

Local Control Funding Formula (LCFF) Budget Overview for Parents Template

Developed by the California Department of Education, December 2024

Instructions are located at

<https://www.cde.ca.gov/re/lc/documents/budgetoverviewins2025.docx>

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Darnall Charter School

CDS Code: 37-68338-6039457

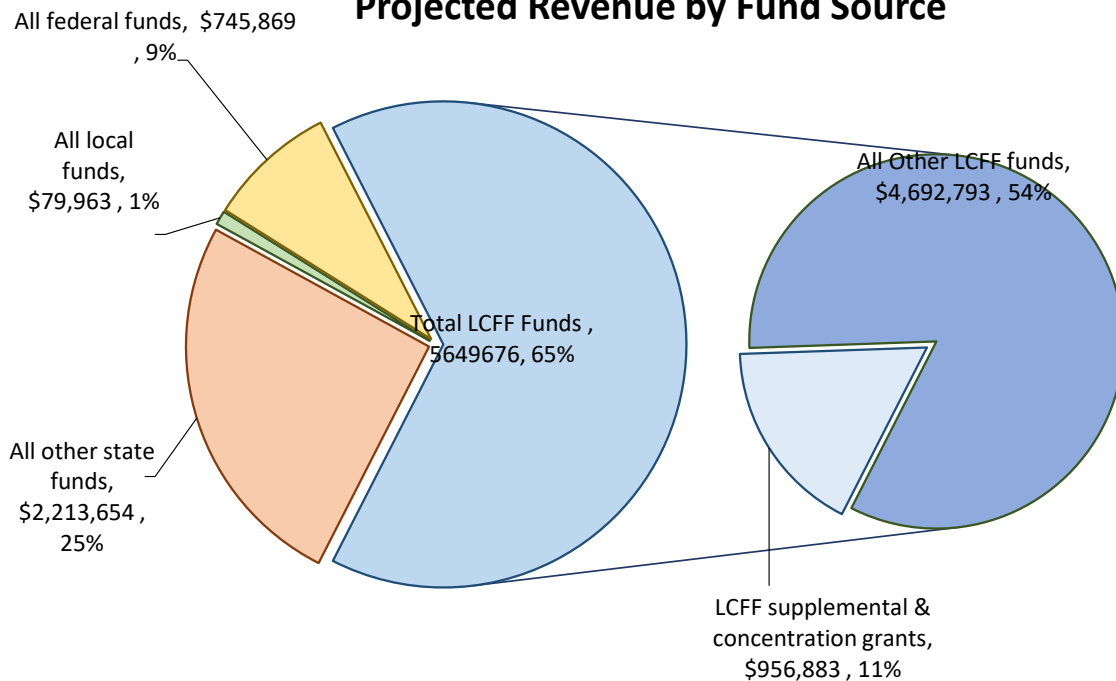
School Year: 2026-2027

LEA contact information: Anne Mathews, (619) 582-2822, amathews@darnallcharter.org

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

Budget Overview for the 2026-2027 School Year

Projected Revenue by Fund Source

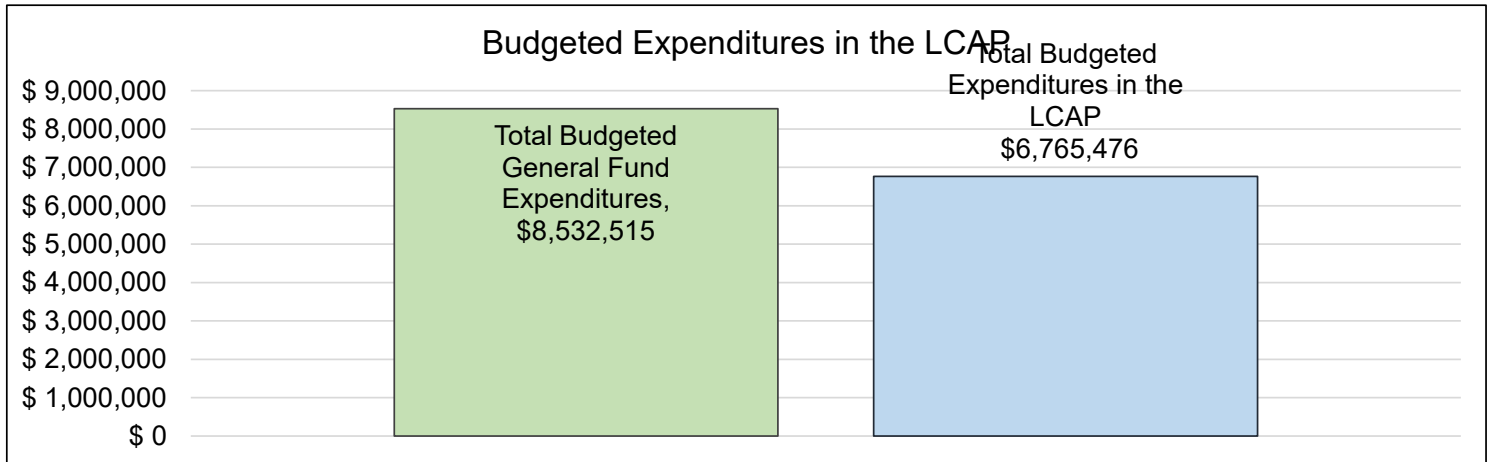


This chart shows the total general purpose revenue Darnall Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Darnall Charter School is \$8,689,162.00, of which \$5,649,676.00 is Local Control Funding Formula (LCFF), \$2,213,654.00 is other state funds, \$79,963.00 is local funds, and \$745,869.00 is federal funds. Of the \$5,649,676.00 in LCFF Funds, \$956,883.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Darnall Charter School plans to spend for 2026-2027. 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 \$8,532,515.00 for the 2026-2027 school year. Of that amount, \$6,765,476.00 is tied to actions/services in the LCAP and \$1,767,039.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

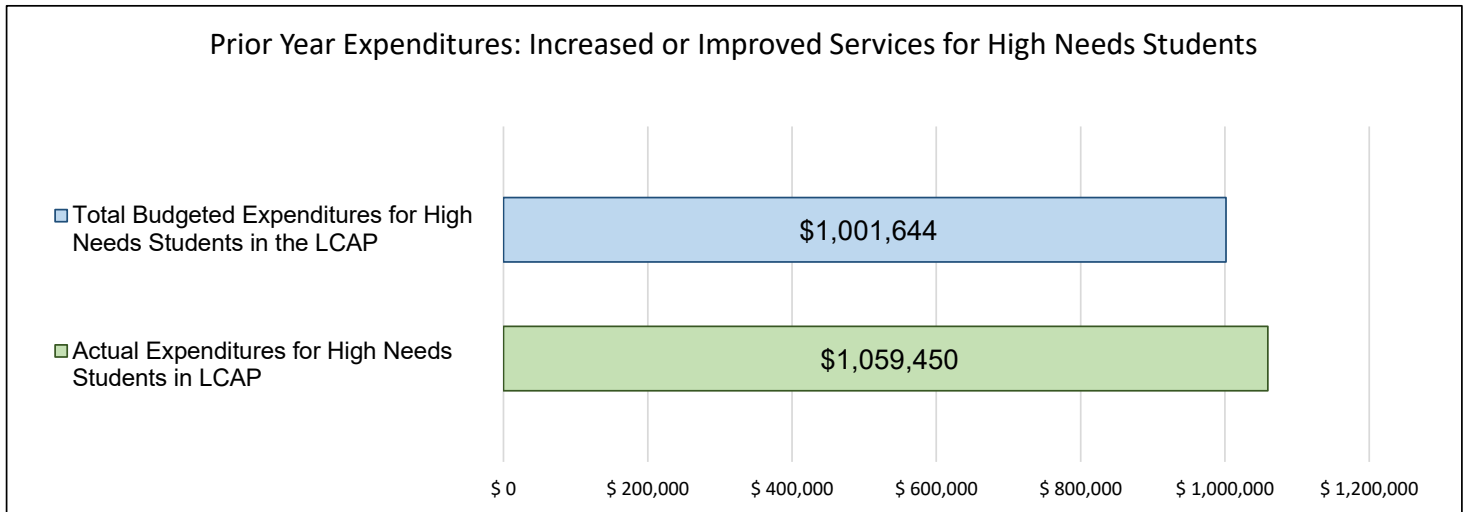
General fund budget expenditures for the school year not included in the LCAP include district oversight fees, utilities, health benefits, property and liability insurance, and other operational costs.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-2027 School Year

In 2026-2027, Darnall Charter School is projecting it will receive \$956,883.00 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 \$1,093,964.00 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 2025-2026



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 2025-2026, Darnall Charter School's LCAP budgeted \$1,001,644.00 for planned actions to increase or improve services for high needs students. Darnall Charter School actually spent \$1,059,450.00 for actions to increase or improve services for high needs students in 2025-2026.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Darnall Charter School	Anne Mathews Executive Director	amathews@darnallcharter.org 619-582-1822

Plan Summary 2026-27

General Information

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

Darnall Charter School is a directly-funded public charter school located at 6020 Hughes Street in the Redwood Village neighborhood of Mid-City San Diego. Established in 1993, the school has served students and families in the surrounding community for over 30 years. Darnall operates on a traditional calendar and serves students in grades Transitional Kindergarten through 8th grade, with a current enrollment of 435 students.

The school operates a Title I Schoolwide Program, providing an academic program focused on rigorous instruction in core subjects, including English language arts, mathematics, science, and social studies, with additional instruction in visual and performing arts, gardening and cooking, and physical education.

Instruction is differentiated and designed to meet the developmental and academic needs of students at each grade level, with an emphasis on building foundational skills, critical thinking, and readiness for high school. The school also features a distinctive Garden Classroom Program, through which students engage in hands-on learning about ecosystems, nutrition, and environmental stewardship; connecting science content to real-world inquiry and community.

Darnall Charter School serves a diverse student population reflective of the surrounding community. Approximately 84.8% of students come from socioeconomically disadvantaged backgrounds, 40.7% are English Learners, 11.5% are experiencing homelessness, and 23% receive special education services.

The school's mission is to empower students to achieve academic excellence, think critically, and embrace curiosity in a beautifully diverse learning community rooted in inclusion, equity, and supportive relationships. This mission is guided by a vision of continuous

improvement, equity-centered practice, and whole-child development. The school's LCAP reflects its commitment to the eight California state priorities and its responsibility to invest meaningfully in the students who need the most support.

Reflections: Annual Performance

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

Academic Performance:

On the 2025 California School Dashboard, the school received an orange rating in ELA and a red rating in mathematics. Overall, students scored 68.4 points below standard in ELA and 98.9 points below standard in mathematics. This demonstrates a decline in student achievement in both areas. While these figures reflect the deep impact of pandemic-era learning disruption on a historically underserved student population, the school recognizes that accelerating academic recovery is its most urgent priority. Darnall is committed to strengthening core instruction through high-quality instructional materials, differentiated support, and targeted intervention aligned to CAASPP data for all student groups.

English Learner Progress:

In 2025, 50% of Darnall's ELL students made progress, reflecting a 17.1% increase from the previous year. The school has seen especially encouraging movement among Long-Term English Learners, with 59.4% making progress per the English Learner Progress Indicator. However, the school acknowledges that accelerating reclassification rates and expanding access to grade-level academic content for English Learners remains a high priority. Darnall continues to invest in targeted EL supports, including ELPAC-aligned instruction and structured academic language development across content areas.

Chronic Absenteeism:

Chronic absenteeism continues to be one of the school's most critical areas of focus. Darnall Charter School's chronic absenteeism rate stands at approximately 34.9%, which is an increase of 3.9% from the previous year. This is well above the statewide average and represents a significant barrier to student achievement. Dashboard data further shows that English learners, long term English learners, Hispanic, and socioeconomically disadvantaged students were assigned the lowest chronic absenteeism indicator levels, reflecting persistent and troubling disparities within the school's most vulnerable student groups.

11.5% of students are experiencing homelessness, a factor strongly correlated with chronic absenteeism that the school addresses through dedicated family outreach, McKinney-Vento supports, and community partnerships. Improving attendance is foundational to all other academic and social-emotional goals.

Suspension Rate:

Darnall Charter School's overall suspension rate fell by 2% in 2025, landing at 2%, which is a positive sign that the school's restorative practices and alternatives to out-of-school suspension are having a positive impact. The all-students indicator reflects a Green rating on this measure, with improvements among African American students from the previous year (Yellow) and Hispanic students, as well as

socioeconomically disadvantaged students, which are both rated Green, reflecting relatively lower suspension rates for these groups. Students who are English Learners, experiencing homelessness, or receiving special education services are rated Orange, indicating that these groups continue to experience suspension at higher rates relative to their peers. Long-Term English Learners (LTELs) are rated Red on this indicator, representing the most critical area of concern.

Student Demographics and School Context:

80.8% of Darnall's students are socioeconomically disadvantaged, 43% are English Learners, approximately 20% receive special education services, and 11.5% are experiencing homelessness. These demographic realities shape every aspect of the school's performance profile and underscore the importance of sustained, equity-centered investment in programs, staffing, and supports that address the whole child. Darnall Charter School's students face significant out-of-school barriers that directly affect attendance, learning, and assessment outcomes, however, the school's commitment to high-quality instruction, English Learner support, restorative discipline, and family engagement reflects its commitment to the community and its students. The 2025–2026 LCAP goals and actions are directly informed by this data and are designed to drive measurable improvement across all Dashboard indicators with a particular focus on academic achievement, chronic absenteeism, and equitable outcomes for the school's highest-need student groups.

Reflections: Technical Assistance

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

Darnall Charter School has been identified for Differentiated Assistance (DA) and is receiving technical assistance through the San Diego County Office of Education in response to performance on multiple California School Dashboard indicators. Specifically, the school has been identified for DA based on performance among Long-Term English Learners, English Learners, Hispanic, and socioeconomically disadvantaged students across the Academic Performance indicators in English language arts and mathematics, as well as the chronic absenteeism indicator, and the suspension indicator for LTELs only.

The school views the DA process as a meaningful opportunity to deepen its continuous improvement work in partnership with SDCOE. Through this process, Darnall is engaged in structured inquiry and collaborative problem-solving to identify root causes underlying the performance gaps reflected in Dashboard data, and to develop and implement targeted, evidence-based actions to address them. Currently working on addressing chronic absenteeism indicators, the school has been gathering data in order to include specific additional actions into its 2026-2027 LCAP to address DA goals and work. The school is engaged in a deep analysis of chronic absenteeism data, disaggregated by student group and grade level, to identify patterns, barriers, and high-leverage intervention points. For socioeconomically disadvantaged students, the school is examining how existing academic supports are reaching this population and where gaps in access or effectiveness exist. Goal five and its actions outlined in this LCAP are directly aligned to the priorities identified through the DA process.

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.

The school is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

The school is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Darnall Charter School monitors student progress through multiple data sources reviewed on a regular cycle. Attendance data is reviewed monthly, with chronic absenteeism trends disaggregated by student group. Academic progress is assessed through benchmark and common assessments reviewed in PLCs, with CAASPP results analyzed annually to evaluate progress toward Dashboard indicator targets for all student groups. English Learner progress is monitored through ELPAC results, reclassification data, and classroom-based language assessments, with Long-Term English Learner outcomes receiving heightened attention given the school's current Differentiated Assistance identification.

The LCAP is formally evaluated and updated annually, with a comprehensive review of prior year goals, actions, and expenditures measured against actual outcomes and current Dashboard data. Goals are continued, modified, or replaced based on evidence of impact and alignment to student need. The annual update is presented to the school board for approval and shared publicly in accordance with California Education Code requirements, ensuring that Darnall's plan remains transparent, data-driven, and accountable to the community it serves.

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
1. Staff	Staff feedback, including from teaching staff, classified staff, and administrators, was collected during staff meetings in March and April 2026 and through three staff surveys administered in April and May of 2026.
2. School Site Council/LCAP Advisory Committee	Monthly meetings from September through May during which feedback on all goals and actions was collected.
3. District English Learner Advisory Committee	DELAC meetings were held every other month from September through May during which feedback on all goals and actions was collected.
4. Students and Families	Two student and family surveys were sent out to all students and families. One in February, 2026, and one in May, 2026.

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

STAFF:

Feedback from staff highlighted the need to strengthen student support systems through increased student services to assist with behavior and attendance challenges, stronger restorative practices, improved MTSS and intervention systems, and additional emotional and behavioral supports for scholars with high needs. As a result, the LCAP includes actions focused on expanding social emotional, behavioral, and intervention supports for students using a refined PBIS system, additional professional development in restorative approaches, the creation of a homebase system, strengthened attendance systems, and the creation of a student advocate position. Staff also identified the need for improved classroom assistant support and intervention staffing. In response, the LCAP specifically includes professional development for classified staff, as well as the continuation of Student Support Assistant positions that were originally intended to be funded for one year through one-time monies and will now be supported through LCFF and other revenue sources. To help ensure the school is fully staffed in these areas, the school will also adopt a revised classroom assistant pay scale to support recruitment and retention efforts.

SCHOOL SITE COUNCIL/LCAP ADVISORY COMMITTEE and DELAC:

The School Site Council and District English Learner Advisory Committee provided feedback throughout the 2025-2026 school year during multiple LCAP review sessions focused on Goals 1-4. Feedback from the SSC/LCAP Advisory Committee and DELAC

emphasized the importance of strengthening family engagement through more interactive events, stronger communication systems, increased outreach, and greater community visibility. As a result, the LCAP includes actions focused on expanding family engagement opportunities, improving communication methods, and increasing participation in school activities and events through offering childcare and translation services. Feedback also highlighted the need for continued and expanded professional learning opportunities for staff, including curriculum implementation training, peer observations, the introduction of AVID strategies, and instructional support in areas such as science, small group instruction, and writing. In response, the adopted LCAP includes professional development actions designed to strengthen instructional practices and improve academic outcomes for scholars through the introduction of additional strategies including AVID, curriculum training, and a system for conducting observational rounds among staff.

STUDENTS AND FAMILIES:

Educational partners identified the need for stronger academic and intervention supports for English Learners, Long Term English Learners, and other high need scholars. Recommendations included expanding ELD credentialed support, implementing newcomer curriculum and ELPAC preparation programs, and strengthening intervention systems. These recommendations resulted in LCAP actions related to English Learner supports (EL aide and EL Coordinator) and targeted instructional programs.

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal 1	Darnall Charter School will strengthen family engagement by fostering inclusive, two-way communication and meaningful collaboration with families to support student learning, improve school climate, and ensure families are informed and empowered partners in their children's education.	Broad

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Darnall Charter School created this goal in response to the recognized need for deeper, more consistent family engagement to support student success and overall school improvement. As a school serving a diverse student population, nearly 80% of whom come from socioeconomically disadvantaged backgrounds and almost half of whom are English Learners, the LEA understands that strong partnerships with families are essential for promoting equitable access to learning, improving attendance, strengthening communication, and strengthening academic outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Local Climate Survey/California Healthy Kids Survey	School meets children's individual needs: 89.6% Positive and welcoming campus: 95.4% Feel safe on campus: 100% Support from staff: 100%	School meets children's individual needs: 89.6% Positive and welcoming campus: 95.4% Feel safe on campus: 100% Support from staff: 100%	(Year One of CHKS Data) School Connectedness: 63.5% Meaningful Participation: 33.75% Perceived School Safety: 71.5% Caring Adult Relationships: 60.25%	Previous Target (Old Tool Used): School meets children's individual needs: 95% Positive and welcoming campus: 98% Feel safe on campus: 100% Support from staff: 100% New Target (New Tool Used): School Connectedness: 70% Meaningful Participation: 50% Perceived School Safety: 70% Caring Adult Relationships: 75%	The school used a new tool to measure this metric in the 2025-2026 school year. It used the California Healthy Kids Survey. Previously, the school used an internally-created survey. The use of the CHKS will bring additional validity to the metric, but also resets the baseline to the current year data: School Connectedness: 63.5% Meaningful Participation: 33.75% Perceived School Safety: 71.5% Caring Adult Relationships: 60.25%
2	Local Indicator: Parent and Family Engagement	Standard Met • Beginning Development: 4 areas • Initial Implementation: 3	Standard Met • Beginning Development: 4 areas • Initial Implementation: 3	Standard Met • Beginning Development: 0 areas • Initial Implementation: 0	Standard Met with Full Implementation in Every Area.	Standard met with an increase in implementation from baseline in 9 areas: Full

		areas • Full Implementation: 2 areas • Full Implementation and Sustainability: 3 areas	areas • Full Implementation: 2 areas • Full Implementation and Sustainability: 3 areas	areas • Full Implementation: 7 areas • Full Implementation and Sustainability: 5 areas		Implementation: 7 areas • Full Implementation: increase in 5 areas • Full Implementation and Sustainability: increase in 2 areas
--	--	---	---	---	--	--

Goal Analysis for 2026-27

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.

All planned actions were carried out, however, fewer expenditures were made in carrying out the actions than were in the budget for this goal. The primary action that was carried out under budget was 1.5, community events. The school participated in community events through the neighborhood association at no cost and through SDCOE for minimal cost. Therefore, it is the school's goal to increase its impact and participation through this action in the coming year.

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

The school spent \$18,304 less than budgeted. A difference between the budgeted and actual expenditures exists because, in implementing the actions associated with this goal, the school identified ways to integrate and carry out actions with reduced spending:

- 1.1: Costs of food and supplies for parent events and meetings were offset by food donations from educational partners.
- 1.2: Some translations services were provided via currently employed staff
- 1.4: Family surveys and participation meetings incurred fewer costs than anticipated.
- 1.5: The school participated in community events free of charge or for minimal cost. In this area, the school would like to increase its participation and impact and will focus on this area in the coming school year.

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

During the three-year LCAP cycle, several actions connected to this goal were effective in improving communication and strengthening family engagement. Translation services and communication tools were essential in helping families access important school information and communicate with staff. These actions supported stronger relationships between the school and families and will continue into the next school year. Family engagement events also provided opportunities for families to connect with the school community and participate in school activities. While these events were valuable, participation levels were lower than anticipated, indicating a need for improvement in outreach and event design.

The school also completed a family needs assessment during the LCAP cycle, which provided useful feedback regarding family needs and priorities. However, the school determined that the process needs to be strengthened in order to gather more comprehensive and meaningful input from families. Next year, the school plans to improve this action by advertising its use of surveys better in addition to family conferences to collect feedback. The school also participated in community events during the LCAP cycle, which helped build connections with the broader community. Although this action supported progress toward the goal, the school recognizes the need to increase participation in community events and outreach efforts during the next school year.

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.

Based on reflections from prior practice during the LCAP cycle, the school plans to make several adjustments to how actions were carried out, but no change to the actual actions associated with this goal for the coming year. Family engagement events will be redesigned to increase participation and improve accessibility for families. The school will also strengthen its family needs assessment process by incorporating communication tools and advertising its use of surveys in addition to family conferences to gather more comprehensive feedback from families. Translation services and communication tools will continue to be implemented as they were determined to be effective in supporting family communication and engagement. In addition, the school plans to increase participation in community events and outreach activities to strengthen partnerships with the broader community. While the overall goal, actions, and desired outcomes remain the same, these refinements are intended to improve effectiveness to increase family and community engagement, and meaningful partnerships.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Family Engagement Events	Facilitate family engagement through events and educational	\$900.00	Yes

Action #	Title	Description	Total Funds	Contributing
		partner meetings, including but not limited to ELAC, SSC, family engagement classes, and open houses.		
Action #2	Translation Services	Use translation and interpretation services to ensure communication with families speaking languages other than English. Send out school communication in more than one language to support non or limited English speaking families.	\$1,200.00	Yes
Action #3	Communications Tools	Ensure open and ongoing communication with families and the community through maintaining a high-quality website, a student information system with parent portal access, a program for family notifications, facilitating recruitment events, and purchasing materials needed to communicate with families and the community such as envelopes, postcards, postage, paper, etc.	\$20,000.00	No
Action #4	Family Needs Assessment and Voice	Conduct parent-teacher conferences at the start of the school year and mid-year to create success plans for students and to fully involve families in decision making about their child's academics and supports. Create a family advisory committee comprised of families representative of diverse backgrounds to meet throughout the year	\$2,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #5	Community events	Participate in community events and invite community partnerships on the campus to promote the school as an organization that contributes to the community and on which the community can rely.	\$1,000.00	No
Action #6	Family Survey	Administer surveys to families and students throughout the school year to gain feedback and gauge effectiveness of programs, events, involvement, and supports.	\$200.00	No

Goal

Goal #	Description	Type of Goal
Goal 2	Foster a safe, inclusive, and positive school climate where all students feel connected, respected, and supported socially, emotionally, and behaviorally.	Broad

State Priorities addressed by this goal.

5: Pupil Engagement (Engagement) 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Darnall Charter School created this goal in response to the recognized need for an effective but non-exclusionary means of correcting behavior and as a response to the school's high chronic absenteeism rate. Additionally, the school was identified in the 2025-2026 school year for differentiated assistance due to student outcomes in the areas of chronic absenteeism, suspension rate, and academic indicators. The school will be focusing on these areas in the upcoming school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	California School Dashboard Academic Engagement Indicator: Chronic Absenteeism	31% chronically absent	31% chronically absent	34.9% chronically absent	10% Chronically Absent	3.9% increase in chronic absenteeism from baseline. 24.9% from target.
2	California School Dashboard Academic Engagement Indicator: Chronic Absenteeism	African American: 40.5% chronically absent	African American: 40.5% chronically absent	35.6% chronically absent	African American: 10% chronically absent	4.9% decrease in chronic absenteeism from baseline. 25.6% from target.
3	California School Dashboard Academic Engagement Indicator: Chronic Absenteeism	Students with Disabilities: 35.1% chronically absent	Students with Disabilities: 35.1% chronically absent	29.9% chronically absent	Students with Disabilities: 10% chronically absent	5.2% decrease in chronic absenteeism from baseline. 19.9% from target.
4	California School Dashboard Conditions and Climate Indicator: Suspension Rate	4% suspended at least one day	4% suspended at least one day	2% suspended at least one day	2% suspended at least one day	2% improvement from baseline, target met
5	California School Dashboard Conditions and Climate Indicator: Suspension Rate	African American: 18.2% suspended at least one day.	African American: 18.2% suspended at least one day.	African American: 3.9% suspended at least one day	African American: 3% suspended at least one day.	14.3% improvement from baseline. 0.9% from target

Goal Analysis for 2026-27

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

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

There were minimal substantive differences between the planned actions and the actual implementation of these actions during the year, as the school implemented all planned actions and services associated with this goal. The school successfully implemented MTSS supports, PBIS systems, attendance monitoring and intervention processes, supervision supports, alternatives to suspension, and supports for foster youth and scholars experiencing homelessness as planned. Some adjustments were made to implementation in order to maximize existing resources and increase efficiency. Professional

development related to trauma informed practices and verbal de-escalation strategies was provided through the SELPA rather than through separately contracted professional development services. In addition, the school established a student council to support scholar voice and connectedness, as well as administered the California Healthy Kids Survey and was able to implement these programs without expending all of the originally budgeted funds. Attendance monitoring and intervention supports were implemented for special student populations using current staff members rather than hiring additional staff, while still maintaining attendance monitoring, family outreach, and intervention processes. These implementation adjustments allowed the school to carry out planned actions while reducing expenditures in certain areas.

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

Material differences between Budgeted Expenditures and Estimated Actual Expenditures occurred because several actions were implemented using existing resources, partnerships, and staff rather than through the originally projected expenditures. Professional development related to trauma informed practices and verbal de-escalation strategies (Goal 2, Action 8) was provided through the SELPA, which reduced the need for separately funded training services. In addition, the student council action was fully implemented to support scholar voice and connectedness (Goal 2, Action 5) without utilizing all the originally budgeted funds. Attendance monitoring, intervention meetings, family outreach, and attendance support services were also carried out by existing staff members rather than through the addition of new staff positions as originally anticipated (Goal 2, Action 4). These adjustments allowed the school to successfully implement the planned actions and services while reducing overall expenditures in several areas.

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

During the three-year LCAP cycle, the most effective actions in making progress toward this goal were the implementation of PBIS and MTSS systems (Goal 2, Actions 1-2), the school's implementation of its before and after school programs and intersessions (Goal 2, Action 6), professional development (Goal 2, Action 7), and its student support personnel (Goal 2, Action 11). These actions helped provide behavioral and academic supports for scholars through tiered interventions, positive reinforcement systems, and restorative practices that supported scholar well-being and school connectedness.

While these systems were effective, the LEA recognizes that both PBIS and MTSS can continue to be strengthened through more consistent implementation, additional intervention supports, and expanded staff training in the coming year. To support these activities, the school plans on dedicating additional personnel to help meet its goals in the upcoming school year and has written this into its 2026-2027 LCAP, as can be seen in Goal 5.

Attendance support actions also contributed to progress toward the goal through attendance monitoring, intervention meetings, family

outreach, and incentive programs. However, the LEA determined that attendance supports could be more effective with the addition of staff specifically focused on scholar wellness and engagement, such as a student advocate or student wellness coach. The LEA will therefore provide these additional supports during the next school year and has indicated this in Goal 5, where the LEA addresses the needs of its most vulnerable and underperforming student groups. The LEA also identified a need for additional professional development specifically focused on attendance improvement strategies, behavior intervention, restorative practices, and scholar support systems in order to strengthen staff capacity.

Supports for scholars experiencing homelessness and scholars in foster care also helped address barriers to participation. While these actions were beneficial, the LEA recognizes opportunities to expand services and supports for these scholar groups and will explore providing additional opportunities such as summer classes, camps, enrichment activities, and expanded learning supports in order to further support the academic success, connectedness, and well-being of these scholars.

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.

Based on reflections on prior practice during the three-year cycle, several adjustments have been made to strengthen the planned goals, metrics, desired outcomes, and actions for the coming year. While PBIS and MTSS have shown the most effectiveness, both systems will be refined to improve consistency, implementation fidelity, and impact across classrooms. The LEA will also strengthen the use of data cycles to better monitor progress and guide interventions in a more timely and responsive way.

Attendance supports will be enhanced in response to identified needs, including the addition of a student advocate and wellness coaches to increase targeted outreach and family engagement. Professional development will also be more intentionally focused on attendance and behavior systems to ensure staff have practical and consistent strategies. In addition, supports for students experiencing homelessness or foster care involvement will be expanded, including increased access to summer programming and more coordinated wraparound services with outside agencies.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	MTSS	Implement an MTSS program in which tier one and two interventions are emphasized for the benefit of all students. Purchase programs necessary to carry out this action.	\$5,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
Action #2	PBIS	Implement a comprehensive PBIS system with tiered behavioral supports and rewards/incentives to promote attendance, academic achievement, and high behavioral standards.	\$10,000.00	Yes
Action #3	Attendance Support	Support positive attendance by allocating staff to monitor attendance, conduct attendance intervention meetings, SART/SARB processes, and provide incentives to students who are chronically absent.	\$90,000.00	No

Action #	Title	Description	Total Funds	Contributing
Action #4	Expanded Learning Opportunities	Provide expanded learning opportunities for students before and after school to support them both academically and socio-emotionally. Provide intersessional support for students during the summer and spring break, including academic support, enrichment, and healthy meals.	\$779,565.00	No
Action #5	Professional Development	Provide professional development to staff on restorative practices, trauma-informed care, student behavioral health initiatives, and de-escalation to promote student well-being and behavioral support.	\$17,200.00	No
Action #6	Clean Welcoming Environment	Maintain clean and well-maintained facilities to create an inviting and welcoming campus.	\$150,000.00	No

Action #	Title	Description	Total Funds	Contributing
Action #7	Supervision	Employ supervision staff to employ restorative practices and provide behavioral support to students in all grade levels.	\$50,000.00	Yes
Action #8	Support Staff	Employ staff to oversee the implementation of PBIS systems, restorative practices, the creation of individualized student plans, 504s, and all other school structures and student supports.	\$325,000.00	Yes
Action #9	Homeless/Foster Support	Support students experiencing homelessness and youth in foster care by providing school supplies and free access to programs and activities provided by the school to benefit their well-being and academic success. Provide access to summer school, intersession, and summer enrichment camps as well.	\$5,000.00	Yes

Goal

Goal #	Description	Type of Goal
Goal 3	Improve academic achievement for Hispanic, English Learners, Long-Term English Learners, students identified as academically in need, and Students with Disabilities in all grade levels by implementing targeted instructional strategies, integrated supports, before/after school supports, and consistent progress monitoring.	Broad

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was created in response to achievement gaps identified on the California School Dashboard. Additionally, this goal addresses student groups for which the school has been identified for Differentiated Assistance, including Hispanic, Socioeconomically Disadvantaged, Long Term English Learner, and English Learner.

Socioeconomically Disadvantaged students, Hispanic, Students with Disabilities, and English Learners were identified as red in academic indicators, showing a need for more intentional, inclusive, and targeted support across all grade levels and content areas.

Additionally, There is a need for improved instructional practices, greater integration of support services within general education classrooms, and stronger systems for monitoring student progress.

This goal reflects the LEA's commitment to equity and ensures that the instructional core is strengthened to meet the needs of historically underserved student groups. By focusing on evidence-based strategies such as integrated and designated ELD, Universal Design for Learning (UDL), Response to Intervention (RTI), and data-informed interventions, the LEA aims to improve outcomes for these student groups and ensure access to rigorous, grade-level instruction in an inclusive environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	California School Dashboard Academic Performance Indicator: English Learner Progress	California School Dashboard Academic Performance Indicator: English Learner Progress: 32.9% making progress	California School Dashboard Academic Performance Indicator: English Learner Progress: 32.9% making progress	California School Dashboard Academic Performance Indicator: English Learner Progress: 50% making progress	California School Dashboard Academic Performance Indicator: English Learner Progress: 60% making progress	17.1% improvement in English learner progress from baseline. 10% from target.
2	California School Dashboard Academic Performance Indicator: Math	Students with disabilities: 149.7 points below standard	Students with disabilities: 149.7 points below standard	Students with disabilities: 164.9 points below standard	Students with disabilities: 100 points below standard	15.2 point decline from baseline. 64.9 points from target.

3	California School Dashboard Academic Performance Indicator: English Language Arts	Students with disabilities: 122.6 points below standard	Students with disabilities: 122.6 points below standard	Students with disabilities: 135.2 points below standard	Students with disabilities: 95 points below standard	12.6 decline from baseline. 40.2 points from target.

Goal Analysis for 2026-27

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.

The LEA implemented all planned actions, including professional development for academic and socio-emotional support and the hiring of additional staff to support students. The school did not allocate as many funds for SSTs as originally planned (Goal 3, Action 1) because the school developed its own internal SST system. This system was effective but will need to be strengthened next year.

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

Differences between Budgeted Expenditures and Estimated Actual Expenditures are primarily due to decreased costs for serving special student populations and changes to individualized support plans resulting in fewer costs than expected. Other differences in budgeted versus actual costs result from the inability to successfully fill some positions despite recruitment efforts. While all student support positions (Goal 3, Actions 5, 6, and 12) were filled by the end of the school year, some were left vacant for times throughout the year due to decreases in the available workforce.

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

The addition of student support assistants as well as library access were effective in helping to remediate student learning and provide additional standards based instructional access to students. The addition of professional development through the El Dorado Charter SELPA was effective in helping staff meet the needs of students with special needs. Additional supports such as a school psychologist and supports for special populations helped the school serve its most vulnerable student populations well. All actions were considered effective and will be continued in the next school year.

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.

There are no planned changes to the goal or metrics, but additions to the actions will take place. Additional training in designated and integrated ELD techniques will be brought into the new school year and a more robust SST program, potentially using a program such as Beyond SST will be brought into the new school year to track students who need additional resources or assistance. Additionally, due to the school being identified for Differentiated Assistance, the school will be bringing in additional supports for its identified student groups including Long Term English Learners, English Learners, Hispanic, and Low Socio-Economic. These supports have been determined after gaining extensive educational partner input and conducting a comprehensive needs assessment.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	SST System	Implement an SST process to support students demonstrating need and track achievement data to assign additional	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		supports as necessary. Purchase a program necessary to carry out this goal.		
Action #2	Student Progress Monitoring	Engage in mid-trimester and trimester data dives to gain comprehensive information on student achievement, and assign and monitor supports throughout the year. Use substitute teacher coverage as necessary to provide release time to conduct this work.	\$6,400.00	Yes
Action #3	Curricular Supports	Purchase and renew curriculum for integrated and designated ELD instruction for English Learners and Long-Term English Learners.	\$10,000.00	Yes
Action #4	Student Support Paraprofessionals	Employ paraprofessionals to work with students with special and additional needs across grade levels.	\$300,000.00	Yes
Action #5	Supports for Special Student Populations	In consultation with the LEA's SELPA as defined in section 306 to ensure program alignment, contract with organizations and direct hire personnel to provide specific and individual assistance and	\$1,000,000.00	No

Action #	Title	Description	Total Funds	Contributing
		support to students with disabilities and in need of additional support. Employ education specialists to monitor and support students.		
Action #6	School Psychologist	Employ a school psychologist to assess, monitor, and provide support for students in special populations including ELL, students with disabilities, and long-term ELL.	\$139,000.00	Yes
Action #7	Professional Development	Provide professional development to staff in conjunction with the school's SELPA to provide tier one and two supports to students with special needs in general education classrooms. In conjunction with the San Diego County Office of Education to provide a robust and supportive curriculum with appropriate supports for ELLs, long term ELLs, and students with disabilities.	\$16,000.00	Yes
Action #8	Library Access	Provide early intervention and literacy programs for all students through school library access and additional standards aligned literacy lessons during weekly library visits.	\$44,000.00	No
Action #9	Reading Difficulty Risk Screener	Implement Amira as a reading difficulty risk screener for students in grades K-2 and as a progress monitoring tool.	\$600.00	No

Goal

Goal #	Description	Type of Goal
Goal 4	Provide all students with access to a robust and well-rounded course of study that includes the implementation of standards-aligned curriculum, high-quality instruction, targeted academic interventions, and ongoing progress monitoring to support academic growth and equitable outcomes across all grade levels.	Broad

State Priorities addressed by this goal.

1: Basic (Conditions of Learning) 2: State Standards (Conditions of Learning) 4: Pupil Achievement (Pupil Outcomes) 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed in response to academic performance data on the California School Dashboard indicating a need to strengthen core academic achievement, and staff and student feedback indicating a continued need for equitable access to a well-rounded education. Analysis of CAASPP results, local benchmark assessments, and classroom-based data revealed that a significant number of students across grade levels are not meeting grade-level expectations in English Language Arts and Mathematics. Additionally, input from families, staff, and advisory groups emphasized the importance of ensuring all students receive instruction grounded in standards-aligned curriculum while also having access to a broader course of study that supports cognitive, social, and creative development.

By focusing on high-quality instruction, targeted academic interventions, and a comprehensive approach to curriculum implementation, this goal reflects the LEA's commitment to improving outcomes for all students while addressing persistent achievement gaps. The integration of a robust and well-rounded course of study ensures students are not only supported in foundational subjects but also engaged in a rich educational experience that prepares them for long-term success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	California School Dashboard Academic Performance Indicator: Math	86.8 points below standard	86.8 points below standard	98.9 points below standard	30 points below standard	12.1 decrease in achievement from baseline. 68.9 points from target.

2	California School Dashboard Academic Performance Indicator: Language Arts	64.3 points below standard	64.3 points below standard	68.4 points below standard	30 points below standard	4.1 decline in achievement from benchmark. 38.4 points from target.
3	Local Indicator: Basics: Teachers, Instructional Materials, Facilities	Standard Met	Standard Met	Standard Met	Standard Met	No difference. Target met.
4	Local Indicator: Implementation of Academic Standards	Standard Met with Beginning and Initial Implementation	Standard Met with Beginning and Initial Implementation	Standard Met with Full Implementation	Standard Met with Full Implementation	Standard Met with Full Implementation and Sustainability: Exceeded Baseline
5	Local Indicator: Access to a Broad Course of Study	Standard Met	Standard Met	Standard Met	Standard Met	No difference. Target Met.

Goal Analysis for 2026-27

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.

The only substantive differences in planned actions and actual implementation of these actions was in Goal 4, Action 9. The school did not provide a stipend to facilitate a Title III Coordinator, as this position was facilitated by the school's administration and ELD teacher. All other actions were carried out as planned and budgeted.

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

Material differences between Budgeted Expenditures and Estimated Actual Expenditures are the result of increased employee, health

and benefits costs associated with actions 1, 2, and 3. Some additional costs were incurred in the carrying out of actions 7 and 8 as well, due to inflation and increased costs of goods and services.

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

All actions were effective in students making progress, as students were taught by teachers credentialed in their teaching area, and classified staff facilitated operations school wide. The school provided 6th grade camp and enrichment field trips, and enrichment and electives courses to students.

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

While no changes to the goal or actions will be made, there will be changes to the metrics to account for student groups that are performing in the red per the California Dashboard. Additionally, the school will be adjusting its professional development plan to met the needs of staff per educational partner input in the next school year, as well as providing additional curricular opportunities to students through increased before and after school supports. The addition of a school leadership team including an EL Coordinator and Team Leaders will provide additional professional learning and student/program supports in the coming year. These changes will be reflected in how actions within this goal are carried out.

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

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Credentialed Staff	Employ credentialed staff in all applicable areas and in appropriately credentialed areas to carry out essential school programs.	\$2,278,801.00	No
Action #2	Classified Staff	Employ classified staff to carry out essential student support functions such as student information system management, attendance, student health and safety, and	\$735,000.00	No

Action #	Title	Description	Total Funds	Contributing
		school program implementation.		
Action #3	Enrichment and Electives	Employ enrichment and electives teachers to provide a well-rounded education to students in all grade levels.	\$210,000.00	No
Action #4	Enrichment Camp and Field Trips	Provide a sixth grade enrichment camp for students and field trips in other grade levels to supplement curriculum with enrichment activities.	\$30,000.00	No
Action #5	Curriculum	Maintain core curricular programs and curricular support programs to teach and assess in a broad course of study including core and electives courses.	\$60,000.00	No
Action #6	Digital Infrastructure	Maintain a one-to-one device/student ratio to support student learning. Employ staff necessary to maintain the school digital infrastructure and security. Purchase digital systems and programs to maintain technology and programming for student use.	\$150,000.00	No
Action #7	Classroom Materials and Supplies	Maintain well-supplied classrooms including purchasing furniture, books, and necessary school supplies to provide a print-rich, enriching, and inclusive learning environment for all students.	\$50,000.00	No
Action #8	Educational Leadership	Facilitate a school leadership team responsible for master	\$16,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		scheduling, data and progress monitoring, assessment systems, and assigning additional student supports.		

Goal

Goal #	Description	Type of Goal
Goal 5	Increase the academic achievement of and decrease chronic absenteeism among the following student groups for which the school has been identified for Differentiated Assistance: • LTELS • Hispanic • ELL • Socio-Economically Disadvantaged Decrease suspension rates among LTELS.	Focus

State Priorities addressed by this goal.

2: Implementation of State Standards, 4: Student Achievement, 5: Pupil Engagement (Engagement), 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Darnall Charter School created this goal because the school was identified in the 2025-2026 school year for differentiated assistance due to student outcomes in the areas of chronic absenteeism, suspension rate, and academic indicators. The school will be focusing on these areas in the upcoming school year.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	California School Dashboard Academic Engagement Indicator: Chronic Absenteeism	English Learners: 34.7% chronically absent	English Learners: 34.7% chronically absent	English Learners: 34.7% chronically absent	English Learners: 10% chronically absent	Baseline established 2026-2027. 24.7% chronically absent from target.
2	California School Dashboard Academic Engagement Indicator: Chronic Absenteeism	Hispanic: 36.5% chronically absent	Hispanic: 36.5% chronically absent	Hispanic: 36.5% chronically absent	Hispanic: 10% chronically absent	Baseline established 2026-2027. 26.5% chronically absent from target.
3	California School Dashboard Academic Engagement	Long-Term English Learners: 53.1% chronically absent	Long-Term English Learners: 53.1% chronically absent	Long-Term English Learners: 53.1% chronically absent	Long-Term English Learners: 10% chronically absent	Baseline established 2026-2027. 43.1% chronically absent from target

	Indicator: Chronic Absenteeism					
4	California School Dashboard Academic Engagement Indicator: Chronic Absenteeism	Socioeconomically Disadvantaged: 37.8% chronically absent	Socioeconomically Disadvantaged: 37.8% chronically absent	Socioeconomically Disadvantaged: 37.8% chronically absent	Socioeconomically Disadvantaged: 10% chronically absent	Baseline established 2026-2027. 27.8% chronically absent from target
5	California School Dashboard Conditions and Climate Indicator: Suspension Rate	Long-Term English Learners: 6.1% suspended at least one day	Long-Term English Learners: 6.1% suspended at least one day	Long-Term English Learners: 6.1% suspended at least one day	Long-Term English Learners: 2% suspended at least one day	Baseline established 2025-2026. 4.1% from target.
6	California School Dashboard Academic Performance Indicator: English Language Arts	English Learners: 86.4 points below standard	English Learners: 86.4 points below standard	English Learners: 83 points below standard	English Learners: 50 points below standard	3.4 points improvement from baseline. 33 points from target.
7	California School Dashboard Academic Performance: English Language Arts	Long term English learners: 115.6 points below standard	Long term English learners: 115.6 points below standard	Long term English learners: 106.1 points below standard	Long term English learners: 80 points below standard	9.5% improvement from baseline. 26.1 points from target.
5	California School Dashboard Academic Performance Indicator: Math	English Learners: 102.9 points below standard	English Learners: 102.9 points below standard	English Learners: 110.8 points below standard	English Learners: 75 points below standard	7.9 point decline from baseline. 35.8 points from target.
6	California School Dashboard Academic Performance Indicator: Math	Long term English learners: 136.2 points below standard	Long term English learners: 136.2 points below standard	Long term English learners: 144.1 points below standard	Long term English learners: 100 points below standard	7.9 point decline from baseline. 44.1 points from target.

8	California School Dashboard Academic Performance Indicator: Math	Socioeconomically Disadvantaged: 102.5 points below standard	Socioeconomically Disadvantaged: 102.5 points below standard	Socioeconomically Disadvantaged: 102.5 points below standard	Socioeconomically Disadvantaged: 80 points below standard	Baseline established in 2025-2026 school year with performance landing in the red for this group. 22.5 points from target.
9	California School Dashboard Academic Performance Indicator: Math	Hispanic: 104.4 points below standard	Hispanic: 104.4 points below standard	Hispanic: 104.4 points below standard	Hispanic: 80 points below standard	Baseline established in 2025-2026 school year due to performance in this student group falling to red on the academic math indicator. 24.4 points from target.
10	California School Dashboard Academic Performance Indicator: English Language Arts	Hispanic: 70.5 points below standard	Hispanic: 70.5 points below standard	Hispanic: 70.5 points below standard	Hispanic: 50 points below standard	Baseline established in the 2025-2026 school year due to performance falling into red on the ELA academic indicator. 20.5 points from target.
11	California School Dashboard Academic Performance Indicator: English Language Arts	Socioeconomically Disadvantaged: 74.2 points below standard	Socioeconomically Disadvantaged: 74.2 points below standard	Socioeconomically Disadvantaged: 74.2 points below standard	Socioeconomically Disadvantaged: 50 points below standard	Baseline established in the 2025-2026 school year due to student performance on the ELA indicator falling into the red for this student group. 24.2 points from target.

Goal Analysis for 2026-27

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.

This is a new goal created for 2026-2027 to address the school's Differentiated Assistance status

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.

This is a new goal created for 2026-2027 to address the school's Differentiated Assistance status

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

This is a new goal created for 2026-2027 to address the school's Differentiated Assistance status

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.

This is a new goal created for 2026-2027 to address the school's Differentiated Assistance status.

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Attendance Support for Student Groups	Provide additional attendance support for students identified in the red indicator for chronic absenteeism including additional monitoring and family contact, student groups, empathy interviews, intervention, and family outreach.	\$1,000.00	Yes
Action #2	Student Voice	Promote student voice and a sense of connectedness by creating a student council to provide input on perceptions and needs of students. Conduct empathy interviews and check-ins with students in groups qualifying the school for differentiated assistance. Administer the California Healthy Kids Survey to gain	\$1,000.00	Yes

Action #3	Student Behavioral Health Advocate	Hire a student behavioral health advocate to work with students in need of additional support in the areas of behavior, attendance, school connectedness, and academic engagement. Focus efforts on student groups in the red for the suspension indicator (for 26-27 school year - long term English learners)	\$65,000.00	Yes
Action #4	ELL Paraprofessionals	Employ two EL paraprofessional to work with ELL students and LTEL students across grade levels.	\$58,810.00	Yes
Action #5	Title III Coordinator	Employ staff to teach designated and integrated ELD courses, and to serve as the school's Title III Coordinator, focusing on providing professional development to staff on designated and integrated supports, and on data collection and sharing for program improvement purposes.	\$125,000.00	Yes

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

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$919,019.00	\$37,864.00

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
21%	0.00%	\$0.00	21%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 1	1.1: Family engagement events are held on a schoolwide basis but are	1.1: Targeted communication and phone calls will go out to families of	1.1: Attendance rates at all family engagement events and family group

	intended to meet the unique needs of all unduplicated student groups by engaging families from diverse and underserved backgrounds to be partners with the school for their child's success.	unduplicated students. This is provided on an LEA-wide basis so that all students and families are able to benefit from these efforts, though the needs of unduplicated students will be prioritized.	meetings via sign in sheets.
Goal 1 Action 2	1.2: Translation services, while offered on a school wide basis, have particular relevance and need for unduplicated students, including ELs.	1.2: Translation services, while offered on a school wide basis, have particular relevance and need for unduplicated students, including ELs.	1.2: Attendance rates at all family engagement events and family group meetings via sign in sheets.
Goal 1 Action 4	1.4: In meeting with families to determine their needs and enable two-way communication with families, meetings will be held specifically including families of unduplicated students.	1.4: Needs assessments will be conducted and the family group will serve as an advisory committee for school outreach and assistance efforts for all students, with the needs of unduplicated students prioritized.	1.4: Attendance rates via sign in sheets.
Goal 2 Action 1	2.1: Unduplicated students demonstrate a need for additional universal supports in tier one and two settings.	2.1: Provided on an LEA-wide basis as it will be implemented in every general education classroom, the MTSS program will specifically target the needs of unduplicated students, including ELLs.	2.1: Verified data reports (3 times per year) and Course grades (every trimester)
Goal 2 Action 2	2.2: Unduplicated students demonstrate a need for additional behavior and socio-emotional supports to prevent exclusionary discipline measures.	2.2: Provided on an LEA-wide basis as it will be implemented schoolwide, the PBIS program will specifically target the needs of unduplicated students identified on the California School Dashboard.	2.2: Suspension rates
Goal 2 Action 3	2.3: Unduplicated students demonstrate a need for additional attendance supports to prevent high chronic absenteeism rates.	2.3: Provided on an LEA-wide basis as it will be implemented schoolwide, the attendance supports and monitoring will specifically target the needs of unduplicated students as identified on the California School Dashboard.	2.3: Average daily attendance rates and chronic absenteeism rates.
Goal 5 Action 1	2.4: Students who are classified as LTELs, Hispanic, and ELL have the	2.4: Students who are classified as LTELs, Hispanic, and ELL have the	2.4: Average daily attendance rates and chronic absenteeism rates.

	highest levels of chronic absenteeism and benefit from having priority on attendance support systems put in place school wide.	highest levels of chronic absenteeism and benefit from having priority on attendance support systems put in place school wide. This group comprises over 50% of the school's population and therefore, this service needs to be provided on a school wide basis, with the needs of these students prioritized.	
Goal 2 Action 5	2.5: Unduplicated students in particular, have lower achievement as indicated on the California School Dashboard, including academic, attendance, and suspension metrics. Additional work to hear from and then meet the needs of these students is necessary to improve these metrics.	2.5: Unduplicated students make up 85% of the school's population. Additional work to hear from and then meet the needs of these students is necessary to improve these metrics, and needs to be offered on a school wide basis to support all students.	2.5: Interview completion rates, course grades, student attendance, and student behavior referrals.
Goal 5 Action 3	2.8: The primary students the behavioral health advocate will be working with are unduplicated students, especially those who are identified on the California Dashboard as in need, including LTELs, Hispanic, ELL, Homeless, and Low Socio-Economic.	2.8: The primary students the behavioral health advocate will be working with are unduplicated students, especially those who are identified on the California Dashboard as in need, including LTELs, Hispanic, ELL, Homeless, and Low Socio-Economic. However, as a school-wide action, the needs of these students will be prioritized with non-unduplicated students receiving assistance as well.	2.8: Behavior referrals and suspension rates
Goal 2 Action 10	2.10: Unduplicated students demonstrate a need for additional restorative practices and supports to prevent disproportionately high suspension rates.	2.10: Provided on an LEA-wide basis as it will be implemented school wide, the supervision supports will specifically target the needs of unduplicated students as identified on the California School Dashboard.	Behavior referrals and suspension rates

Goal 2 Action 11	2.11: Unduplicated students demonstrate a need for additional restorative practice, PBIS program monitoring, and MTSS program alignment and supports to increase student achievement in math and language arts and decrease absenteeism rates and suspension rates.	2.11: Additional staff to oversee the implementation of PBIS systems, restorative practices, and other student supports will support the school on a schoolwide basis, with specific emphasis on monitoring progress of unduplicated student groups.	2.11: Suspension rates, course grades, progress on verified data sources
Goal 3 Action 1	3.1: Unduplicated students demonstrate a need for an SST process to monitor and assign student supports as necessary.	3.1: Provided on an LEA-wide basis as it will be implemented schoolwide, the SST process will specifically target the needs of unduplicated students as identified on the California School Dashboard.	3.1: SST referral and completion rates
Goal 3 Action 2	3.2: Staff will monitor the effectiveness of supports to unduplicated students, as they demonstrate a need for a comprehensive support system both academically and socio-emotionally.	3.2: Staff will engage in mid-trimester and trimester data dives school wide to gain comprehensive information on student achievement, and assign and monitor supports throughout the year, prioritizing supports for unduplicated students.	3.2: Course grades, iReady assessments, Benchmark assessments, Attendance data, Suspension and behavior referrals
Goal 3 Action 6	3.6: Because unduplicated students demonstrate academic need on the California Dashboard, student support paraprofessionals will be assigned to unduplicated students first, who demonstrate need on the California Dashboard and according to school-metrics.	3.6: Because unduplicated students demonstrate academic need on the California Dashboard, student support paraprofessionals will be assigned to unduplicated students first, who demonstrate need on the California Dashboard and according to school-metrics.	3.6: Course grades, achievement on verified data, benchmark assessments
Goal 3 Action 4	3.4: Unduplicated students, including ELLs, demonstrate need above their peers according to the California Dashboard. Additional curricular supports will be purchased for all students, with the needs of unduplicated students considered	3.4: Unduplicated students, including ELLs, demonstrate need above their peers according to the California Dashboard. Additional curricular supports will be purchased for all students, with the needs of unduplicated students considered	3.4: Course grades and academic indicators on the CA dashboard.

	first, including ELLs, and their progress will be tracked.	first, including ELLs, and their progress will be tracked.	
Goal 3 Action 8	3.8: Unduplicated students demonstrate need both socio-emotionally and academically, and require increased levels of supports.	3.8: Unduplicated students demonstrate need both socio-emotionally and academically, and require increased levels of supports. The needs of these students are considered first, but the service is provided to all students.	3.8: Behavior referrals and suspension data
Goal 4 Action 8	4.8: The educational leadership team will work to identify needs and supports of unduplicated students, provide professional learning, and monitor the effectiveness of supports.	4.8: Provided on an LEA-wide basis as it will be implemented schoolwide, the focus of supports and professional learning will specifically target the needs of unduplicated students as identified on the California School Dashboard.	4.8: Student achievement on CA Dashboard, course grades
Goal 3 Action 9	3.9: Professional development is aimed specifically at helping unduplicated students, which composes approximately 85% of the school's population.	3.9: Professional development is aimed specifically at helping unduplicated students, which composes approximately 85% of the school's population. This benefits all students and will be offered to all teachers, but will focus on unduplicated student needs.	3.9: Course grades and verified data.

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 2 Action 12	Homeless students	To support students socially, emotionally, and behaviorally with the intent of reducing absenteeism and suspension rates.	CA Dashboard outcomes: suspension rate and attendance rates

Goal 5 Action 4	ELD student achievement and support.	Support ELD students to meet grade level content area standards.	ELD progress indicator on CA Dashboard
Goal 5 Action 5	ELD students have an identified need for extra support according to CA Dashboard data and ELPAC scores/progress.	To help students access and learn grade level content.	ELL progress on CA Dashboard

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.

N/A

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.

Funding will support maintaining lower than typical class sizes to provide students with increased individualized attention, academic intervention, and relationship-based support throughout the school day. The LEA will also provide additional paraprofessional and classroom aide support to assist students with academic engagement, intervention implementation, behavioral support, and classroom supervision. Additional staff support will focus on the needs of English learners, Long Term English Learners, foster youth, and other at promise students through designated and integrated instructional support, small group intervention, progress monitoring, and increased access to academic and social emotional assistance. These staffing increases are intended to improve student achievement, attendance, engagement, and access to targeted supports while strengthening the overall implementation of MTSS, PBIS, and intervention systems across the school site.

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	38.1
Staff-to-student ratio of certificated staff providing	N/A	19:1

2026-27 Total Planned Expenditures Table

LCAP Year	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 (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	\$4,548,357.00	\$919,019.00	21%	0.00%	21%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	\$4,842,602.00	\$1,804,565.00	\$79,963.00	\$38,346.00	\$6,765,476.00	\$5,200,211.00	\$1,565,265.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	Family Engagement Events	LEA-Wide	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	Darnall Charter School	2026-2027
1	2	Translation Services	LEA-Wide	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	Darnall Charter School	2026-2027
1	3	Communication Tools	LEA-Wide	No	LEA-Wide		Darnall Charter School	2026-2027
1	4	Family Needs Assessment	LEA-Wide	Yes	LEA-Wide	English Learners,	Darnall Charter	2026-2027

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
		and Voice				Foster Youth, Low Income	School	
1	5	Community events	LEA-Wide	No	LEA-Wide		Darnall Charter School	2026-2027
1	6	Family Survey	LEA-Wide	No	LEA-Wide		Darnall Charter School	2026-2027
2	1	MTSS	LEA-Wide	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	Darnall Charter School	2026-2027
2	2	PBIS	LEA-Wide	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	Darnall Charter School	2026-2027
2	3	Attendance Support	LEA-Wide	No	LEA-Wide	English Learners, Foster Youth, Low Income	Darnall Charter School	2026-2027

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
2	4	Expanded Learning Opportunities	LEA-Wide	No	LEA-Wide		Darnall Charter School	2026-2027
2	5	Professional Development	LEA-Wide	No	LEA-Wide		Darnall Charter School	2026-2027
2	6	Clean Welcoming Environment	LEA-Wide	No	LEA-Wide		Darnall Charter School	2026-2027
2	7	Supervision	LEA-Wide	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	Darnall Charter School	2026-2027
2	8	Support Staff	LEA-Wide	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	Darnall Charter School	2026-2027
2	9	Homeless/Foster Support	Foster Youth	Yes	Limited	Foster Youth	Darnall Charter School	2026-2027
3	1	SST System	LEA-Wide	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	Darnall Charter School	2026-2027

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
3	2	Student Progress Monitoring	LEA-Wide	Yes	LEA-Wide	ELL, Low Income, Foster Youth	Darnall Charter School	2026-2027
3	3	Curricular Supports	English Learners	Yes	LEA-Wide	English Learners	Darnall Charter School	2026-2027
3	4	Student Support Paraprofessional	LEA-Wide	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	Darnall Charter School	2026-2027
3	5	Supports for Special Student Populations	LEA-Wide	No	LEA-Wide		Darnall Charter School	2026-2027
3	6	School Psychologist	LEA-Wide	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	Darnall Charter School	2026-2027
3	7	Professional Development	LEA-Wide	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	Darnall Charter School	2026-2027
3	8	Library Access	LEA-Wide	No	LEA-Wide		Darnall Charter School	2026-2027

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
3	9	Reading Difficulty Risk Screener	LEA-Wide	No	LEA-Wide		Darnall Charter School	2026-2027
4	1	Credentialed Staff	LEA-Wide	No	LEA-Wide		Darnall Charter School	2026-2027
4	2	Classified Staff	LEA-Wide	No	LEA-Wide		Darnall Charter School	2026-2027
4	3	Enrichment and Electives	LEA-Wide	No	LEA-Wide		Darnall Charter School	2026-2027
4	4	Enrichment Camp and Field Trips	LEA-Wide	No	LEA-Wide		Darnall Charter School	2026-2027
4	5	Curriculum	LEA-Wide	No	LEA-Wide		Darnall Charter School	2026-2027
4	6	Digital Infrastructure	LEA-Wide	No	LEA-Wide		Darnall Charter School	2026-2027
4	7	Classroom Materials and Supplies	LEA-Wide	No	LEA-Wide		Darnall Charter School	2026-2027
4	8	Educational Leadership	LEA-Wide	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	Darnall Charter School	2026-2027
5	1	Attendance Support for Student Groups	English Learners, Hispanic, Long Term	Yes	LEA-Wide	English Learners, Low Income	Darnall Charter School	2026-2027

			English Learners, Socioeconomic Disadvantaged					
5	2	Student Voice	English Learners, Hispanic, Long Term	Yes	LEA-Wide	English Learners, Low Income	Darnall Charter School	2026-2027
5	3	Student Behavioral Health Advocate	LEA-Wide	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	Darnall Charter School	2026-2027
5	4	ELL Paraprofessional	English Learners	Yes	Limited	English Learners	Darnall Charter School	2026-2027
5	5	ELD Coordinator	English Learners	Yes	Limited	English Learners	Darnall Charter School	2026-2027

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	\$0.00	\$900.00	\$700.00	\$0.00	\$0.00	\$200.00	\$900.00	0.00%
1	2	\$1,200.00	\$0.00	\$1,200.00	\$0.00	\$0.00	\$0.00	\$1,200.00	0.00%
1	3	\$0.00	\$20,000.00	\$20,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00	0.00%
1	4	\$2,000.00	\$200.00	\$2,200.00	\$0.00	\$0.00	\$0.00	\$2,200.00	0.00%
1	5	\$0.00	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	0.00%
1	6	\$0.00	\$200.00	\$200.00	\$0.00	\$0.00	\$0.00	\$200.00	0.00%
2	1	\$0.00	\$5,600.00	\$5,600.00	\$0.00	\$0.00	\$0.00	\$5,600.00	0.00%
2	2	\$0.00	\$10,000.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00	0.00%
2	3	\$90,000.00	\$0.00	\$90,000.00	\$0.00	\$0.00	\$0.00	\$90,000.00	0.00%
2	4	\$300,000.00	\$479,565.00	\$0.00	\$779,565.00	\$0.00	\$0.00	\$779,565.00	0.00%
2	5	\$0.00	\$17,200.00	\$0.00	\$0.00	\$0.00	\$17,200.00	\$17,200.00	0.00%
2	6	\$65,000.00	\$85,000.00	\$150,000.00	\$0.00	\$0.00	\$0.00	\$150,000.00	0.00%
2	7	\$50,000.00	\$0.00	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00	0.00%
2	8	\$325,000.00	\$0.00	\$325,000.00	\$0.00	\$0.00	\$0.00	\$325,000.00	0.00%
2	9	\$3,000.00	\$2,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	0.00%
3	1	\$0.00	\$2,000.00	\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00	0.00%
3	2	\$6,400.00	\$0.00	\$6,400.00	\$0.00	\$0.00	\$0.00	\$6,400.00	0.00%
3	3	\$0.00	\$10,000.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00	0.00%
3	4	\$300,000.00	\$0.00	\$300,000.00	\$0.00	\$0.00	\$0.00	\$300,000.00	0.00%
3	5	\$285,000.00	\$715,000.00	\$0.00	\$1,000,000.00	\$0.00	\$0.00	\$1,000,000.00	0.00%
3	6	\$139,000.00	\$0.00	\$139,000.00	\$0.00	\$0.00	\$0.00	\$139,000.00	0.00%
3	7	\$0.00	\$16,000.00	\$16,000.00	\$0.00	\$0.00	\$0.00	\$16,000.00	0.00%
3	8	\$44,000.00	\$0.00	\$44,000.00	\$0.00	\$0.00	\$0.00	\$44,000.00	0.00%

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	9	\$0.00	\$600.00	\$600.00	\$0.00	\$0.00	\$0.00	\$600.00	0.00%
4	1	\$2,278,801.00	\$0.00	\$2,198,838.00	\$0.00	\$79,963.00	\$0.00	\$2,278,801.00	0.00%
4	2	\$735,000.00	\$0.00	\$735,000.00	\$0.00	\$0.00	\$0.00	\$735,000.00	0.00%
4	3	\$210,000.00	\$0.00	\$210,000.00	\$0.00	\$0.00	\$0.00	\$210,000.00	0.00%
4	4	\$0.00	\$30,000.00	\$30,000.00	\$0.00	\$0.00	\$0.00	\$30,000.00	0.00%
4	5	\$0.00	\$60,000.00	\$60,000.00	\$0.00	\$0.00	\$0.00	\$60,000.00	0.00%
4	6	\$90,000.00	\$60,000.00	\$150,000.00	\$0.00	\$0.00	\$0.00	\$150,000.00	0.00%
4	7	\$0.00	\$50,000.00	\$50,000.00	\$0.00	\$0.00	\$0.00	\$50,000.00	0.00%
4	8	\$16,000.00	\$0.00	\$16,000.00	\$0.00	\$0.00	\$0.00	\$16,000.00	0.00%
5	1	\$10,000.00	\$0.00	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00	0.00%
5	2	\$1,000.00	\$0.00	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00	0.00%
5	3	\$65,000.00	\$0.00	\$65,000.00	\$0.00	\$0.00	\$0.00	\$65,000.00	0.00%
5	4	\$58,810.00	\$0.00	\$37,864.00	\$0.00	\$0.00	\$20,946.00	\$58,810.00	0.00%
5	5	\$125,000.00	\$0.00	\$100,000.00	\$25,000.00	\$0.00	\$0.00	\$125,000.00	0.00%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover - Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1 plus 5)
\$4,548,357.00	\$919,019.00	21%	0.00%	21%	\$1,093,964.00	0.00%	24%

Totals by Type	Total LCFF Funds
Total:	\$1,093,964.00
LEA-wide Total:	\$951,100.00
Limited Total:	\$142,864.00
Schoolwide Total:	\$0.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Family Engagement Events	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	Darnall Charter School	\$700.00	0.00%
1	2	Translation Services	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	Darnall Charter School	\$1,200.00	0.00%
1	4	Family Needs Assessment and Voice	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	Darnall Charter School	\$2,200.00	0.00%
2	1	MTSS	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	Darnall Charter School	\$5,600.00	0.00%
2	2	PBIS	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	Darnall Charter School	\$10,000.00	0.00%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	3	Supervision	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	Darnall Charter School	\$50,000.00	0.00%
2	4	Support Staff	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	Darnall Charter School	\$325,000.00	0.00%
2	8	Homeless/Foster Support	Yes	Limited	Foster Youth	Darnall Charter School	\$5,000.00	0.00%
3	1	SST System	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	Darnall Charter School	\$2,000.00	0.00%
3	2	Student Progress Monitoring	Yes	LEA-Wide	ELL, Low Income, Foster Youth	Darnall Charter School	\$6,400.00	0.00%
3	4	Curricular Supports	Yes	LEA-Wide	English Learners	Darnall Charter School	\$10,000.00	0.00%

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	6	Student Support Paraprofessionals	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	Darnall Charter School	\$300,000.00	0.00%
3	8	School Psychologist	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	Darnall Charter School	\$139,000.00	0.00%
3	9	Professional Development	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	Darnall Charter School	\$16,000.00	0.00%
4	8	Educational Leadership	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	Darnall Charter School	\$16,000.00	0.00%
5	1	Attendance Support for Student Groups	Yes	LEA-Wide	English Learners, Low Income	Darnall Charter School	\$1,000.00	0.00%
5	2	Student Voice	Yes	LEA-Wide	English Learners, Low Income	Darnall Charter School	\$1,000.00	0.00%
5	3	Student Behavioral Health Advocate	Yes	LEA-Wide	English Learners, Foster Youth, Low Income	Darnall Charter School	\$65,000.00	0.00%

5	4	ELL Paraprofession a	Yes I	Limited	English Learners	Darnall Charter School	\$37,864.00	0.00%
5	5	Title III and ELD	Yes	Limited	English Learners	Darnall Charter School	\$100,000.00	0.00%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	\$6,235,711.00	\$6,621,725.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Family Engagement Events	Yes	\$1,000.00	\$550.00
1	2	Translation Services	Yes	\$15,000.00	\$2,474.00
1	3	Communications Tools	No	\$25,000.00	\$22,272.00
1	4	Family Needs Assessment and Voice	Yes	\$1,000.00	\$300.00
1	5	Community events	No	\$2,000.00	\$100.00
2	1	MTSS	Yes	\$10,000.00	\$7,820.00
2	2	PBIS	Yes	\$10,000.00	\$539.00
2	3	Attendance Support	Yes	\$75,000.00	\$83,363.00
2	4	Attendance Support for Student Groups	Yes	\$1,000.00	\$604.00
2	5	Student Voice	No	\$500.00	\$300.00
2	6	Expanded Learning Opportunities	No	\$940,000.00	\$772,438.00
2	7	Professional Development	No	\$15,000.00	\$10,503.00
2	8	Alternatives to Suspension	Yes	\$2,000.00	\$12,605.00
2	9	Clean Welcoming Environment	No	\$78,000.00	\$151,425.00
2	10	Supervision	Yes	\$120,000.00	\$43,414.00
2	11	Support Staff	Yes	\$264,000.00	\$312,935.00
2	12	Homeless/Foster Support	Yes	\$1,500.00	\$4,650.00
3	1	SST System	Yes	\$1,500.00	\$100.00
3	2	Student Progress Monitoring	Yes	\$500.00	\$880.00
3	3	ELD	Yes	\$120,000.00	\$128,204.00
3	4	Curricular Supports	Yes	\$10,000.00	\$10,521.00
3	5	ELL Paraprofessionals	Yes	\$25,000.00	\$30,379.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	6	Student Support Paraprofessionals	Yes	\$216,644.00	\$253,639.00
3	7	Supports for Special Student Populations	No	\$1,100,000.00	\$671,300.00
3	8	School Psychologist	Yes	\$130,000.00	\$138,836.00
3	9	Professional Development	Yes	\$15,000.00	\$16,500.00
3	10	Library Access	No	\$26,334.00	\$43,190.00
3	11	Reading Difficulty Risk Screener	No	\$600.00	\$588.00
3	12	Student Support	Yes	\$25,000.00	\$16,287.00
3	13	Intersessional Days	No	\$36,330.00	\$38,880.00
4	1	Credentialed Staff	No	\$2,278,018.00	\$2,776,833
4	2	Classified Staff	No	\$303,785.00	\$541,507.00
4	3	Enrichment and Electives	No	\$160,000.00	\$284,635.00
4	4	Professional Learning	Yes	\$10,000.00	\$0.00
4	5	Enrichment Camp and Field Trips	No	\$39,000.00	\$15,929.00
4	6	Curriculum	No	\$50,000.00	\$55,253.00
4	7	Digital Infrastructure	No	\$100,000.00	\$107,866.00
4	8	Classroom Materials and Supplies	No	\$23,000.00	\$64,106.00
4	9	Educational Leadership	Yes	\$4,000.00	\$0.00

2025-26 Contributing Actions Annual Update Table

Totals	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)
Totals	\$1,044,201.00	\$1,001,644.00	\$1,059,450	(\$57,806)	20.0%	21.0%	1.0%

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)
1	1	Family Engagement Events	Yes	\$1,000.00	\$550.00	0.00%	0.00%
1	2	Translation Services	Yes	\$15,000.00	\$2,474.00	0.00%	0.00%
1	4	Family Needs Assessment and Voice	Yes	\$1,000.00	\$300.00	0.00%	0.00%
2	1	MTSS	Yes	\$10,000.00	\$7,820.00	0.00%	0.00%
2	2	PBIS	Yes	\$10,000.00	\$539.00	0.00%	0.00%
2	3	Attendance Support	Yes	\$75,000.00	\$83,363.00	0.00%	0.00%

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)
2	4	Attendance Support for Student Groups	Yes	\$1,000.00	\$604.00	0.00%	0.00%
2	8	Alternatives to Suspension	Yes	\$2,000.00	\$12,605.00	0.00%	0.00%
2	10	Supervision	Yes	\$120,000.00	\$43,414.00	0.00%	0.00%
2	11	Support Staff	Yes	\$264,000.00	\$312,935.00	0.00%	0.00%
2	12	Homeless/Foster Support	Yes	\$1,500.00	\$4,500.00	0.00%	0.00%
3	1	SST System	Yes	\$1,500.00	\$100.00	0.00%	0.00%
3	2	Student Progress Monitoring	Yes	\$500.00	\$880.00	0.00%	0.00%
3	3	ELD	Yes	\$120,000.00	\$128,204.00	0.00%	0.00%
3	4	Curricular Supports	Yes	\$10,000.00	\$10,521.00	0.00%	0.00%
3	5	ELL Paraprofessionals	Yes	\$25,000.00	\$30,379.00	0.00%	0.00%
3	6	Student Support Paraprofessionals	Yes	\$216,644.00	\$253,639.00	0.00%	0.00%
3	8	School Psychologist	Yes	\$130,000.00	\$138,836.00	0.00%	0.00%
3	9	Professional Development	Yes	\$10,000.00	\$11,500.00	0.00%	0.00%
3	12	Student Support	Yes	\$25,000.00	\$16,287.00	0.00%	0.00%
4	4	Professional Learning	Yes	\$10,000.00	\$0.00	0.00%	0.00%

4	9	Educational Leadership	Yes	\$4,000.00	\$0.00	0.00%	0.00%
---	---	---------------------------	-----	------------	--------	-------	-------

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover - Percentage (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)
\$4,970,157.00	\$1,044,201.00	0.00%	21%	\$1,059,450.00	0.00%	21.0%	\$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. LEAs may also provide information about their strategic plan, vision, etc.

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- 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.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

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

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

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

ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

- 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).