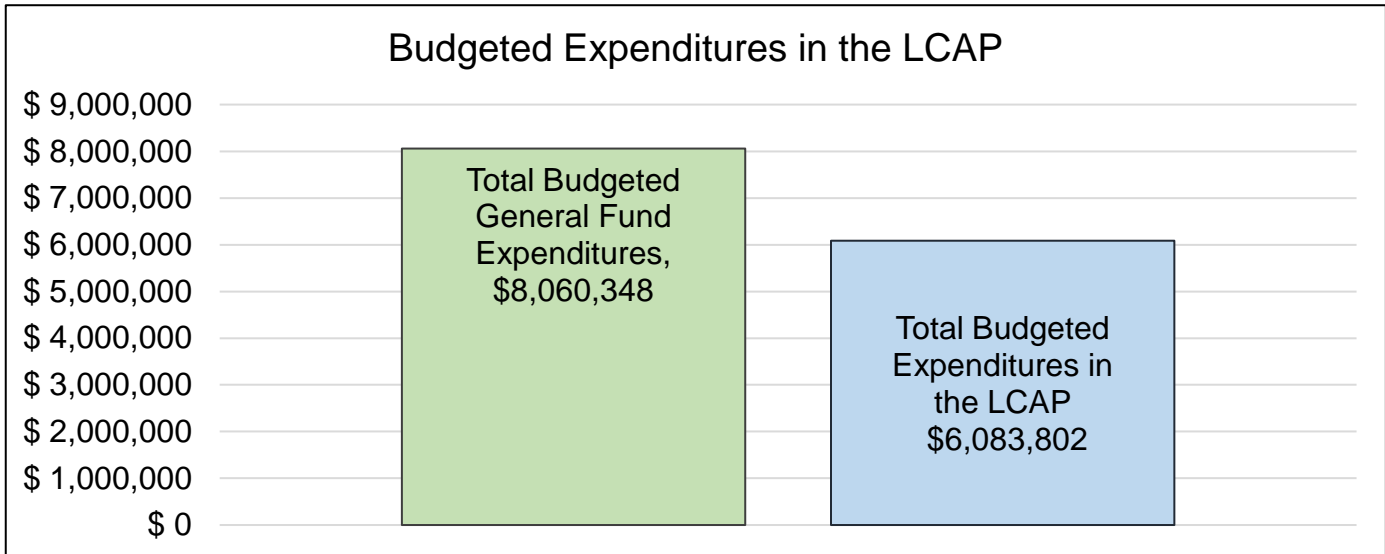- LCFF supplemental & concentration grants, $827,425 , 10%

This chart shows the total general purpose revenue Darnall Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Darnall Charter School is $8,069,293.00, of which $4,936,509.00 is Local Control Funding Formula (LCFF), $2,377,634.00 is other state funds, $175,000.00 is local funds, and $580,150.00 is federal funds. Of the $4,936,509.00 in LCFF Funds, $827,425.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Bar chart showing two bars. Y-axis ranges from $0 to $9,000,000 in increments of $1,000,000. Green bar: "Total Budgeted General Fund Expenditures, $8,060,348". Blue bar: "Total Budgeted Expenditures in the LCAP $6,083,802".

This chart provides a quick summary of how much Darnall Charter School plans to spend for 2024-25. 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: Darnall Charter School plans to spend $8,060,348.00 for the 2024-25 school year. Of that amount, $6,083,802.00 is tied to actions/services in the LCAP and $1,976,546.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
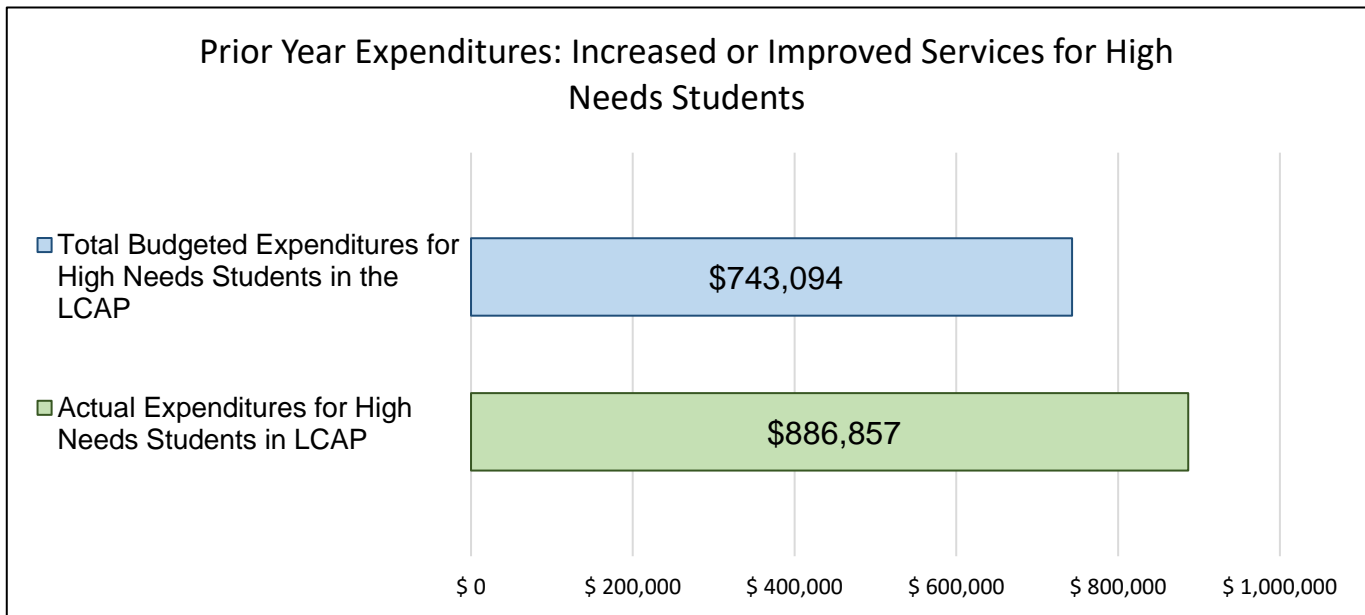
Facility expenses, general operational expenses such as front office, nutrition and supervision staff, insurance, supplies, and communications.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Darnall Charter School is projecting it will receive $827,425.00 based on the enrollment of foster youth, English learner, and low-income students. Darnall Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Darnall Charter School plans to spend $843,988.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$743,094
☐ Actual Expenditures for High Needs Students in LCAP	$886,857

$ 0 $ 200,000 $ 400,000 $ 600,000 $ 800,000 $ 1,000,000

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

The text description of the above chart is as follows: In 2023-24, Darnall Charter School's LCAP budgeted $743,094.00 for planned actions to increase or improve services for high needs students. Darnall Charter School actually spent $886,857.00 for actions to increase or improve services for high needs students in 2023-24.

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 5,371,105.90	$ 5,816,043.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Measuring Student Progress	No	$ 39,000	$ 39,000
1	2	Address Academic Needs and Accelerate Learning	No	$ 270,090	$ 338,456
1	2	Address Academic Needs and Accelerate Learning	Yes	$ 15,000	$ 152,799
1	3	Address Social-Emotional & Behavioral Needs	No	$ 41,022	$ 54,342
1	3	Address Social-Emotional & Behavioral Needs	Yes	$ 286,842	$ 320,959
1	4	Strengthen the English Learner Program	No	$ 40,000	$ 36,000
1	5	Provide Services for Students with Disabilities	No	$ 1,080,547	$ 1,046,090
1	6	Offer a Broad Course of Study	No	$ 92,420	$ 96,230
2	1	Administrators & Educators that Support the Educational Program	No	$ 2,151,583	$ 2,316,154
2	1	Administrators & Educators that Support the Educational Program	Yes	$ 441,252	$ 413,099
2	2	Professional Development	No	$ 35,600	$ 25,323
2	3	Core Curricular Materials	No	$ 7,000	$ 7,000
2	4	Supplemental Instructional Materials	No	$ 55,000	$ 55,000
3	1	Create an Engaging, Positive, and Safe School Climate	No	$ 331,487	$ 371,800
3	2	Attendance	No	$ 48,230	$ 79,794
3	3	Support Parent Engagement & Participation	No	$ 79,381	$ 81,706
3	4	Maintain Safe & Clean Facilities	No	$ 356,653	$ 382,291

2023-24 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)
$ 867,899	$ 743,094	$ 886,857	$ (143,763)	0.00%	0.00%	0.00% - 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	2	Address Academic Needs and Accelerate Learning	Yes	$ 15,000	$ 152,799.00	0.00%	0.00%
1	3	Address Social-Emotional & Behavioral Needs	Yes	$ 286,842	$ 320,959.00	0.00%	0.00%
2	1	Administrators & Educators that Support the Educational Program	Yes	$ 441,252	$ 413,099.00	0.00%	0.00%

2023-24 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)
$ 4,333,786	$ 867,899	0.00%	20.03%	$ 886,857	0.00%	20.46%	$0.00 - No Carryover	0.00% - No Carryover

2023–24 Local Control and Accountability Plan Annual Update

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
Darnall Charter	Jeff Morabito Executive Director	jmorabito@darnallcharter.org 619-889-7579

Goals and Actions

Approved 6-25-24

Goal

Goal #	Description
Goal 1	Improved academic and behavioral outcomes for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
1	CAASPP ELA: % met/exceeded standards	2018-19: 37.35%	2021-22: 32.17%	2022-23: 30.40%	2023-24: pending	Pending
2	CAASPP ELA: Distance from Standard (DFS) for significant subgroups	N/A (new metric)	2021-22 All Students: -37.7 African-American: -52.3 EL: -54.9 Hispanic: -40.9 SED: -41.9 SWD: -83.5	2022-23: The dashboard changed and the same information is not available. The closest metric is the color score. All Students: -47.7 African-American: -52.30 EL: 54.9 : 40.9 SED: 41.9 SWD: 83.5	2023-24: pending	All Students: -34 African-American: -48 EL: -50 Hispanic: -37 SED: -37 SWD: -79

3	CAASPP Mathematics: % met/exceeded standards	2018-19: 27.23%	2021-22: 23.10%	2022-23: 18.92%	2023-24: pending	35%
4	CAASPP Mathematics: Distance from Standard (DFS) for significant subgroups	New Metric. No Baseline.	2021-22 All Students: -69.7 African-American: -90.4 EL: -79.8 Hispanic: -68.8 SED: -70.2 SWD: -95.6	2022-23 All Students: -73.5 African-American: -90.4 EL: -88.4 Hispanic: -81.1 SED: -76.3 SWD: -95.6	2023-24 Pending	All Students: -65 African-American: -85 EL: -75 Hispanic: -65 SED: 65 SWD: -90
5	CA Science Test: % met/exceeded standards	2018-19: 16.06%	2021-22: 14.01%	2022-23: 18%	2023-24: pending	20%
6	Suspension Rate	2018-19 All Students: 4.2% African-American: 5.7% Asian: 4.7% EL: 3.6% Hispanic: 3.7% Homeless: N/A% SED: 4.5% SWD: 2.5%	2021-22 All Students: 3.4% African-American: 6.7% Asian: 7.9% EL: 3% Hispanic: 2.6% Homeless: 5.1% SED: 3.1% SWD: 7.3%	2022-23 (May 8): All Students: 2.5% African-American: 0.8% Asian: 0% EL: 2.2% Hispanic: 2.4% Homeless: 0% SED: 2.5% SWD: 4%	Pending	All Students: 2.5% African-American: 3.9% Asian: 2.9% EL: 2.5% Hispanic: 2.5% Homeless: 4.4% SED: 2.5% SWD: 4.5%
7	Expulsion Rate	2020-21: 0%	2020-21: 0%	2022-23: 0%	2023-24: 0%	0%
8	% Of students who have access to a Broad Course of Study	2020-21: 100%	2020-21: 100%	2021-22: 100%	2022-23: 100%	100%
9	% of ELs who made progress toward English Proficiency	2018-19: 48.7%	2021-22: 74%	2022-23:	2023-24: pending	80%
10	EL Reclassification Rate	2020-21: 5.8%	2021-22: 9.2%	2022-23: 16.23%	2023-24: pending	15%

Goal Analysis

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

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

No substantive differences in planned actions and actual implementation of these actions.

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

No material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The goal was not met indicating that the specific actions were in making progress toward the goal during the three-year LCAP cycle were not very effective.

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

With the frequenr turnover in leadership, it is unknown what changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal

Goal #	Description
Goal 2	Qualified educators have the skills, knowledge, and materials to implement the standards.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
1	% of students with access to	2020-21: 100%	2021-22: 100%	2022-23: 100%	2023-24: 100%	No Difference

	Standards-aligned materials				
2	Local Indicator Priority 2 Reflection Tool: Implementation of the Academic content & performance Standards	2020-21: 4.4/5	2021-22: 4.4/5	2022-2023: 4.3/5	2023-24: 4.3/5	0.225%
3	% Of Fully credentialed & Appropriately assigned Teachers	2020-21: 100%	2020-21: 100%	2022-2023: 88%	2023-24: 92%	No Difference

Goal Analysis

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

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

No substantive differences in planned actions and actual implementation of these actions.

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

No material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Considering the goal was not met the last two years, the specific actions were in making progress toward the goal during the three-year LCAP cycle would be considered ineffective.

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

No changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal

Goal #	Description
Goal 3	Engage parents, families, and members of the community as partners

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
1	Facilities in "Good" repair as measured by FIT	2020-21: Good	2021-22: Good	2022-23: Good	2023-24: Good	No Difference
2	Student Survey: Student Perception of School Safety & Connectedness	2020-21: 66% Sense of safety 85% School connectedness	2021-22: 66% Sense of safety 62% School connectedness	2022-2023 58% Sense of safety 51% School connectedness	2023-24 Results not yet available	Unknown
3	Parent Survey: Sense of safety & school connectedness	2020-21: NR% Sense of safety 71% School connectedness	2021-22: 77% Sense of safety 55% School connectedness	2022-2023 69% Sense of safety 62% School connectedness	2023-24 Results not yet available	Unknown
4	Staff Survey: Sense of safety & school connectedness	NR% Sense of safety 65% School connectedness	2021-22: 88% Sense of safety 65% School connectedness	2022-2023: 71% Sense of safety 94% School connectedness	2023-24:Not Available	Unknown
5	Local Indicator Priority 3 Reflection Tool: Building Partnerships for Student Outcomes	2020-21: 4/5	2021-22: 4.25/5	2022-2023: 4/5	2023-24: 4/5	No Difference
6	Attendance Rate	2020-21: 96.3%	2021-22: 88.6%	2022-23 (May 8): 90.6%	2023-24 : 89.2%	95%

| 7 | Chronic Absenteeism Rate 2018-2019 | All Students: 17% African-American: 28.4% Asian: 0% EL: 14.2% Hispanic: 16.5% Homeless: 14.3% SED: 17.3% SWD: 19.1% | 2021-22 All Students: 48.2% African-American: 47.3% Asian: 34.2% EL: 46.8% Hispanic: 50.6% Homeless: 53.8% SED: 50.4% SWD: 47.7% | 2022-2023 (May 8): All Students: 25% African-American: 25.4% Asian: 22% EL: 14.2% Hispanic: 25.5% Homeless: 17.3% All Students: 10% African-American: 20% Asian: 10% EL: 10% Hispanic: 12% Homeless: 10% SWD: 15% | Results not available | EL: 14.2% Hispanic: 25.5% Homeless: 17.3% All Students: 10% African-American: 20% Asian: 10% EL: 10% Hispanic: 12% Homeless: 10% SWD: 15% |

Goal Analysis

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

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

No substantive differences in planned actions and actual implementation of these actions.

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

No material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Considering the goal was not met, the specific actions were in making progress toward the goal during the three-year LCAP cycle would be considered ineffective.

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

reflections on prior practice.

No changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired 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, desired 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.

Local Control and Accountability Plan

Approved 6-25-24

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

Darnall Charter	Jeff Morabito Executive Director	jmorabito@darnallcharter.org 619-889-7579

Plan Summary 2024-25

General Information

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

Where Potential Meets Possibility: A Story of Darnall Charter School Nestled in the vibrant heart of San Diego, Darnall Charter School (DCS) pulsates with the energy of young minds eager to explore, learn, and grow. Established in 1993, DCS boasts a rich legacy of nurturing well-rounded individuals through a student-centered approach. Here, from Transitional Kindergarten (TK) to 8th grade, students embark on a journey that ignites their academic potential and fosters critical thinking, all within a supportive and inclusive environment. A Tapestry of Learners DCS embodies the diversity of San Diego's communities. Its classrooms hum with the collective energy of 463 students, each with unique backgrounds and aspirations. Nearly 80% of the student body comes from socioeconomically disadvantaged families, highlighting the critical role DCS plays in providing equitable access to quality education. For 48.4% of students, English is a language they are still acquiring, enriching the school with a beautiful mosaic of cultures and perspectives. Additionally, DCS welcomes a significant number of students with disabilities, ensuring a truly inclusive learning environment where every student feels valued and supported. A Vision for Success At DCS, the mission is clear: to create a nurturing and stimulating environment where every student can achieve their full potential. This vision translates into a dedication to fostering a sense of community, promoting a love for lifelong learning, and developing responsible, compassionate, and knowledgeable citizens who are prepared to make a positive impact on the world. A Curriculum for All The academic program at DCS is a testament to this commitment. A comprehensive and rigorous curriculum, aligned with the Common Core State Standards, caters to the diverse needs of the student body. DCS believes in a balanced approach to education, where core academic subjects like reading, writing, mathematics, science, and social studies are complemented by enriching programs in art, music, physical education, and technology. For the youngest learners in TK and Kindergarten, playful and inquiry-driven experiences lay a strong foundation in early literacy, numeracy, and social-emotional skills. As students progress through the elementary grades (1-6), the focus sharpens on building core academic skills. Differentiated instruction ensures that every child is challenged and supported at their own pace. Hands-on, project-based learning makes the curriculum engaging and relevant, sparking a love for learning that extends beyond the classroom. The journey continues in middle school (7-8th grade) where a rigorous academic program prepares students for the demands of high school. Advanced coursework in core subjects equips students with a strong academic foundation, while electives in robotics, art, music, and physical education allow them to explore their passions and develop new talents. Beyond the Classroom Recognizing that a holistic approach is essential for student success, DCS offers a range of vital support services. Individualized Education Programs (IEPs) and specialized instruction ensure students with disabilities can thrive. For English Learners, targeted instruction and support through the English Language Development (ELD) program pave the way for them to achieve proficiency in English and excel academically. On-site counseling and mental health services address the social-emotional well-being of all students, creating a safe space for them to navigate challenges and build resilience. Building Strong Partnerships At DCS, education is a collaborative effort. The school actively cultivates strong relationships with families through regular communication, parent-teacher conferences, workshops, and volunteer

opportunities. The School Site Council and Parent Group play a vital role in shaping school policies and programs, ensuring a collective voice in guiding the school's future. Looking Forward, Reaching Higher DCS takes pride in its achievements, celebrating improvements in student academic performance, a positive school climate, and a high level of family engagement. However, the pursuit of excellence is a continuous journey. The school has ambitious goals for the future, including: Reducing suspension rates by implementing restorative practices that promote conflict resolution and positive behavior change. Additionally, enhancing student support systems will equip students with the social-emotional skills they need to succeed. Improving attendance by addressing the root causes of chronic absenteeism. Targeted interventions, such as providing transportation assistance or addressing health concerns, can help ensure all students are present and engaged in their learning. Narrowing the achievement gap for socioeconomically disadvantaged students and English Learners. By providing targeted support and resources, DCS aims to ensure all students have the opportunity to reach their full potential. A Story Yet to be Written The story of Darnall Charter School is one of dedication, inclusivity, and a relentless pursuit of potential. It's a story where challenges are met with innovation, and where every student is seen as an individual with a unique path to success. As DCS embarks on the next chapter, one thing remains certain: this vibrant learning community will continue to empower its students to embrace opportunity, reach their full potential.

Reflections: Annual Performance

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

Darnall Charter School LCAP: Annual Performance Reflection Overview Darnall Charter School (DCS) is dedicated to fostering academic excellence and a supportive school climate for all our 463 students, from Transitional Kindergarten (TK) to 8th grade. Our diverse student body reflects the rich tapestry of San Diego, with nearly 80% coming from socioeconomically disadvantaged families and 48.4% classified as English Learners (ELs). We are committed to ensuring that every student, regardless of background, has the opportunity to reach their full potential. Academic Performance Mathematics: The Dashboard reveals that our math program requires further attention. Overall performance remains below the state average, highlighting the need for targeted interventions. To address this, we have implemented professional development programs for teachers, equipping them with effective math instruction strategies. Additionally, we have increased the use of formative assessments to identify areas where students need extra support and tailor instruction accordingly. Despite these efforts, there is a persistent achievement gap for our ELs and students with disabilities, necessitating specialized instruction and differentiated learning approaches. School Climate Suspension Rate: One of the most concerning metrics from the Dashboard is the increase in our suspension rate, which has risen to 6.6%, up by 3.1% from the previous year. This spike suggests that student behavior and our approach to discipline warrant immediate attention. Contributing factors may include inadequate student support systems, ineffective classroom management strategies, or external challenges faced by students at home. We are committed to delving deeper into the root causes of these behavioral issues. Chronic Absenteeism: Conversely, we are encouraged by the decline in chronic absenteeism, which decreased by 10.9%, bringing our current rate to 37.3%. This improvement reflects our successful initiatives to engage families, improve attendance monitoring, and provide support for students facing attendance barriers. However, chronic absenteeism remains a concern, particularly for socioeconomically disadvantaged students who may face challenges such as unreliable transportation or health issues. We will continue our efforts to identify and address these barriers to ensure all students have the opportunity to be present and engaged in their learning journey. Equity and Student Subgroups Socioeconomically Disadvantaged Students: With 81.6% of our students identified as socioeconomically disadvantaged, equity remains

a core focus. The Dashboard shows mixed results for this subgroup, with improvements in attendance but persistent challenges in academic achievement and behavior. We understand that these students may face additional academic and social pressures outside of school. To address these concerns, we will explore options such as expanding after-school tutoring programs and providing access to social-emotional learning resources. English Learners: At 48.4%, our EL population requires tailored instructional strategies to bridge the achievement gap. While there have been incremental gains, the Dashboard highlights the need for more robust English Language Development (ELD) programs. We will invest in additional resources and training for teachers to equip them with effective strategies for supporting ELs in acquiring English proficiency and succeeding academically. Furthermore, we will integrate language support across the curriculum to ensure ELs have the tools they need to thrive in all subjects. Action Plan for Continuous Improvement Behavioral Interventions and Support: Expand Social Worker Services: Increase the availability of social worker services to provide comprehensive support for students' social-emotional well-being, including individual counseling, group counseling sessions, and social-emotional learning workshops. Revamp Restorative Justice Practices: Introduce restorative justice practices as an alternative to suspension to address behavioral issues more constructively and reduce suspension rates. Academic Support and Enrichment: Strengthen ELD Programs: Enhance English Language Development programs with additional resources and training for teachers to support ELs. Improve Math Instruction: Provide targeted professional development for teachers and adopt research-based instructional strategies to improve math performance. Attendance Initiatives: Expand Attendance Programs: Continue and expand initiatives that have successfully reduced chronic absenteeism, including increased family engagement and improved attendance monitoring systems. Community and Family Engagement: Increase Family Involvement: Provide more opportunities for family involvement in school activities and decision-making processes. Foster Community Partnerships: Build strong partnerships with community organizations to provide additional resources and support for students and families. Conclusion Darnall Charter School is dedicated to creating an environment where every student can thrive. By reflecting on our annual performance data from the California School Dashboard and our local assessments, we have identified critical areas for improvement and developed a comprehensive plan to address these challenges. Our commitment to continuous improvement, equity, and student success will guide our efforts as we work to provide a high-quality education for all our students. The following results are from fall 2023 DCS teacher perception survey using the Panorama Survey: Topic PCT +/- Classroom Effort: How much effort exert in key behaviors that correspond to successful learning and performance. 72% +1 Emotion Regulation: How well students regulate their emotions. 82% +2 Engagement: How invested and attentive students are in class. 69% -9 Grit: How well students are able to persevere through setbacks to achieve important long term goals. 69% -6 Learning Strategies: How well students deliberately use strategies to manage their own learning process generally. 54% -10 Self-Efficacy: How much students believe they can succeed in achieving academic outcomes. 53% -7 Self-Management: How well students manage their emotions, thoughts and behaviors in different situations. 58% -7 Social Awareness: How well students consider the perspectives of others and empathize with them. 74% -1 Social Perspective- Taking: The extent to which students the perspective of their teachers. 61% -8 Based on the results are from fall 2023 DCS teacher perception survey using the Panorama Survey:, we can make the following logical assumptions about the results and to improve these areas, consider the following ideas for each category: Engagement (-9%): A significant drop in engagement suggests that students might be feeling disconnected or uninterested in the class material or teaching methods. This could be due to a lack of interactive and engaging teaching strategies or perhaps because the material does not feel relevant to their interests or goals. Interactive Lessons: Incorporate more interactive and hands-on activities in lessons to make learning more engaging and relevant to students' interests. Student Choice: Allow students to have a say in their learning topics and methods, giving them more ownership and interest in their education. Grit (-6%): A decrease in grit indicates that students may be struggling to persevere through challenges. This could be due to a lack of support systems or a curriculum that

doesn't emphasize the development of long-term goal-setting and perseverance skills. Goal Setting Workshops: Implement workshops that help students set long-term goals and develop plans to achieve them, reinforcing the importance of perseverance. Resilience Training: Provide training and support on building resilience, such as through mindfulness practices or mentorship programs. Learning Strategies (-10%): The sharp decline here suggests that students may not be effectively taught or encouraged to use strategies that help them manage their learning. This might be due to insufficient training or support from teachers on effective learning techniques. Study Skills Classes: Offer classes or workshops focused on teaching effective study and learning strategies, such as note-taking, time management, and active reading techniques. Teacher Training: Provide professional development for teachers on how to integrate learning strategies into their everyday instruction. Self-Efficacy (-7%): The drop in self-efficacy implies that students' confidence in their ability to achieve academic success is waning. This could be due to negative experiences in class, a lack of positive reinforcement, or insufficient opportunities to experience success. Positive Reinforcement: Increase the use of positive reinforcement in the classroom to help build students' confidence in their abilities. Success Stories: Share stories of successful students who have overcome challenges, helping current students see that success is achievable. Self-Management (-7%): A decrease in self-management indicates that students might be having difficulty managing their thoughts, emotions, and behaviors. This could be a result of a lack of emphasis on social-emotional learning or insufficient support structures in place to help students develop these skills. Social-Emotional Learning (SEL) Programs: Implement or expand SEL programs that teach students how to manage their emotions and behaviors effectively. Behavioral Support: Provide additional behavioral support and counseling services to help students develop self-management skills. Social Perspective-Taking (-8%): This decline suggests that students might be struggling to understand or value their teachers' perspectives. This could be due to a lack of opportunities for open communication or insufficient emphasis on building strong student-teacher relationships. Open Communication: Foster a classroom environment that encourages open communication and regular discussions about perspectives and experiences. Empathy Exercises: Integrate activities and exercises that promote empathy and understanding, such as role-playing or group discussions on diverse viewpoints. The following results are from fall 2023 DCS student perception survey using the Panorama Survey: Topic PCT +/- School Climate: How Positive or negative is the energy of your school 38% +2 Teacher-Student Relationships: Would your teacher be excited to have you again in the future. 51% +9 Sense of Belonging: Overall, how much do you like being at your school 32% -2 School SafetyHow often are people disrespectful to others at school 40% -16 Rigorous Expectations: Overall, how high are teachers' expectations of you. 62% +1 Engagement: Overall, how interested are you in your classes. 27% +9 Valuing of school: How much students feel that school is interesting, important and useful. 52% +1 Valuing of math: How much students feel that math is interesting, important and useful 63% +3 Valuing of ELA: How much students feel that ELAis interesting, important and useful 33% -1 Based on the results are from fall 2023 DCS student perception survey using the Panorama Survey:, we can make the following logical assumptions about the results and to improve these areas, consider the following ideas for each category: School Climate (+2%): Assumption: Despite a slight improvement, the overall school climate remains low, indicating persistent issues with the school's overall environment and energy. Reason: The slight increase suggests some positive changes, but ongoing issues such as negative interactions or lack of community spirit may still be prevalent. Improvement plan Community-Building Activities: Organize regular school-wide events and activities that promote a sense of community and positivity, such as spirit weeks, assemblies, and cultural festivals. Positive Behavior Initiatives: Implement programs that recognize and reward positive behavior, such as "Student of the Month" awards or peer recognition programs. Teacher-Student Relationships (+9%): Assumption: There has been a significant improvement in teacher-student relationships, suggesting that teachers are making efforts to build stronger connections with students. Reason: This improvement could be due to increased focus on relationship-building activities, better communication, or more personalized attention from teachers. Improvement plan Mentorship Programs: Establish mentorship

programs where teachers can provide additional support and build stronger relationships with students. Regular Check-Ins: Encourage teachers to have regular one-on-one check-ins with students to discuss their progress, concerns, and interests. Sense of Belonging (-2%): Assumption: A slight decrease in the sense of belonging indicates that some students still feel disconnected or isolated within the school environment. Reason: Possible causes include a lack of inclusive activities, cliques among students, or insufficient support for new or marginalized students. Improvement plan Inclusive Clubs and Activities: Create and promote clubs and extracurricular activities that cater to diverse interests and backgrounds, ensuring all students feel included. Peer Support Programs: Develop peer support or buddy systems to help new or isolated students integrate more easily into the school community. School Safety (-16%): Assumption: A significant decline in perceived school safety suggests that students feel more unsafe or disrespected. Reason: This could be due to increased bullying, lack of effective disciplinary measures, or an overall rise in negative behaviors among students. Improvement plan Anti-Bullying Campaigns: Launch comprehensive anti-bullying campaigns that include workshops, assemblies, and clear reporting mechanisms. Enhanced Supervision: Increase adult supervision in common areas and during transitions to reduce incidents of disrespect and bullying. Rigorous Expectations (+1%): Assumption: Teachers' expectations remain relatively high, with a slight improvement. Reason: The consistent high expectations might reflect a strong academic focus, though this doesn't necessarily translate to improved student performance or satisfaction. Improvement plan Supportive Learning Environment: Provide additional resources and support for students who struggle to meet high expectations, such as tutoring or after-school help. Professional Development: Offer professional development for teachers on setting and communicating high, yet achievable, expectations for all students. Engagement (+9%): Assumption: There has been a notable increase in student engagement, indicating that students are finding classes more interesting. Reason: This improvement could be due to the introduction of more interactive and engaging teaching methods or more relevant and exciting curriculum content. Improvement plan Interactive Teaching Methods: Encourage the use of interactive and hands-on teaching methods to make lessons more engaging and relevant to students' lives. Student Choice: Incorporate student choice in assignments and projects to increase their interest and investment in their learning. Valuing of School (+1%): Assumption: Students' perception of school as interesting, important, and useful has slightly improved. Reason: Incremental changes in curriculum or extracurricular activities might have contributed to this slight increase. Improvement plan Real-World Connections: Show students the real-world applications of what they are learning and how it relates to their future goals and interests. Guest Speakers and Field Trips: Invite guest speakers from various professions and organize field trips to provide students with a broader perspective on the importance of education. Valuing of Math (+3%): Assumption: There is a small but positive shift in how students view the importance and usefulness of math. Reason: This might be due to better teaching methods, more real-world applications in math lessons, or successful math-related projects or competitions. Improvement plan Math in Everyday Life: Integrate real-life applications of math into lessons to show its relevance and importance in everyday life. Math Competitions and Projects: Encourage participation in math competitions and collaborative projects to make math more exciting and engaging. Valuing of ELA (-1%): Assumption: There is a slight decline in how students perceive the value of ELA, indicating a potential issue in the ELA curriculum or teaching methods. Reason: This could be due to less engaging ELA content, lack of connection to students' interests, or ineffective teaching strategies. Improvement plan Engaging ELA Content: Update the ELA curriculum to include more diverse and engaging content that resonates with students' interests and experiences. Creative Assignments: Incorporate more creative and project-based assignments in ELA to make the subject more dynamic and interesting for students.

Reflections: Technical Assistance

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

Darnall Charter School is not part of 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.

Not Applicable (N/A)

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 (N/A)

Monitoring and Evaluating Effectiveness

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

Not Applicable (N/A)

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

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

Darnall Charter School LCAP: Reflecting on Stakeholder Input Darnall Charter School (DCS) prioritizes collaborative decision-making and incorporates valuable feedback from our educational partners into the development of our Local Control and Accountability Plan (LCAP). Here's how stakeholder input influenced the adopted LCAP: Engaging a Diverse Range of Voices DCS actively solicits feedback from a variety of stakeholders, including: SLC: This group meets monthly and reports to the school board every month. One of the assignments of this group is the LCAP. Parents and Guardians: The Parent group meetings, surveys, and open forums provide opportunities for parents to share their priorities and concerns. Teachers and Staff: Through faculty meetings and professional development sessions, teachers contribute insights on instructional needs, resource allocation, and school climate. Students: Age-appropriate surveys and student groups allow students to express their perspectives on learning environments and support services. Community Partners: Local stakeholders offer valuable feedback on community needs and potential collaboration opportunities that benefit student success. Incorporating Feedback into Action The feedback we receive informs key aspects of the LCAP: Goal Setting: Input helps us identify the most pressing needs and priorities for student learning and school improvement. This ensures our goals are aligned with the interests of our educational partners. Action Plans: Feedback guides the development of action plans to achieve our goals. Stakeholder suggestions can shape strategies for improving academic performance, strengthening school climate, and enhancing support services. Resource Allocation: Feedback informs decisions regarding resource allocation. We prioritize initiatives that address the concerns and suggestions of our educational partners. Communication and Monitoring: We value continuous feedback throughout the year. We utilize surveys, focus groups, and stakeholder meetings to gauge progress towards our goals and identify areas requiring further attention. A Collaborative Journey DCS views the LCAP as a collaborative document. We believe that by actively engaging with our educational partners, we can create a thriving learning environment that empowers all students to reach their full potential.

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal 1	Enhancing Leadership Competency across Board, Administrators, and Faculty:	Broad

State Priorities addressed by this goal.

State Priority 1: State Priority 2:   State Priority 3:   State Priority 5:   State Priority 6:   State Priority 7:   State Priority 8

An explanation of why the LEA has developed this goal.

At Darnall Charter School, we believe that continuous improvement and student success hinge on effective leadership at all levels. This conviction drives our goal: "Enhancing Leadership Competency across Board, Administrators, and Faculty." Three key factors inform this goal. First, strong leadership offers direction, support, and a clear vision, navigating the complexities of modern education. By honing the skills of our board, administrators, and faculty, we cultivate a culture of leadership excellence that permeates every aspect of our school. Second, we acknowledge the ever-changing educational landscape. As standards, technologies, and student demographics evolve, our leaders need the adaptability to guide our school forward. Finally, we've identified areas within leadership that can be strengthened to better serve students, staff, and the community. Enhancing leadership competency allows us to address these opportunities for improvement and equip our leaders to effectively tackle challenges within our school community. In essence, this goal reflects our unwavering commitment to leadership excellence, continuous improvement, and student success. By investing in leadership development across all levels, we aim to create a more supportive, effective, and equitable learning environment for everyone at Darnall Charter School.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Percentage of leadership members (board, administrators, and faculty) participating in professional development opportunities	High Administrative Turnover: In recent years, significant turnover in the administrative team has necessitated adjustments to the school's leadership structure. Building			Year 3 Target: 80% of leadership members across board, administrators, and faculty will participate in professional development	

	focused on leadership competency enhancement, such as workshops, seminars, conferences, and training sessions. This metric will measure the extent to which leadership members are actively engaged in activities aimed at improving their leadership skills and knowledge. It reflects the commitment of the school to invest in the development of its leaders and assesses the effectiveness of efforts to enhance leadership competency across all levels of the organization.	a stable and competent leadership team is crucial for effective school operations. Limited Board Expertise: Most board members lack a background in the operations of educational organization. This can lead to them exceeding their oversight role and interfering with daily operations, creating confusion and hindering smooth administration. The WASC visiting committee and the SDUSD charter school department have specifically identified the board's need for training. Overstepped Boundaries: Instances of teachers and staff overstepping their job duties and interfering with administrators have been observed.		opportunities focused on leadership competency enhancement.	

		Clear boundaries and well-defined roles are essential for efficient school management				

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.

Goal Analysis

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

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

[Intentionally Blank]

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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Needs Assessment and Leadership Development Plan: (The amount in the column entitled Total Funds is intentionally left blank. The Total funds for this action are clearly outlined in the table included with the LCAP report.)	Conduct a comprehensive needs assessment to identify specific leadership development areas across board, administrators, and faculty. This could involve surveys, focus groups, or one-on-one interviews. Analyze the results to create a tailored leadership development plan for each leadership group.	$0.00	No
Action #2	Targeted Professional Development Opportunities: (The amount in the column entitled Total Funds is intentionally left blank. The Total funds for this action are clearly outlined in the table included with the LCAP report.)	Develop or source high-quality professional development opportunities aligned with the needs assessment findings. This could include: Board Governance Training: Programs specifically focused on board roles, responsibilities, and effective governance practices. Administrative Leadership Development: Workshops addressing topics like team building, communication, curriculum leadership, and instructional supervision. Faculty Leadership Development: Programs on collaboration, fostering professional learning communities, and instructional leadership within the classroom. Training opportunities include CCSA and CSDC conferences and various leadership trainings through the CDE, SDCOE and	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		other partners. Brown Act Training Board meeting norms Appropriate interaction with staff Appropriate interaction with public Yearly board member training		
Action #3	Financial Investment and Incentives (The amount in the column entitled Total Funds is intentionally left blank. The Total funds for this action are clearly outlined in the table included with the LCAP report.)	Allocate dedicated funding for leadership development initiatives in the school budget. Consider offering incentives for participation, such as stipends for attending workshops or course completion bonuses.	$0.00	No
Action #4	Monitoring and Evaluation (The amount in the column entitled Total Funds is intentionally left blank. The Total funds for this action are clearly outlined in the table included with the LCAP report.)	Track participation rates and gather feedback from leadership members on the effectiveness of the professional development opportunities. Use this information to refine the leadership development plan for subsequent years.	$0.00	No

Goal

Goal #	Description	Type of Goal
Goal 2	To guarantee Darnall Charter School's financial well-being, we aim to strengthen our financial management practices. This includes developing a multi-year financial plan, increasing budget transparency, and exploring cost-saving measures. We will also invest in building financial literacy among staff and fostering a culture of responsible spending throughout the school community. These efforts will ensure a solid financial foundation for supporting our students and educational programs for years to come.	Broad

State Priorities addressed by this goal.

1. Basic Services: 2. Implementation of State Standards: 3. Parental Involvement: 4. Student Achievement: 5. School Climate:

An explanation of why the LEA has developed this goal.

Darnall Charter School, has developed the goal of strengthening financial management practices for several reasons: Financial Stability: Ensuring the financial well-being of the school is essential for its long-term success and sustainability. By strengthening financial management practices, the school aims to establish a solid foundation that can withstand economic uncertainties and fluctuations in funding. Fiscal Responsibility: Developing a multi-year financial plan, increasing budget transparency, and exploring cost-saving measures demonstrate the school's commitment to responsible stewardship of resources. This goal reflects the school's dedication to maximizing the impact of every dollar spent and ensuring that funds are allocated efficiently to support student learning and achievement. Compliance and Accountability: As a charter school, Darnall Charter School is accountable for managing public funds in accordance with state regulations and best practices. By investing in financial literacy among staff and fostering a culture of responsible spending, the school aims to enhance compliance with financial reporting requirements and promote transparency and accountability in financial management practices. Long-Term Planning: Developing a multi-year financial plan allows the school to anticipate future financial needs and challenges proactively. By taking a strategic approach to financial planning, the school can identify potential risks and opportunities and make informed decisions to ensure the sustainability of its programs and services over time. In summary, the goal of strengthening financial management practices reflects Darnall Charter School's commitment to financial stability, fiscal responsibility, compliance, accountability, and long-term planning, all of which are essential for supporting the school's mission and serving its students effectively.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Metric 1: Completion Rate of Financial Literacy Training for Staff	Baseline for Completion Rate of Financial Literacy Training for Staff Since Darnall Charter School currently offers no financial literacy training for staff, the baseline for the metric "Completion Rate of Financial Literacy Training for Staff" will be: 0%			Metric 1: Completion Rate of Financial Literacy Training for Staff Target: By Year 3, achieve a completion rate of at least 70% for financial literacy training among Administrative support staff members and budget discussions with all staff members at staff	

| | | | | | meetings. Rationale: Over the course of three years, Darnall Charter School aims to significantly increase staff participation in financial literacy training programs. Achieving a completion rate of 70% demonstrates substantial progress in building financial literacy among staff and fostering a culture of responsible spending. This target aligns with the school's goal of strengthening financial management practices and ensures that a majority of staff members are equipped with the necessary knowledge and skills to contribute to the school's financial well-being. | |
| 2 | Metric 2: Variance Between Budgeted | Baseline for Metric 2: Variance Between Budgeted | | | Considering Darnall Charter School's historical | |

and Actual Expenditures	and Actual Expenditures Current Situation: Over Budget History: Darnall Charter School has exceeded its budget in two out of the past three years. The baseline variance between budgeted and actual expenditures for Darnall Charter School is established at 5.75%. This reflects the average over-budget amount over the past three years, considering years of exceeding the budget and one year of staying within budget.			overspending and predicted shortfall, a target of 5% variance between budgeted and actual expenditures by Year 3 is a realistic and ambitious goal. Rationale: Improvement Over Baseline: This target signifies a significant improvement from the baseline of 5.75%, demonstrating progress towards more accurate budgeting and responsible spending. Manageable Goal: A 5% variance allows for some flexibility while still reflecting a strong commitment to financial control. Gradual Improvement: Achieving 5% within three years allows for a phased approach, implementing improvements and

				monitoring progress over time.	

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.

Goal Analysis

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

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

[Intentionally Blank]

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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Develop and Implement Financial Literacy Training Programs: (The amount in the column entitled Total Funds is	Conduct a needs assessment to identify specific financial literacy topics relevant to different staff roles (teachers,	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
	intentionally left blank. The Total funds for this action are clearly outlined in the table included with the LCAP report.)	administrators, support staff). Design or source engaging and informative training programs that address budgeting basics, financial responsibility, and understanding school financial reports. Offer training in various formats (in-person workshops, online modules, self-paced learning) to cater to diverse learning styles and schedules. Partner with local financial institutions or educational organizations to develop or deliver training programs.		
Action #2	Promote Participation and Facilitate Budget Discussions: (The amount in the column entitled Total Funds is intentionally left blank. The Total funds for this action are clearly outlined in the table included with the LCAP report.)	Clearly communicate the importance of financial literacy for all staff members. Offer incentives (stipends, bonus points for professional development) or recognition programs to encourage participation in training programs. Schedule mandatory staff meetings to discuss the school budget in a clear and accessible way. Encourage staff to ask questions and provide feedback on the budget and financial management practices.	$0.00	No
Action #3	Implement Improved Budgeting Practices: (The amount in the column entitled Total Funds is intentionally left blank. The Total funds for this action are	Conduct a thorough review of historical spending patterns to identify areas of overspending or underutilization of funds. Develop a multi-year financial	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	clearly outlined in the table included with the LCAP report.)	plan that considers future needs and potential economic fluctuations. Allocate resources strategically based on educational priorities and program effectiveness. Establish clear spending guidelines and approval processes for all departments Budget determined by enrollment and ADA Staffing determined by enrollment and ADA Grant management ELOP management Title 3 and Title 1 management Prop 28 management Central ordering process Pre approval for purchases Frequent budget analysis with financial partners		
Action #4	Monitor and Control Expenditures: (The amount in the column entitled Total Funds is intentionally left blank. The Total funds for this action are clearly outlined in the table included with the LCAP report.)	Implement a system for regular monitoring of actual expenditures compared to the budget throughout the year. Develop a process for identifying and addressing variances in a timely manner. Encourage departments to justify any budget adjustments or requests for additional funding. Explore cost-saving measures and identify opportunities to improve resource utilization without compromising educational quality. Budget determined by enrollment and ADA Staffing determined by enrollment and	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		ADA Grant management ELOP management Title 3 and Title 1 management Prop 28 management Central ordering process Pre approval for purchases Frequent budget analysis with financial partners		

Goal

Goal #	Description	Type of Goal
Goal 3	Addressing Root Causes of Suspensions for Long-Term Solutions	Focus

State Priorities addressed by this goal.

Priority 1: Basic Services Priority 4: Pupil Achievement Priority 5: Pupil Engagement Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Darnall Charter School has developed this goal to address the high suspension rates that negatively impact student learning and overall school climate. Suspensions not only remove students from the learning environment but also do not address the root causes of behavioral issues. By focusing on the underlying factors contributing to suspensions, such as social-emotional challenges, lack of engagement, and unmet behavioral needs, the school aims to create a more supportive and effective educational experience for all students. This goal reflects our commitment to fostering a safe and inclusive environment where students can thrive both academically and behaviorally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Suspension Rate	Baseline: 10% of 6.6%			3-Year Target Outcome: Reduce the suspension rate by 25% to approximately 5% total.	
2	Student Participation in	Baseline: 0% (no current formal			3-Year Target Outcome: 70% of	

Restorative Practices Workshop in grades 6 through 8.	participation in restorative practices workshop exists) 3-Year Target Outcome: 70% of students participating in restorative practices			students participating in restorative practices in grades 6 through 8.	

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.

Goal Analysis

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

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

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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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Implement Comprehensive Behavioral Support Systems (The amount in the column entitled Total Funds is intentionally left blank. The Total funds for this action are clearly outlined in the table included with the LCAP report.)	Description: Develop and implement a school-wide positive behavior intervention and support (PBIS) system. This includes training staff in PBIS principles, creating clear behavior expectations, and consistently reinforcing positive behavior through recognition and rewards. Reflection room Alternatives to suspension More middle school supervision Utilizing Counseling More engaging instruction Before and after school programs	$0.00	No
Action #2	Promote Restorative Practices (The amount in the column entitled Total Funds is intentionally left blank. The Total funds for this action are clearly outlined in the table included with the LCAP report.)	Description: Introduce restorative justice practices to address conflicts and behavioral issues. Provide training for staff and students on restorative circles, peer mediation, and conflict resolution. This approach focuses on repairing harm and restoring relationships rather than punitive measures. Reflection room Alternatives to suspension More middle school supervision Utilizing Counseling	$0.00	Yes
Action #3	Action 3: Enhance Social-Emotional Learning (SEL) Programs (The amount in the column entitled Total Funds is intentionally left blank. The	Description: Integrate social-emotional learning into the curriculum to help students develop skills such as empathy, self-regulation, and effective	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Total funds for this action are clearly outlined in the table included with the LCAP report.)	communication. Provide ongoing professional development for teachers to effectively deliver SEL instruction. Utilizing Counseling More engaging instruction Before and after school programs		
Action #4	Strengthen Family and Community Engagement (The amount in the column entitled Total Funds is intentionally left blank. The Total funds for this action are clearly outlined in the table included with the LCAP report.)	Description: Establish partnerships with families and community organizations to support students' behavioral and emotional needs. Offer workshops and resources for parents on positive discipline techniques and strategies to support their children's social-emotional development at home. Alternatives to suspension Utilizing Counseling Before and after school programs	$0.00	Yes
Action #5	Monitor and Evaluate Program Effectiveness (The amount in the column entitled Total Funds is intentionally left blank. The Total funds for this action are clearly outlined in the table included with the LCAP report.)	Description: Create a system for regularly collecting and analyzing data on suspension rates, behavioral incidents, and student participation in restorative practices. Use this data to assess the effectiveness of implemented strategies and make necessary adjustments to improve outcomes.	$0.00	No

Goal

Goal #	Description		Type of Goal

Goal 4	Nurturing Multilingual Learners: Accelerated Reading, Writing, Speaking for Successful Reclassification	Focus

State Priorities addressed by this goal.

Priority 2: Implementation of State Standards Priority 4: Pupil Achievement Priority 5: Pupil Engagement Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Darnall Charter School has developed this goal to address the specific needs of our multilingual learners, who require additional support to achieve proficiency in English and succeed academically. The reclassification process, which designates students as proficient in English, is critical for their access to the full curriculum and long-term educational success. By focusing on accelerated reading, writing, and speaking skills, we aim to reduce the time needed for reclassification and ensure that our multilingual learners are not only meeting but exceeding academic standards. This goal reflects our commitment to equity and excellence in education for all students, particularly those who are acquiring English as an additional language.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Reclassification Rate of Multilingual Learners	Baseline: 15% (current reclassification rate)			3-Year Target Outcome: 40% (an increase in the reclassification rate)	

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.

Goal Analysis

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

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

[Intentionally Blank]

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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Implement Targeted Instructional Strategies (The amount in the column entitled Total Funds is intentionally left blank. The Total funds for this action are clearly outlined in the table included with the LCAP report.)	Description: Develop and implement instructional strategies tailored to the needs of multilingual learners. This includes differentiated instruction, the use of scaffolding techniques, and integrating language development across the curriculum. Provide ongoing professional development for teachers to ensure effective delivery of these strategies. DELAC DELD Middle School ELD teacher Newcomer program After school EL support Academic support and intervention	$0.00	Yes
Action #2	Provide Comprehensive Support Services (The amount	Description: Establish support services that address the	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	in the column entitled Total Funds is intentionally left blank. The Total funds for this action are clearly outlined in the table included with the LCAP report.)	academic and socio-emotional needs of multilingual learners. This includes tutoring, after-school programs focused on language development, and access to counseling services. Collaborate with community organizations to provide additional resources and support for students and their families. DELAC Middle School ELD teacher Newcomer program After school EL support Academic support and intervention		
Action #3	Engage Families in Language Development (The amount in the column entitled Total Funds is intentionally left blank. The Total funds for this action are clearly outlined in the table included with the LCAP report.)	Description: Develop programs and resources to actively engage families in their children's language development. This includes workshops on how to support language learning at home, creating multilingual resources, and establishing regular communication between school and home to share student progress and strategies for improvement. DELAC Newcomer program After school EL support	$0.00	Yes

Goal

Goal #	Description	Type of Goal
Goal 5	High-Quality Instruction with Credentialed Teachers and Standards Fidelity	Broad

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: Implementation of State Standards Priority 4: Pupil Achievement

An explanation of why the LEA has developed this goal.

Darnall Charter School has developed this goal to address the critical need for high-quality teaching and learning environments. Ensuring that all teachers are credentialed and that they implement CCSS and NGSS with fidelity is fundamental to achieving high academic standards and student success. This goal responds to the necessity for consistent, standards-based instruction and the professional qualification of educators, which are pivotal for closing achievement gaps and fostering long-term academic excellence.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Percentage of Credentialed Teachers in Academic Subjects	Baseline: 92% of teachers are currently credentialed in their academic subjects.			3-Year Target Outcome: Achieve and maintain 100% of teachers credentialed in their academic subjects.	
2	Fidelity of CCSS and NGSS Curriculum Implementation	Baseline: 0%: There is no mechanism 70% to indicate that teachers are using CCSS and NGSS curriculum with fidelity.			3-Year Target Outcome: Increase the percentage of classroom observations indicating fidelity to CCSS and NGSS curriculum to 95% by Year 3.	

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.

Goal Analysis

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

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

[Intentionally Blank]

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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Professional Development for Standards Implementation (The amount in the column entitled Total Funds is intentionally left blank. The Total funds for this action are clearly outlined in the table included with the LCAP report.)	Description: Provide ongoing professional development for teachers focused on effective implementation of CCSS and NGSS. This includes workshops, training sessions, and collaborative planning time to ensure teachers are well-versed in the standards and can apply them consistently in their instruction. Only Hire Highly Qualified teachers Use CCSS and NGSS aligned curriculum Ongoing training in instruction and engagement stratgies Monthly focus on	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		LCAP goals Monthly focus on WASC findings		
Action #2	Recruitment and Retention of Credentialed Teachers (The amount in the column entitled Total Funds is intentionally left blank. The Total funds for this action are clearly outlined in the table included with the LCAP report.)	Description: Implement targeted recruitment strategies to attract highly qualified, credentialed teachers. Additionally, develop retention programs that offer incentives, mentorship, and career development opportunities to maintain a stable, credentialed teaching staff. Only Hire Highly Qualified teachers Use CCSS and NGSS aligned curriculum Ongoing training in instruction and engagement stratgies	$0.00	Yes
Action #3	Monitoring and Support for Curriculum Fidelity (The amount in the column entitled Total Funds is intentionally left blank. The Total funds for this action are clearly outlined in the table included with the LCAP report.)	Description: Establish a robust system for monitoring the fidelity of CCSS and NGSS implementation. This includes regular classroom observations, teacher evaluations, and feedback sessions. Provide support and resources to teachers to address any gaps in curriculum implementation and ensure consistent adherence to standards. Use CCSS and NGSS aligned curriculum Ongoing training in instruction and engagement stratgies Monthly focus on LCAP goals Monthly focus on WASC findings	$0.00	No

Goal

Goal #	Description	Type of Goal
Goal 6	Closing the Achievement Gap: Enhancing Math and ELA Outcomes for Students with Special Needs	Broad

State Priorities addressed by this goal.

Priority 2: Implementation of State Standards – Priority 4: Pupil Achievement – Priority 7: Course Access –

An explanation of why the LEA has developed this goal.

Darnall Charter School has developed this goal in response to the significant performance gaps identified in the California State Dashboard. Students with disabilities performed 99.3 points below the standard in ELA and 144 points below the standard in Math, with notable declines of 15.9 points in ELA and 48.3 points in Math. Addressing these gaps is crucial for ensuring equity and providing all students with the opportunity to succeed academically.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Math Metric: Average points below standard on state math assessments for students with disabilities.	Baseline: 144 points below standard			3-Year Target: Reduce to 85 points below standard	
2	ELA Metric: Average points below standard on state ELA assessments for students with disabilities.	Baseline: 99.3 points below standard			3-Year Target: Reduce to 49 points below standard	

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.

Goal Analysis

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

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

[Intentionally Blank]

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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Implement Targeted Interventions (The amount in the column entitled Total Funds is intentionally left blank. The Total funds for this action are clearly outlined in the table included with the LCAP report.)	Description: Darnall Charter School will implement targeted intervention programs, such as small group instruction, tutoring, and individualized learning plans, specifically designed to address the learning needs of students with disabilities. This will include regular progress monitoring to ensure interventions are effective and adjusted as	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		needed. All staff training in SPED services All staff training in MTSS supports Implement GATE program All staff training in SELPA training Para-educator training for SPED support RBT training for 1:1 support staff		
Action #2	Action 2: Professional Development for Special Education Teachers (The amount in the column entitled Total Funds is intentionally left blank. The Total funds for this action are clearly outlined in the table included with the LCAP report.)	Description: Provide ongoing professional development for special education teachers focused on effective instructional strategies, differentiated instruction, and the use of assistive technologies. This training will equip teachers with the tools and knowledge to better support students with disabilities in both Math and ELA. All staff training in SPED services All staff training in MTSS supports Implement GATE program All staff training in SELPA training Para-educator training for SPED support RBT training for 1:1 support staff	$0.00	Yes
Action #3	Action 3: Enhanced Parental Involvement and Support (The amount in the column entitled Total Funds is intentionally left blank. The Total funds for this action are clearly outlined in the table included with the LCAP report.)	Description: Increase parental involvement by offering workshops and resources that help parents support their children's learning at home. Establish regular communication channels between teachers and parents	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		to discuss student progress and strategies for improvement. This partnership aims to create a supportive learning environment both at school and at home.		

Goal

Goal #	Description	Type of Goal
Goal 7	Closing the Achievement Gap: Enhancing Math Outcomes for All Students	Broad

State Priorities addressed by this goal.

Priority 2: Implementation of State Standards – Priority 4: Pupil Achievement

An explanation of why the LEA has developed this goal.

The development of this goal is driven by the need to address the achievement gap identified in the California State Dashboard. Students performed 47 points below the standard in Math, with a decline of 9.3 points. Closing this gap is essential for promoting equity and ensuring that all students have the opportunity to succeed academically.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Math Metric 1: Average points below standard on state math assessments for all students.	Baseline: 47 points below standard			3-Year Target: Reduce to 17 points below standard	
2	Percentage of students meeting or exceeding Math proficiency	Baseline: 18% of students meeting or exceeding proficiency standards			3-Year Target: Increase to 36% of students meeting or exceeding	

	standards on state assessments.			proficiency standards	

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.

Goal Analysis

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

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

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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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]
Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Action 1: Data-Driven Instructional Planning (The amount in the column entitled Total Funds is intentionally left	Description: Utilize student data from formative and summative assessments to identify areas of weakness and inform	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	blank. The Total funds for this action are clearly outlined in the table included with the LCAP report.)	instructional planning. Teachers will analyze student performance data to differentiate instruction, target specific skill gaps, and provide timely interventions to support struggling students. Action #1: Data-Driven Instructional Planning Implement Regular Assessments: Conduct formative and summative assessments to gather data on student performance. Use standardized tests, quizzes, and classroom assessments to identify strengths and areas for improvement. Analyze assessment results to identify trends and patterns in student learning. Utilize Data Analysis Tools: Implement data analysis software or platforms to streamline the process of interpreting student data. Train teachers and staff on how to use these tools effectively to generate actionable insights. Regularly review and update data to ensure accuracy and relevance. Collaborative Data Review Meetings: Schedule regular meetings for teachers and administrators to review and discuss student data. Develop action plans based on data insights to address specific student needs. Monitor		

Action #	Title	Description	Total Funds	Contributing
		the implementation of these plans and adjust strategies as needed based on ongoing data review.		
Action #2	Differentiated Instructional Strategies (The amount in the column entitled Total Funds is intentionally left blank. The Total funds for this action are clearly outlined in the table included with the LCAP report.)	Description: Implement differentiated instructional strategies to meet the diverse learning needs of students. Teachers will employ a variety of teaching methods, instructional materials, and technology tools to engage students and provide multiple pathways to understanding Math concepts. Identify Student Learning Styles: Conduct surveys or assessments to understand the diverse learning styles and preferences of students. Create student profiles that highlight individual learning needs, strengths, and areas for growth. Use this information to tailor instruction to meet the varied needs of students. Flexible Grouping: Implement flexible grouping strategies to allow students to work in different groups based on their skills and learning objectives. Change groups regularly based on ongoing assessment data to ensure all students receive targeted instruction. Provide opportunities for both homogeneous and	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		heterogeneous grouping to maximize learning. Differentiated Learning Materials: Develop or source a variety of instructional materials that cater to different learning levels and styles. Use tiered assignments, where tasks are designed to meet the varying readiness levels of students. Incorporate technology, such as educational software and online resources, to provide personalized learning experiences.		
Action #3	Targeted Intervention Programs (The amount in the column entitled Total Funds is intentionally left blank. The Total funds for this action are clearly outlined in the table included with the LCAP report.)	Description: Develop and implement targeted intervention programs for students who are performing below grade level in Math. These programs may include small group instruction, one-on-one tutoring, or after-school remediation sessions tailored to address individual student needs and accelerate their progress. Identify Students in Need of Intervention: Use data from assessments and classroom observations to identify students who are struggling. Create a list of at-risk students and prioritize them for intervention based on the severity of their needs. Communicate with parents and guardians to inform them of the	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		intervention process and seek their support. Develop Individualized Learning Plans (ILPs): Design ILPs that outline specific goals, strategies, and resources for each student requiring intervention. Include input from teachers, specialists, and parents to create comprehensive plans tailored to each student's needs. Monitor and adjust ILPs regularly based on student progress and feedback. Implement Small Group and One-on-One Interventions: Provide targeted instruction through small group sessions or one-on-one tutoring. Utilize specialized intervention programs or resources that address specific skill gaps. Track student progress closely and make adjustments to intervention strategies as necessary.		
Action #4	Professional Development for Math Teachers (The amount in the column entitled Total Funds is intentionally left blank. The Total funds for this action are clearly outlined in the table included with the LCAP report.)	Description: Provide ongoing professional development opportunities for Math teachers to enhance their content knowledge, pedagogical skills, and proficiency in using data to drive instruction. Training sessions will focus on best practices in Math instruction, effective use of instructional technology, and strategies for	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		promoting mathematical reasoning and problem-solving skills. Assess Professional Development Needs: Conduct surveys or interviews with math teachers to identify areas where they feel they need more support or training. Analyze student performance data to identify common areas of difficulty that may require enhanced teacher training. Use this information to create a targeted professional development plan. Offer Workshops and Training Sessions: Schedule regular workshops and training sessions on effective math teaching strategies, new curriculum standards, and best practices. Invite experts or consultants to provide specialized training on areas such as differentiated instruction, use of technology, and data analysis. Provide opportunities for teachers to attend external conferences and professional development events. Professional Learning Communities (PLCs): PLCs where math teachers can collaborate, share resources, and discuss instructional strategies. Encourage regular meetings and discussions		

Action #	Title	Description	Total Funds	Contributing
		focused on improving math instruction and student outcomes. Support ongoing professional growth by providing access to resources, such as books, online courses, and webinars, related to math education.		

Goal

Goal #	Description	Type of Goal
Goal 8	Cultivating Language Fluency for Enhanced ELA Achievement. To cultivate language fluency and drive ELA success school wide at Darnall Charter School.	Broad

State Priorities addressed by this goal.

Priority 2: Implementation of State Standards – Priority 4: Pupil Achievement

An explanation of why the LEA has developed this goal.

This goal is developed to address the need for elevating student achievement in ELA by focusing on cultivating language fluency across all grade levels. Language fluency is foundational to success in ELA, and by enhancing students' fluency, we aim to improve their overall proficiency in reading, writing, listening, and speaking.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Percentage of Students Demonstrating Proficiency in ELA Assessments Baseline: 45% 3-Year Target: Increase to 65%	Baseline: 33%			3-Year Target: Increase to 50%	

| 2 | Rate of Improvement in ELA Proficiency Scores | Baseline: 0.5 points per year | | | 3-Year Target: Increase to 1.5 points per year | |

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.

Goal Analysis

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

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

[Intentionally Blank]

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.

[Intentionally Blank]

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

[Intentionally Blank]

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

[Intentionally Blank]

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Implement a Comprehensive Language Development	Description: Develop and implement a structured	$0.00	No

Action #	Title	Description	Total Funds	Contributing
	Program (The amount in the column entitled Total Funds is intentionally left blank. The Total funds for this action are clearly outlined in the table included with the LCAP report.)	language development program that integrates reading, writing, listening, and speaking skills across all grade levels. This program will include explicit instruction, authentic language experiences, and opportunities for meaningful language practice. Curriculum Integration and Development: Develop and integrate a language development curriculum that aligns with state standards and addresses the needs of all language learners, including English Language Learners (ELLs). Include activities and materials that promote language skills in speaking, listening, reading, and writing across all subjects. Ensure the curriculum incorporates culturally responsive teaching practices to engage students from diverse backgrounds. Provide Targeted Language Support: Establish language support programs such as English as a Second Language (ESL) classes, bilingual education, and language labs. Use diagnostic assessments to identify students' language proficiency levels and tailor instruction to meet their specific needs. Implement small group		

Action #	Title	Description	Total Funds	Contributing
		or one-on-one language intervention sessions for students who require additional support. Family and Community Engagement: Involve families in the language development process by providing resources and workshops to help them support their children's language learning at home. Create opportunities for students to practice language skills through community partnerships, such as language exchange programs or service-learning projects. Use bilingual communication to ensure families understand and are involved in their child's language development progress.		
Action #2	Professional Development for Teachers: (The amount in the column entitled Total Funds is intentionally left blank. The Total funds for this action are clearly outlined in the table included with the LCAP report.)	Description: Provide ongoing professional development opportunities for teachers focused on effective strategies for teaching language fluency in ELA instruction. This training will include workshops, coaching sessions, and collaborative planning meetings to enhance teachers' capacity to support students' language development. Needs Assessment and Goal Setting: Conduct a needs assessment to identify teachers'	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		professional development needs related to language development and differentiated instruction. Set clear, measurable goals for professional development based on the assessment results and align them with school improvement plans. Regularly review and update goals to reflect ongoing needs and emerging educational trends. Ongoing Training and Workshops: Provide regular, high-quality professional development workshops and training sessions focused on effective teaching strategies for language development and differentiation. Invite experts in language acquisition, ESL, and differentiated instruction to lead these sessions. Incorporate hands-on, practical activities that allow teachers to apply new strategies in their classrooms immediately. Professional Learning Communities (PLCs): Establish PLCs where teachers can collaborate, share best practices, and support each other in implementing language development strategies. Schedule regular PLC meetings to discuss challenges, successes, and		

Action #	Title	Description	Total Funds	Contributing
		new research related to language development and differentiated instruction. Encourage peer observations and feedback sessions to foster a culture of continuous improvement and professional growth.		
Action #3	Data-Driven Differentiated Instruction: (The amount in the column entitled Total Funds is intentionally left blank. The Total funds for this action are clearly outlined in the table included with the LCAP report.)	Description: Utilize formative and summative assessment data to inform instruction and differentiate ELA instruction based on students' language proficiency levels and learning needs. Implement targeted interventions and enrichment activities to provide additional support for students who require it and challenge those who are ready for more advanced instruction. Data Collection and Analysis: Use a variety of assessment tools to gather data on students' language proficiency, academic performance, and learning needs. Regularly analyze this data to identify trends, strengths, and areas for improvement. Create data dashboards or reports that make it easy for teachers to access and interpret student data. Personalized Learning Plans: Develop individualized learning plans (ILPs) for students based on the data	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		analysis. Include specific goals, strategies, and resources tailored to each student's needs, particularly those related to language development. Monitor and adjust the ILPs regularly to reflect student progress and changing needs. Flexible Grouping and Instructional Strategies: Implement flexible grouping practices that allow students to work in different groups based on their current skill levels and learning objectives. Use differentiated instructional strategies, such as tiered assignments, choice boards, and scaffolded instruction, to meet the diverse needs of students. Incorporate technology, such as adaptive learning software and online resources, to provide personalized learning experiences and support data-driven instruction.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$827,425.00	$27,143.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
20.14%	0.00%	$0.00	20.54%

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

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 #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Goal #1, Action #2 Targeted Professional Development Opportunities	Develop or source high-quality professional development opportunities aligned with the needs assessment findings. This could include: Board Governance Training: Programs specifically focused on board roles,	To monitor the effectiveness of the leadership development initiatives, the following metrics can be used: Pre- and Post-Workshop Assessments: Conduct surveys or assessments before and after the workshops to measure the

		responsibilities, and effective governance practices. Administrative Leadership Development: Workshops addressing topics like team building, communication, curriculum leadership, and instructional supervision. Faculty Leadership Development: Programs on collaboration, fostering professional learning communities, and instructional leadership within the classroom. Training opportunities include CCSA and CSDC conferences and various leadership trainings through the CDE, SDCOE and other partners. Brown Act Training Board meeting norms Appropriate interaction with staff Appropriate interaction with public Yearly board member training	improvement in participants' knowledge and skills in areas such as team building, communication, curriculum leadership, and instructional supervision. Feedback and Evaluation Forms: Collect feedback from participants immediately after the training sessions to evaluate their satisfaction and the perceived relevance and usefulness of the content. Board Governance and Interaction Metrics: Assess board member adherence to meeting norms, the Brown Act, and the quality of their interactions with staff and the public through regular board meeting reviews Retention Rates: Monitor the retention rates of trained leaders within the organization to gauge the long-term impact of leadership development initiatives. Student Outcomes: Analyze improvements in student outcomes By using these metrics, the effectiveness of leadership development programs can be systematically monitored and adjusted to ensure continuous improvement.
	Goal 2#, Action #1: Launch Financial Literacy Programs	Conduct a needs assessment to identify relevant financial literacy topics for different staff roles, and design or source engaging training programs on budgeting, financial responsibility, and school financial reports in various formats. Partner with local financial institutions or educational organizations to develop and deliver these training programs	To monitor the effectiveness of developing and implementing financial literacy training programs would be the percentage of staff who demonstrate improved financial knowledge and skills, as measured by pre- and post-training assessments.
	Goal #3 Action #2: Promote Restorative Practices	Instead of punishment, use restorative circles & mediation to repair harm & build relationships. Train staff & students for a more positive approach	The metric to monitor the effectiveness of introducing restorative justice practices would be the reduction in the number of disciplinary incidents and suspensions,

			measured by comparing data from before and after the implementation of these practices.
	Goal #3, Action #3: Enhance Social-Emotional Learning (SEL) Programs	Weave social-emotional learning (empathy, self-control, communication) into lessons. Train teachers to deliver it effectively.	To monitor the effectiveness of integrating social-emotional learning (SEL) into the curriculum would be administering pre- and post-implementation surveys to students and teachers to assess improvements in students' social-emotional skills, such as empathy, self-regulation, and communication.
	Goal #3, Action #4: Strengthen Family and Community Engagement	Empowering Parents: Collaborate with families & community to equip parents with positive discipline skills, fostering healthy social-emotional growth at home.	To monitor the effectiveness of establishing partnerships with families and community organizations would be tracking participation rates in workshops and resources offered to parents, combined with follow-up surveys to gauge parents' satisfaction and perceived impact on their children's behavioral and emotional development.
	Goal #4, Action #1: Implement Targeted Instructional Strategies	Develop and implement instructional strategies for multilingual learners with scaffolding and language integration. Provide ongoing teacher professional development. Include DELAC, DELD, middle school ELD teacher, newcomer program, and after-school EL support.	Student Language Proficiency Growth This metric focuses on measuring the growth in multilingual learners' English language proficiency. Data Collection: Track individual student growth on the assessments. Look for overall improvement in scores across the group.
	Goal #4, Action #3: Engage Families in Language Development	Empower families to boost student language skills! Workshops, resources, and communication support home learning in multiple languages.	To monitor effectiveness for this action would be to track and analyze family attendance and participation rates in workshops and resource sessions.
	Goal #5, Action #2: Recruitment and Retention of Credentialed Teachers	Targeted recruitment to attract highly qualified teachers. Develop retention programs with incentives, mentorship, and career development to maintain a stable teaching staff.	Teacher Retention Rate This metric focuses on measuring how many teachers stay employed at the school from year to year with the proper credential.

	Goal #6, Action #2: Professional Development for Special Education Teachers	Train SPED teachers in best practices, including tech tools, for Math & ELA to help all students with disabilities.	To monitor effectiveness for this action could be: Student Progress in Math and ELA: Measure improvements in academic performance for students with disabilities in these subjects. Teacher Feedback: Gather feedback from SPED teachers on the usefulness and impact of the training sessions and tech tools. Usage of Tech Tools: Track the frequency and effectiveness of tech tools used by SPED teachers in their instruction.
	Goal #6, Action #3: Enhanced Parental Involvement and Support	Enhancing parental involvement involves providing workshops and resources that equip parents to support their children's learning at home. Establishing consistent communication channels between teachers and parents fosters ongoing discussions about student progress and improvement strategies, aiming to create a supportive learning environment bridging school and home.	To monitor effectiveness, the frequency and participation rate in parent workshops and communication sessions. Measure the number of workshops held per term and the attendance rates, along with feedback gathered from parents about the usefulness and impact of the workshops and communication channels on supporting their children's learning at home.
	Goal #7, Action #2: Differentiated Instructional Strategies	Differentiated instructional strategies cater to diverse student needs by offering varied teaching methods, materials, and technology. Teachers assess student learning styles, creating tailored instruction through flexible grouping and customized learning materials, ensuring all students receive personalized support and opportunities for academic growth.	To monitor effectiveness, student engagement and participation levels in class activities and assignments designed to accommodate different learning styles and readiness levels. Tracking these indicators can provide insights into how well differentiated instructional strategies are meeting students' diverse needs.
	Goal #7, Action #4: Professional Development for Math Teachers	Professional development for math teachers addresses the need for continuous improvement in content knowledge, instructional techniques, and data-driven decision-making. By offering targeted workshops, utilizing student data for training focus, and fostering collaborative PLCs, educators enhance	To monitor effectiveness, the pre- and post-training assessments of teachers' confidence and proficiency in implementing new instructional techniques and using data-driven methods. Comparing these assessments can gauge the impact of professional

		teaching effectiveness, student engagement, and academic achievement in mathematics.	development on teaching practices and student outcomes in mathematics.
	Goal #8, Action #2: Professional Development for Teachers	To address the need for ongoing professional development in language fluency for ELA instruction, workshops, coaching, and collaborative planning sessions are provided. These focus on enhancing teachers' abilities to support language development through needs assessments, goal setting, and regular, expert-led training aligned with school improvement plans and facilitated through PLCs	To monitor effectiveness,the percentage increase in teachers' use of differentiated instructional strategies specifically aimed at language fluency in ELA instruction, as observed through classroom observations and teacher self-assessments conducted periodically throughout the school year.
	Goal #8, Action #3: Data-Driven Differentiated Instruction	To address the need for data-driven differentiated instruction in ELA, assessment data guides personalized instruction and interventions. Teachers analyze student performance to tailor learning plans, implement flexible grouping, and utilize technology for personalized learning experiences, fostering targeted support and academic growth aligned with individual needs.	to monitor effectiveness, the percentage of Students Meeting Individualized Learning Plan (ILP) Goals: Track the percentage of students who achieve the goals outlined in their ILPs based on ongoing assessment data. This metric reflects the effectiveness of personalized instruction and interventions in improving student learning outcomes in ELA.

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.

x

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.

For the 2024 DCS LCAP, the school is allocating $27,143 of extra concentration funding towards staff to enhance educational outcomes. This investment aims to recruit and retain qualified personnel who can provide targeted support and personalized instruction, particularly for students from disadvantaged backgrounds. By investing in staff development and capacity, DCS aims to improve overall academic achievement and address specific student needs effectively.

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	N/A	72:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	14:1

2024-25 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 School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	$ 4,109,084	$ 827,425	20.136%	0.000%	20.136%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 3,757,509	$ 1,932,534	$ 75,000	$ 318,762	$ 6,083,805.00	$ 4,523,598	$ 1,560,207

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	Leadership Development Plan	ALL	No				Continuous	$ 213,550	$ 6,959	$ 177,799	$ 42,710	$ -	$ -	$ 220,509	0.000%
1	2	Professional Development	ALL	Yes	LEA-wide	All	Darnall Charter School	Continuous	$ -	$ 2,000	$ 2,000	$ -	$ -	$ -	$ 2,000	0.000%
1	3	Financial Investments	ALL	No				Continuous	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	4	Monitoring and Evaluation	ALL	No				Continuous	$ -	$ 40,000	$ 40,000	$ -	$ -	$ -	$ 40,000	0.000%
2	1	Financial Literacy Training Programs	ALL	Yes	LEA-wide	All	Darnall Charter School	Continuous	$ -	$ 10,000	$ 10,000	$ -	$ -	$ -	$ 10,000	0.000%
2	2	Budget Discussions	ALL	No				Continuous	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	3	Budgeting Practices	ALL	No				Continuous	$ -	$ 165,000	$ 165,000	$ -	$ -	$ -	$ 165,000	0.000%
2	4	Monitor and Control Expenditures	ALL	No				Continuous	$ 199,021	$ 11,935	$ 210,956	$ -	$ -	$ -	$ 210,956	0.000%
3	1	Comprehensive Behavioral Support Systems	ALL	No				Continuous	$ 192,952	$ -	$ -	$ 192,952	$ -	$ -	$ 192,952	0.000%
3	2	Promote Restorative Practices	ALL	Yes	LEA-wide	All	Darnall Charter School	Continuous	$ 215,858	$ -	$ 13,823	$ 202,035	$ -	$ -	$ 215,858	0.000%
3	3	Social Emotional Learning Programs	ALL	Yes	LEA-wide	All	Darnall Charter School	Continuous	$ 374,755	$ -	$ 72,743	$ 302,012	$ -	$ -	$ 374,755	0.000%
3	4	Strengthen Family and Community Engagement	ALL	Yes	LEA-wide	All	Darnall Charter School	Continuous	$ 27,167	$ 352,882	$ 15,540	$ 364,509	$ -	$ -	$ 380,049	0.000%
3	5	Monitor Program Effectiveness	ALL	No				Continuous	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	1	Implement Targeted Instructional Strategies	ALL	Yes	LEA-wide	All	Darnall Charter School	Continuous	$ -	$ 60,000	$ 40,000	$ 20,000	$ -	$ -	$ 60,000	0.000%
4	2	Comprehensive Support Services	ALL	No				Continuous	$ 139,471	$ -	$ -	$ -	$ -	$ 139,471	$ 139,471	0.000%
4	3	Engage Families in Language Development	ALL	Yes	LEA-wide	All	Darnall Charter School	Continuous	$ 71,336	$ 10,667	$ 10,667	$ 71,336	$ -	$ -	$ 82,003	0.000%
5	1	Professional Development for Standards Implementation	ALL	No				Continuous	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
5	2	Recruit and Retain Credentialed Teachers	ALL	Yes	LEA-wide	All	Darnall Charter School	Continuous	$ -	$ 5,335	$ 5,335	$ -	$ -	$ -	$ 5,335	0.000%
5	3	Monitor and Support Curriculum Fidelity	ALL	No				Continuous	$ -	$ 17,391	$ -	$ -	$ -	$ 17,391	$ 17,391	0.000%
6	1	Implement Targeted Interventions	Students with Disabilities	No				Continuous	$ 571,120	$ 502,092	$ 520,030	$ 341,282	$ 75,000	$ 136,900	$ 1,073,212	0.000%
6	2	Professional Development for Special Education Teachers	ALL	Yes	LEA-wide	All	Darnall Charter School	Continuous	$ 153,880	$ -	$ 38,470	$ 115,410	$ -	$ -	$ 153,880	0.000%
6	3	Enhanced Parental Involvement and Support	ALL	Yes	LEA-wide	All	Darnall Charter School	Continuous	$ -	$ 5,650	$ 5,650	$ -	$ -	$ -	$ 5,650	0.000%
7	1	Data Driven Instructional Planning	ALL	No				Continuous	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
7	2	Differentiated Instructional Strategies	ALL	No				Continuous	$ 916,935	$ 91,250	$ 899,868	$ 95,817	$ -	$ 12,500	$ 1,008,185	0.000%
7	2	Differentiated Instructional Strategies	ALL	Yes	LEA-wide	All	Darnall Charter School	Continuous	$ 223,482	$ 9,898	$ 233,380	$ -	$ -	$ -	$ 233,380	0.000%
7	3	Targeted Intervention Programs	ALL	No				Continuous	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
7	4	Professional Development for Math Teachers	ALL	Yes	LEA-wide	All	Darnall Charter School	Continuous	$ 41,827	$ 84,000	$ 81,500	$ 44,327	$ -	$ -	$ 125,827	0.000%
8	1	Implement a Comprehensive Langage Development Program	ALL	No				Continuous	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
8	2	Professional Development for Teachers	ALL	Yes	LEA-wide	All	Darnall Charter School	Continuous	$ 41,827	$ 84,000	$ 81,500	$ 44,327	$ -	$ -	$ 125,827	0.000%
8	3	Data Driven Differentiated Instruction	ALL	No				Continuous	$ 916,935	$ 91,250	$ 899,868	$ 95,817	$ -	$ 12,500	$ 1,008,185	0.000%
8	3	Data Driven Differentiated Instruction	ALL	Yes	LEA-wide	All	Darnall Charter School	Continuous	$ 223,482	$ 9,898	$ 233,380	$ -	$ -	$ -	$ 233,380	0.000%

2024-25 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
$ 4,109,084	$ 827,425	20.136%	0.000%	20.136%	$ 843,988	0.000%	20.540%	**Total:**	$ 843,988
								LEA-wide Total:	$ 843,988
								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	2	Professional Development	Yes	LEA-wide	All	Darnall Charter School	$ 2,000	0.000%
2	1	Financial Literacy Training Programs	Yes	LEA-wide	All	Darnall Charter School	$ 10,000	0.000%
3	2	Promote Restorative Practices	Yes	LEA-wide	All	Darnall Charter School	$ 13,823	0.000%
3	3	Social Emotional Learning Programs	Yes	LEA-wide	All	Darnall Charter School	$ 72,743	0.000%
3	4	Strengthen Family and Community Engagement	Yes	LEA-wide	All	Darnall Charter School	$ 15,540	0.000%
4	1	Implement Targeted Instructional Strategies	Yes	LEA-wide	All	Darnall Charter School	$ 40,000	0.000%
4	3	Engage Families in Language Development	Yes	LEA-wide	All	Darnall Charter School	$ 10,667	0.000%
5	2	Recruit and Retain Credentialed Teachers	Yes	LEA-wide	All	Darnall Charter School	$ 5,335	0.000%
6	2	Professional Development for Special Education Teachers	Yes	LEA-wide	All	Darnall Charter School	$ 38,470	0.000%
6	3	Enhanced Parental Involvement and Support	Yes	LEA-wide	All	Darnall Charter School	$ 5,650	0.000%
7	2	Differentiated Instructional Strategies	Yes	LEA-wide	All	Darnall Charter School	$ 233,380	0.000%
7	4	Professional Development for Math Teachers	Yes	LEA-wide	All	Darnall Charter School	$ 81,500	0.000%
8	2	Professional Development for Teachers	Yes	LEA-wide	All	Darnall Charter School	$ 81,500	0.000%
8	3	Data Driven Differentiated Instruction	Yes	LEA-wide	All	Darnall Charter School	$ 233,380	0.000%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total 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)

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2023-24 LCFF Carryover Table

See tables at beginning of LCAP before Annual Update Section

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover - Percentage (Input Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus 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)
$0.00	$0.00	0.00%	0.00%	$0.00	0.00%	0.00%	$0.00	0.00%

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.

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.

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.

- 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.

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* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) 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) (California Legislative Information)](#) 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 (California Legislative Information)](#);
    - **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 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **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) (California Legislative Information)](#) 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.

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.

     o   Include a discussion of relevant challenges and successes experienced with the implementation process.

     o   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.

     o   In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

     o   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.

     o   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.

     o   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

- 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.

- 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.

- 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.

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 of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 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).