MORRIS E. DAILEY CHARTER ELEMENTARY SCHOOL

LOCAL CONTROL AND ACCOUNTABILTY PLAN

2024-2027
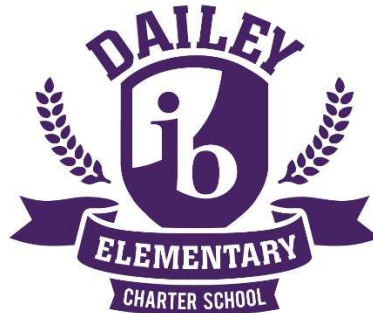
Plan Year:

☒ 2024-25

☐ 2025-26

☐ 2026-27

Contact Name and Title: Jeanne Pentorali, Executive Director

Contact Information: jeanne.pentorali@fics.us   559-248-7060

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Morris E Dailey Elementary Charter School
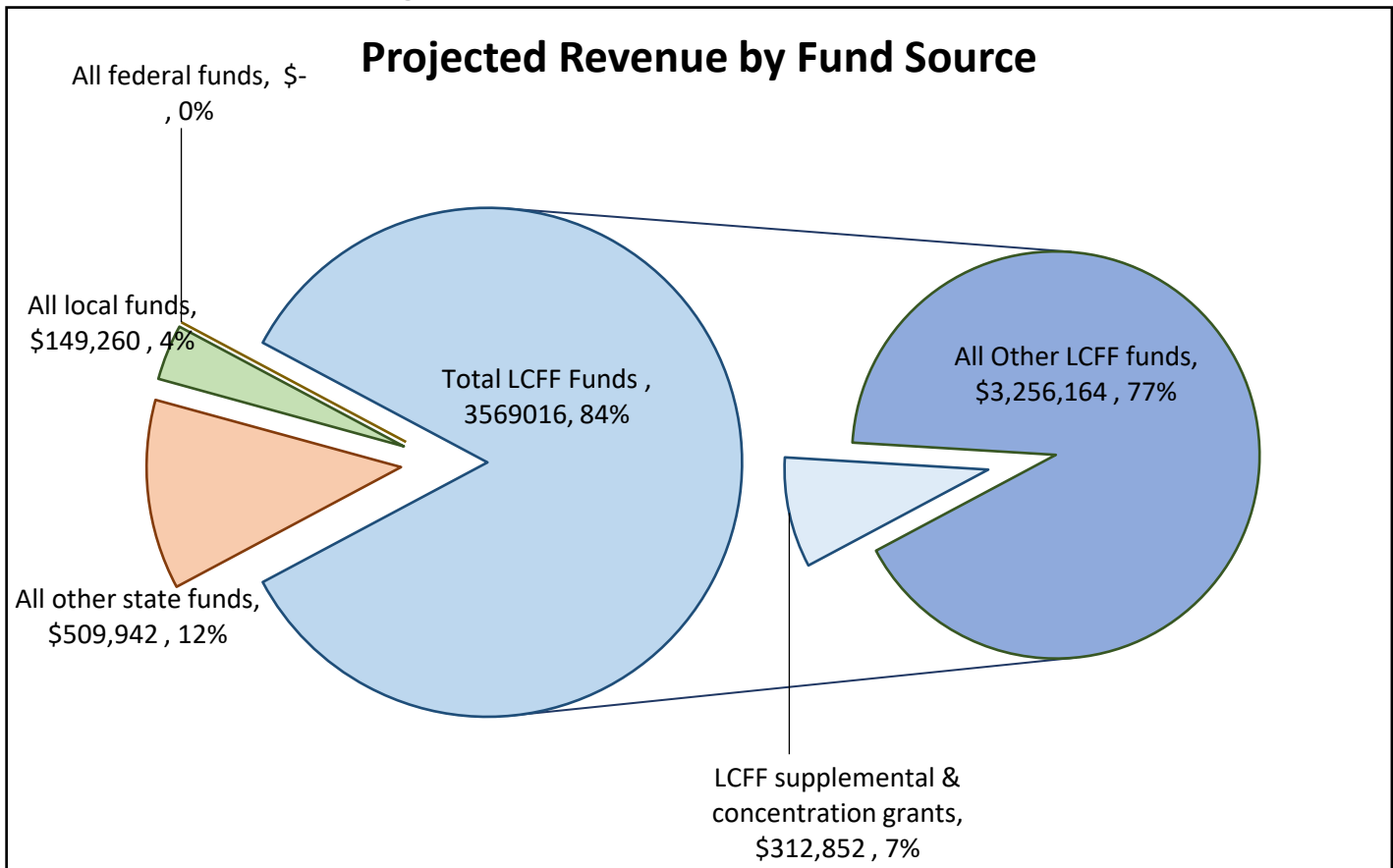
CDS Code: 10612660121533

School Year: 2024-25

LEA contact information: Jeanne Pentorali, Executive Director; jeanne.pentorali@fics.us; 559-248-7060

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

All federal funds, $-, 0%

All local funds, $149,260, 4%

All other state funds, $509,942, 12%

Total LCFF Funds, 3569016, 84%

All Other LCFF funds, $3,256,164, 77%

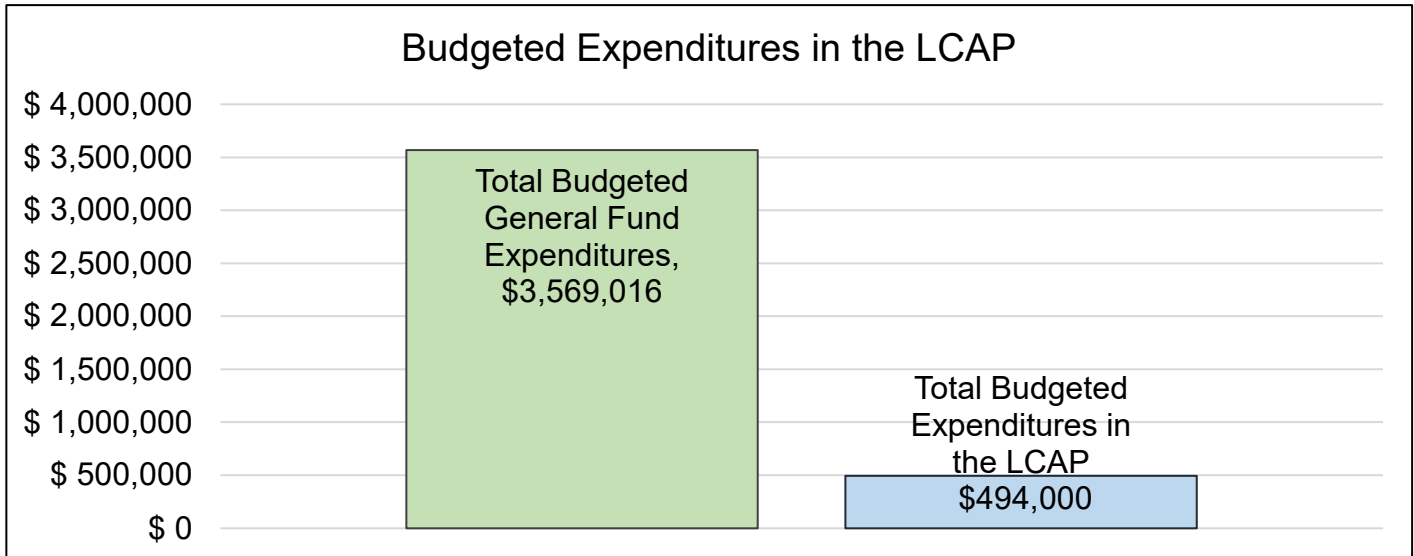LCFF supplemental & concentration grants, $312,852, 7%

This chart shows the total general purpose revenue Morris E Dailey Elementary 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 Morris E Dailey Elementary Charter School is $4,228,218.00, of which $3,569,016.00 is Local Control Funding Formula (LCFF), $509,942.00 is other state funds, $149,260.00 is local funds, and $0.00 is federal funds. Of the $3,569,016.00 in LCFF Funds, $312,852.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $3,569,016

Total Budgeted Expenditures in the LCAP $494,000

This chart provides a quick summary of how much Morris E Dailey Elementary Charter School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Morris E Dailey Elementary Charter School plans to spend $3,569,016.00 for the 2024-25 school year. Of that amount, $494,000.00 is tied to actions/services in the LCAP and $3,075,016.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
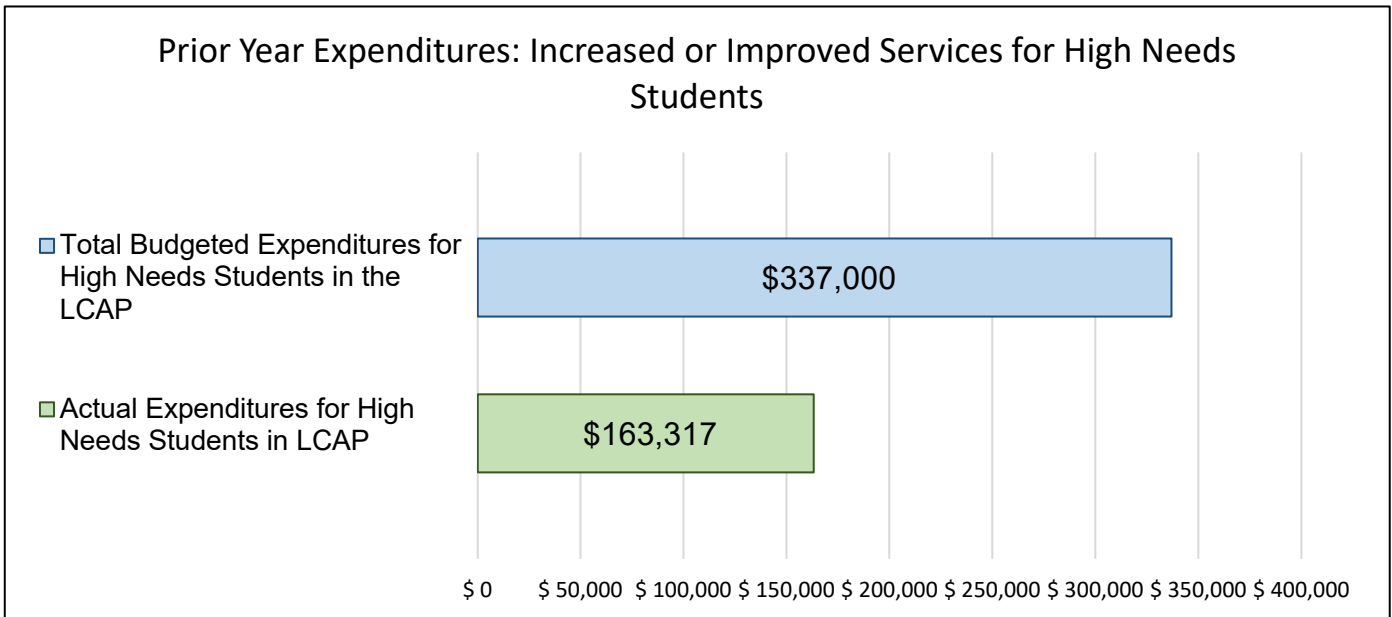
All funds are included in the LCAP under Goal 4, Action 6: Basic Services.

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

In 2024-25, Morris E Dailey Elementary Charter School is projecting it will receive $312,852.00 based on the enrollment of foster youth, English learner, and low-income students. Morris E Dailey Elementary Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Morris E Dailey Elementary Charter School plans to spend $446,000.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $337,000

☐ Actual Expenditures for High Needs Students in LCAP — $163,317

$0 $50,000 $100,000 $150,000 $200,000 $250,000 $300,000 $350,000 $400,000

This chart compares what Morris E Dailey Elementary 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 Morris E Dailey Elementary Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Morris E Dailey Elementary Charter School's LCAP budgeted $337,000.00 for planned actions to increase or improve services for high needs students. Morris E Dailey Elementary Charter School actually spent $163,317.00 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of $173,683.00 had the following impact on Morris E Dailey Elementary Charter School's ability to increase or improve services for high needs students:

There were several areas where spending was impacted, most notably was the vacant position of the Positive Behavior Coordinator. This staff member returned to the classroom and was on a supplemental contract; however it did not impact services to students. Technology was not expended, due to less repairs needing to be done; however, 3rd-5th grades did recieve new tablets, along with 40 devices for

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Morris E. Dailey Elementary Charter	Jeanne Pentorali, Executive Director	jeanne.pentorali@fics.us; 559-248-7060

Goals and Actions

Goal

Goal #	Description
1	High Enrollment of Central Fresno Students

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of students enrolled within Fresno Unified boundaries (authorizing district)	73% of students enrolled are within Fresno Unified boundaries Data Year: 2020-21 Data Source: ATLAS	77% of all students reside in FUSD 85% of new students reside in FUSD Data Year: 2021-22 Data Source: ATLAS	76% of all students reside in FUSD 74% of new students reside in FUSD Data Year: 2022-23 Data Source: ATLAS	80% of students enrolled are within Fresno Unified boundaries Data Year: April 2024 Data Source: ATLAS	80% of students enrolled are within Fresno Unified boundaries Data Source: ATLAS

DRAFT JUNE 5, 2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Marketing practices on new enrollment applications.	27% of families heard of Dailey through marketing efforts Data Year: 2020-21 Data Source: Enrollment Applications	Not Available	39% of families heard of Dailey through marketing efforts Data Year: 2022-23 Data Source: Enrollment Applications	72% of families heard of Dailey through marketing efforts. 51% were referrals from Friends/Family Data Year: 2023-24 Data Source: Enrollment Applications	40% of families heard of Dailey through marketing practices Data Source: Enrollment Applications

Goal Analysis

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

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

The school used the following rating scales to determine the implementation progress of actions to achieve the articulated goal:

Rating Scale (highest to lowest): Full Implementation & Sustainability; Full Implementation; Initial Implementation, Beginning Development, Exploration and Research

The actions outlined in Goal One supported the progress toward meeting the goal of High Enrollment of Central Fresno Students.

Action 1: Monitor Fresno Unified Boundary Enrollment: Full Implementation & Sustainability

The school actively monitors the enrollment of its students in the fall, winter, and spring using the student information system (ATLAS). No substantive difference in the planned action compared to the actual implementation.

Action 2: New Enrollments: Full Implementation

New enrollment applications are monitored at the beginning of the year and data is presented to the Board of Directors. Further implementation would include a digital tracking system for new enrollments. No substantive difference in the planned action compared to the actual implementation.

Action 3: Marketing Practices: Full Implementation & Sustainability

A variety of marketing practices were developed and implemented, including social media campaigns, banners on fences, website redesign and maintenance, and launches, flyers, billboard advertising, adult spirit wear, increased event attendance, and campus walks for families. No substantive difference in the planned action compared to the actual implementation.

Overall Success: To ensure this goal was met, Dailey Charter monitored student enrollment, as well as demographics on a consistent basis. Marketing efforts were targeted in Central Fresno and social media campaigns were monitored for people reached and impressions received.

Overall Challenges: Students who moved out of the county, state and/or country impacted enrollment, coupled with overall state declining enrollment numbers.

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.

Overall, the funds expended exceeded the budget allocated by 305%. The differences included the website redesign and monitoring, as well as a purchase order for marketing materials.

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

The school used the follow rating scale to determine the effectiveness of the actions to achieve the articulated goal:

Rating Scale (highest to lowest): 3 – Effective; 2 – Somewhat Effective; 1 – Not Effective

Action 1: Monitor Fresno Unified Boundaries and Action 2: New Enrollments and Action 3: Marketing Practices

Effectiveness of Actions: Effective

Metrics: Percentage of Fresno Unified students; Marketing impacts on new enrollments

   *80% of Dailey Charter students reside in Fresno Unified boundaries

   *72% of families heard of Dailey through marketing practices

Analysis Statement: Overall, the implementation of the actions increased student enrollment from Fresno Unified boundaries from 73% to 80% within the three-year LCAP implementation. As a result of this effectiveness, we will continue this action with the changes to the Marketing Practices (see next prompt)

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.

Changes will be made to the Marketing Practices to include digital tracking of applications and how they heard of Dailey.

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

Goal

Goal #	Description
2	**Academic Achievement for All Students**

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher Qualifications	100% of teachers have credentials Data Year: 2020-21 Data Source: HR Records	100% of teachers have credentials Data Year: 2021-22 Data Source: HR Records	100% of teachers have credentials Data Year: 2022-23 Data Source: HR Records	87.5% of teachers have credentials Data Year: 2022-23 Data Source: HR Records	100% of teachers have credentials Data Source: HR Records & CTC Website
Teacher Misassignments	100% of teachers are appropriately placed Data Year: 2020-21 Data Source: Staffing Matrix	100% of teachers are appropriately placed Data Year: 2021-22 Data Source: Staffing Matrix	100% of teachers are appropriately placed Data Year: 2022-23 Data Source: Staffing Matrix	100% of teachers are appropriately placed Data Year: 2023-24 Data Source: Staffing Matrix	100% of teachers are appropriately placed Data Source: Staffing Matrix
Teacher Training	100% of teacher training and planning days are implemented Data Year: 2020-21 Data Source: School Calendar	100% of teacher training and planning days are implemented Data Year: 2021-22 Data Source: School Calendar	100% of teacher training and planning days are implemented Data Year: 2022-23 Data Source: School Calendar	100% of teacher training and planning days are implemented Data Year: 2023-24 Data Source: School Calendar	100% of teacher training and planning days are implemented Data Year: 2023-24 Data Source: School Calendar

Academic Achievement	Green/Blue on Data Dashboard Indicators in ELA & Math Data Year: 2019-20 Data Source: Fall 2019 Data Dashboard	Data Dashboard not available at time of publication. Math: K-3rd; 5th grade at or above norms in both Fall & Winter Reading: All grades at or above norms in both Fall & Winter Language: All grades (3rd-5th) at or above norms in both Fall & Winter Data Year: 2021-22 Data Source: NWEA Student Reports	English Language Arts: High Mathematics: Medium Data Year: 2023 Data Source: CA Data Dashboard Reading: All grades at or above norms in both Fall, Winter, & Spring (K-2 only) Math At or Above Norms: Fall: K-4th Winter & Spring: K-2nd Language At or Above Norms (3rd-5th only) Fall: 3rd-5th Winter: 4th & 5th Data Year: 2022-23 Data Source: NWEA Class Reports	English Language Arts: Yellow -Hispanic: Orange -LI: Orange -White: Green Mathematics: Yellow -Hispanic: Orange -LI: Orange -White: Green Data Year: 2024 Data Source: CA Data Dashboard Reading: Fall: All grades at or above grade level norms Winter: 5 of 6 grade levels at or above grade level Spring: 5 of 6 grade levels at or above grade level Math: Fall: 4 of 6 grade levels at or above norms Winter: 4 of 6 grade levels at or above norms	Green/Blue on Data Dashboard Indicators in ELA & Math Data Source: Data Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Spring: 4 of 6 grade levels at or above norms Language At or Above Norms (3rd-5th only) Fall: 3rd-5th Winter: 3rd-5th Spring: 3rd & 5th Data Year: 2023-24 Data Source: NWEA Class Reports	
Sufficient Standards Aligned Instructional Materials for Learning	100% of students have sufficient materials for learning Data Year: 2019-20 Data Source: SARC	100% of students have sufficient materials for learning Data Year: 2019-20 Data Source: SARC	100% of students have sufficient materials for learning Data Year: 2021-22 Data Source: SARC	100% of students have sufficient materials for learning Data Year: 2022-23 Data Source: SARC	100% of students have sufficient standard aligned instructional materials for learning Data Source: SARC

| Benchmark Assessments | All grade levels at or above NWEA norms

Data Year: 2020-21

Data Source: NWEA Reports | 5 of 6 grade levels at NWEA norms in Math in Fall & Winter
All grade levels at NWEA norms in Reading and Language (Fall, Winter)

Data Year: 2021-22

Data Source: NWEA Student Reports | Reading: All grades at or above norms in both Fall, Winter, & Spring (K-2 only)

Math At or Above Norms:
Fall: K-4th
Winter & Spring: K-2nd

Language At or Above Norms (3rd-5th only)
Fall: 3rd-5th
Winter: 4th & 5th

Data Year: 2022-23

Data Source: NWEA Class Reports | English Language Arts: Yellow
-Hispanic: Orange
-LI: Orange
-White: Green

Mathematics: Yellow
-Hispanic: Orange
-LI: Orange
-White: Green

Data Year: 2024

Data Source: CA Data Dashboard

Reading:
Fall: All grades at or above grade level norms

Winter: 5 of 6 grade levels at or above grade level

Spring: 5 of 6 grade levels at or above grade level

Math:
Fall: 4 of 6 grade levels at or above norms

Winter: 4 of 6 grade levels at or above norms | All grade levels at or above NWEA norms

Data Source: NWEA Reports |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Spring: 4 of 6 grade levels at or above norms Language At or Above Norms (3rd-5th only) Fall: 3rd-5th Winter: 3rd-5th Spring: 3rd & 5th Data Year: 2023-24 Data Source: NWEA Class Reports	
English Learners	100% of students remained the same or increased on ELPAC Data Year: 2020-21 Data Source: ELPAC & ATLAS	Not Available	No performance level due to number of students 50% making progress towards English language proficiency	No performance level due to number of students 48.3% of students making progress towards English proficiency 31.3% maintained ELPI levels 25% decreased ELPI levels	100% of students remained the same or increased on ELPAC Data Source: ELPAC & ATLAS
English Learner Reclassification Rate	19% reclassification rate as of February 2021 Data Year: 2020-21 Data Source: ATLAS	9.5% reclassification rate in December 2021 Data Year: 2021-22 Data Source: Ellevation	11% reclassification rate in May 2023 Data Year: 2022-23 Data Source: Ellevation	8.6% reclassification rate Data Year: 2023-24 Data Source: Ellevation	40% reclassification rate Data Source: ATLAS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Disproportionality on NWEA Assessments	No disproportionality on NWEA Assessments Data Year: 2020-21 Data Source: NWEA Reports	EL: None on Fall & Winter administration LI: Not available Data Year: 2021-22 Data Source: ATLAS	EL: None on Fall & Winter administration LI: Not available Data Year: 2022-23 Data Source: ATLAS & NWEA Reports	EL: None on Fall & Winter administration LI: Not available Data Year: 2023-24 Data Source: ATLAS & NWEA Reports	No disproportionality on NWEA Assessments Data Source: NWEA Reports
LCFF Rubrics for Identified Groups (English Learner, Low Socioeconomic Status, Foster Youth)	Green/Blue Indicators for Socioeconomic status; No data for English Learners or Foster Youth Data Year: 2019-2020 Data Source: Fall 2019 Data Dashboard	Data Dashboard not available at time of publication.	ELA: Low Income – Low Performance Level Math: Low Income – Low Performance Level	ELA: LI: Orange Math: LI: Orange	Green/Blue Indicators for Socioeconomic status; English Learners and Foster Youth Data Source: Data Dashboard
Course Access	100% of students have access to a broad course of study Data Year: 2020-21 Data Source: Local Indicators Reflection	100% of students have access to a broad course of study Data Year: 2021-22 Data Source: Local Indicators Reflection	100% of students have access to a broad course of study Data Year: 2022-23 Data Source: Local Indicators Reflection	100% of students have access to a broad course of study Data Year: 2023-24 Data Source: Local Indicators Reflection	100% of students have access to a broad course of study Data Source: Local Indicators Reflection

Goal Analysis

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

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

The school used the following rating scales to determine the implementation progress of actions to achieve the articulated goal:

Rating Scale (highest to lowest): Full Implementation & Sustainability; Full Implementation; Initial Implementation, Beginning Development, Exploration and Research

The actions outlined in Goal Two supported the progress toward meeting the goal of Academic Achievement for All Students

Action 1: Teacher Hiring: Full Implementation & Sustainability

Teachers are properly assigned based on their credentials and EdJoin continues to be utilized to advertise open positions. In addition, Dailey Charter is in its 2nd year of implementing a site-based Teacher Induction program. The school has solid procedures for hiring and recruitment, leading to highly qualified staff. No substantive differences in planned action compared to actual implementation.

Action 2: Coaching Cycles: Full Implementation

Coaching support as needed is provided by Administration and/or assigned teacher on behavior supports, along with veteran staff members. Peer observations through the use of substitutes and/or specialty teachers in order to support teacher growth. No substantive differences in planned action compared to actual implementation.

Action 3: Training Opportunities: Full Implementation & Sustainability

Staff members are provided opportunities to attend both virtual and in-person training opportunities. IB Trainings are tracked by the IB Coordinator to ensure that each staff member is trained on a continuous cycle. In addition, other training opportunities are presented to staff for interest levels, as well as expressed needs. No substantive differences in planned action compared to actual implementation.

Action 4: Specialty Classes: Full Implementation & Sustainability

Materials, resources, and supplies are purchased in order to successfully implement the Specialty classes units of inquiry. No substantive differences in planned action compared to actual implementation.

Action 5: Planning and Professional Learning Days: Full Implementation & Sustainability

All planning days have been implemented throughout the year as planned out. In addition, additional days were provided to plan Foundational Skills, grade level needs, curriculum review, and substitutes for training opportunities. No substantive differences in planned action compared to actual implementation.

Action 6: Assessments: Full Implementation & Sustainability

Dailey Charter continues to utilize NWEA as its benchmark assessment system three times per year for Kindergarten – 2nd grade, and twice per year for 3rd-5th, with the option to utilize in the spring. Additionally, the purchase of the digital Great Minds platform allows for digital math assessments in the 3rd-5th grade. Data analysis is completed in staff meetings and/or grade level meetings. No substantive differences in planned action compared to actual implementation.

Action 7: Teaching and Monitoring Diverse Learners: Full Implementation & Sustainability

The school provided resources, professional development, time for data analysis, as well as trainings, to support diverse learners. Students are monitored through an internal system to monitor growth. In addition, the school provided after-school tutoring for identified students that began in January 2024. No substantive differences in planned action compared to actual implementation.

Action 8: Special Education: Full Implementation & Sustainability

Growth outcomes are monitored after NWEA assessments given and monitored for growth. IEP accommodations and minutes are implemented as outlined in each document. No substantive differences in planned action compared to actual implementation.

Action 9: Student Learning Needs: Full Implementation & Sustainability

Referrals to SST's, 504 plans, and special education are implemented as needed. Release time for teachers is provided by specialty teachers that is built into their weekly schedule. Students on identified plans receive priority in support programs. No substantive differences in planned action compared to actual implementation.

Action 10: Standards Based Materials: Full Implementation & Sustainability

The school has purchased additional materials and supplies, classroom books, library books, and learning materials to support classrooms. This included new Readers and Writer's Workshop materials for Kindergarten – 2nd grade classrooms, Geode Readers (K-2nd), and PhD Science Kits for all grades and PhD Science Curriculum for K-2nd. No substantive differences in planned action compared to actual implementation.

Action 11: Digital Devices and Subscriptions: Full Implementation & Sustainability

Digital resources and devices were purchased and provided to staff and/or students. No substantive differences in planned action compared to actual implementation.

Overall Successes: To ensure this goal was met, Dailey Charter provided a rich and robust learning experience for students that account for the variety in student learning, supports for students and teachers, dedicated time for planning and teacher development, and analysis and monitoring of student learning.

Overall Challenges: Finding online resources/subscriptions for students that support learning in a meaningful way.

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.

Overall, 141% of funds were expended for the planned actions. The material difference was in Action 11: Digital Devices and Subscriptions, for the purchase new devices for all 3rd-5th grade classes, as well as 40 tablets for Kindergarten & First grade students.

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

The school used the follow rating scale to determine the effectiveness of the actions to achieve the articulated goal:

Rating Scale (highest to lowest): 3 – Effective; 2 – Somewhat Effective; 1 – Not Effective

Action(s): Action 1: Teacher Hiring; Action 2: Coaching Cycles; Action 3: Training Opportunities; Action 3: Planning & Professional Learning Days

Effectiveness of Actions: Effective

Metric(s): Teacher Qualifications, Teacher Misassignments, Teacher Training

    *87.5% of teachers have credentials (one teacher on Short-Term Teacher Permit and one long-term substitute)

    *100% of teachers appropriately placed

    *100% of teacher training and planning days implemented

Analysis Statement: With teachers appropriately placed and trained, coupled with professional learning, students have the opportunity to increase their academic achievement with highly trained staff members to support their growth. Due the effectiveness of these actions as demonstrated by the metric data, Dailey will continue these actions into the new three-year cycle.

Action(s): Action 4: Specialty Classes

Effectiveness of Actions: Effective

Metric(s): Course Access

   *100% of students have access to a broad course of study

Analysis Statement: Due to the transdisciplinary approach to teaching and learning, students at Dailey Charter received a well-balanced education, coupled with their specialty classes (Art, Spanish, Music, Physical Education). Due the effectiveness of this action as demonstrated by the metric data, Dailey will continue this action into the new three-year cycle.

Action(s): Action 6: Assessments; Action 7: Teaching & Monitoring Diverse Learners; Action 8: Special Education; Action 9: Student Learning Needs

Effectiveness of Actions: Effective

Metric(s): Academic Achievement, Benchmark Assessments, English Learners, Reclassification Rate, Disproportionality, LCFF Rubrics

   *English Language Arts: Yellow Indicator (Data Dashboard)

   *Mathematics: Yellow Indicator (Data Dashboard)

   *NWEA Reading

     *Fall: All grade levels at or above grade level norms

     *Winter: 5 of 6 grade levels at or above grade level norms

     *Spring: In progress

  *NWEA Mathematics

     *Fall: 4 of 6 grade levels at or above norms

     *Winter: 4 of 6 grade levels at or above norms

     *Spring: In progress

*NWEA Language (3rd-5th only)

    *Fall: All grades at or above grade level norms

    *Winter: All grades at or above grade level norms

    *Spring: 2 of 3 grade levels at or above grade level norms

*48.3% of students making progress towards English Proficiency, 31.3% maintain ELPI levels, and 25% decreased an ELPI level

*8.6 reclassification rate

*No disproportionality on Fall and Winter NWEA assessments

*Low Income students on Orange status for ELA and Math

Analysis Statement: Overall, Dailey did experience a drop with the SBAC results from 2021-22 as compared to 2022-23. For Low Income students, there was a 1% drop in Mathematics and 3.6% drop in Reading, which is significantly less than the school as a whole. For NWEA, the English Learners averaged a growth from Fall to Winter of 8 points and Special Education students averaged a growth of 9 points. Assessments were integral in being able to monitor student growth and progress, as well as utilized for data analysis to determine student strengths and growths, adjustments needed to instructional practices, and student work conversations. English Learner students metrics shifts during the LCAP implementation from reclassification to ELPI levels. Overall, the actions have positively impacted the academic achievement for students as demonstrated by the growth being tracked for students. In addition, Dailey Charter outperformed its authorizing district and neighboring schools. Due to the feedback from teachers and staff, along with the data metrics, we will continue these actions into the new three-year cycle with some adjustments.

Action(s): Action 10: Standards Based Materials; Action 11: Digital Devices and Subscriptions

Effectiveness of Actions: Effective

Metric(s): Sufficient Materials

    *100% of students have sufficient materials for learning

Analysis Statement: Students had more resources to access content through materials, books, and resources. Although not as many subscriptions were available, it did not impede student access to the learning content. As a result, this action will continue into the new three-year cycle.

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.

Action 7: This action will be revised to include identifying students after the Fall administration on NWEA

Action 9: This action will be revised to include student review meetings and/or data chats with teachers to discuss identified needs

The metric for reclassification will be removed due to the state focusing on ELPI levels. In addition, the data for Academic Achievement will focus on state assessments (State Academic Achievement) and NWEA will continue to be reported under Benchmark Academic Achievement.

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

Goal

Goal #	Description
3	All Students Have Access to a Safe and Well-Maintained Facility

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Safety Indicator from Parent Survey	98% of parents feel Dailey provides a safe and secure environment Data Year: 2020-21 Data Source: Parent-Family Survey	99% of parents feel Dailey provides a safe and secure environment *Sample size is significantly less than normal and not used to compare to previous year* Data Year: 2021-22 Data Source: Family Survey, Equity & Access; Fresno Unified	97% of families feel Dailey provides a safe and secure environment. Data Year: 2022-23 Data Source: Family Survey, Equity & Access; Fresno Unified	95% of families feel Dailey provides a safe and secure environment. Data Year: 2023-24 Data Source: Family Survey, Spring 2024	95% of parents feel Dailey provides a safe and secure environment Data Source: Parent-Family Survey
Safety Indicator from Student Survey	90% of students feel safe on campus Data Year: 2019-20 Data Source: Student Survey	85% of students feel safe on campus Data Year: 2021-22 Data Source: Student Survey	87% of students feel safe on campus Data Year: 2022-23 Data Source: Student Survey	85% of students feel safe on campus Data Year: 2023-24 Data Source: Student Survey	95% of students feel safe on campus Data Source: Student Survey
Student Connectedness Indicator	93% of students feel a part of the school Data Year: 2019-20 Data Source: Student Survey	91% of students feel a part of the school Data Year: 2021-22 Data Source: Student Survey	81% of students feel that they belong Data Year: 2022-23 Data Source: Student Survey	86% of students feel that they belong Data Year: 2023-24 Data Source: Student Survey	95% of students feel a part of the school Data Source: Student Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCFF Suspension Rate	Blue Suspension Indicator Data Year: 2019-20 Data Source: Fall 2019 Data Dashboard	2 suspensions Data Year: 2021-22 Data Source: ATLAS	0 suspensions Data Year: 2022-23 Data Source: ATLAS	4 suspensions Data Year: 2023-24 Data Source: ATLAS Overall: Orange -LI: Orange Data Year: 2023-24 Data Source: Data Dashboard	Green or Blue Indicator; No disproportionality Data Source: Data Dashboard
Expulsion Rate	0 expulsions Data Year: 2020-21 Data Source: ATLAS	0 expulsions Data Year: 2021-22 Data Source: ATLAS	0 expulsions Data Year: 2022-23 Data Source: ATLAS	0 expulsions Data Year: 2023-24 Data Source: ATLAS	0 expulsions Data Source: ATLAS
Facilities	Facilities are in good repair Data Year: 2019-20 Data Source: SARC	Facilities are in good repair Data Year: 2020-21 Data Source: SARC	Facilities are in good Repair Data Year: 2021-22 Data Source: SARC	Facilities are in good Repair Data Year: 2022-23 Data Source: SARC	Facilities are in good repair Data Source: SARC

Goal Analysis

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

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

The school used the following rating scales to determine the implementation progress of actions to achieve the articulated goal:

Rating Scale (highest to lowest): Full Implementation & Sustainability; Full Implementation; Initial Implementation, Beginning Development, Exploration and Research

The actions outlined in Goal Three supported the progress toward meeting the goal of All Students Have Access to a Safe and Well Maintained Facility.

Action 1: Safety Plan: Full Implementation & Sustainability

The school creates an annual Safety Plan and submits to its chartering authorizer. Signage was purchased to assist with traffic navigation. No substantive differences in planned action compared to actual implementation.

Action 2: Positive Behavior Supports: Full Implementation

Dailey purchased the Positivity Project and materials as needed for classroom supports. No substantive differences in planned action compared to actual implementation.

Action 3: Office Support: Full Implementation & Sustainability

Health assist position was filled all year, along with Health Screenings conducted. No substantive differences in planned action compared to actual implementation.

Action 4: Positive Behavior Support Coordinator: Not Applicable

This position was unfilled in the 2023-24 school year; however, the staff member was on an extra pay contract to provide support to teachers, provide professional development, coaching cycles, lesson plans to teachers, and trainings to families. There was a substantive differences in planned action compared to actual implementation as the person occupying the position, returned to the classroom.

Action 5: Climate: Full Implementation

There are established climate norms on campus, grade level agreements, use of staff surveys, student focus groups, as well as student survey administered in the Fall and Spring. No substantive differences in planned action compared to actual implementation.

Action 6: Safety Assemblies: Full Implementation & Sustainability

Safety assemblies were held three times during the school year. Additional assemblies held as needed for grade levels. No substantive differences in planned action compared to actual implementation.

Successes: Continued the structures initiated by the Social Emotional Coordinator from the previous years, along with forming a student leadership group to bring needs and ideas to administration. In addition, the Health Assistant position filled all year was able to provide supports to students and resources to families.

Challenges: Due to the vacancy of the Social Emotional Coordinator, administration had to take on the additional support to students as needed through a check-in, check-out system along with student action plans.

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.

Overall, 18% of funds were spent, which is a material difference due to the vacancy of the Social Emotional Support Coordinator.

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

The school used the follow rating scale to determine the effectiveness of the actions to achieve the articulated goal:

Rating Scale (highest to lowest): 3 – Effective; 2 – Somewhat Effective; 1 – Not Effective

Action(s): Action 1: Safety Plan, Action 5: Climate, Action 6: Safety Assemblies

Effectiveness of Actions: Effective

Metric(s): Safety Indicator from Family Survey, Student Connectedness Indicator, Facilities

   *85% of students feel safe on campus

   *95% of families feel Dailey provides a safe and secure environment

   *86% of students feel that they belong

*Facilities are in good repair

Analysis Statement: Although the student safety indicator did not meet the intended outcome, it has remained consistent throughout the three year plan. In-depth feedback from students indicated that their safety fears come from outside media coverage of school incidents, people who walk by the school, and the sirens they hear. Revisions for next year to include what adults are doing to keep them safe and why they hear/see things. However, family survey results indicated they feel the campus is safe and student belonging has increased from the previous year by 5%. Due to teacher and staff conversations, they feel as though Dailey is moving in the right direction. As a result, these actions will continue into the new three year cycle.

Action(s): Action 2: Positive Behavior Supports; Action 4: Positive Behavior Support Coordinator

Effectiveness of Actions: Somewhat Effective

Metric(s): LCFF Suspension Rubrics, Expulsion Rate

   *4 suspensions

   *Orange suspension indicator

   *0 expulsions

Analysis Statement: Overall, the actions were somewhat effective in supporting student behaviors. Although the position was not filled, and actions were supported through a supplemental contract, students reported an increase in the following areas: 99% knowing rules and expectations, 86% feel the school promotes student wellness and an 8% increase in treating students fairly. Additionally, there was a 9% decrease in office referrals (year to date). Due to staff feedback and input, these actions will continue with modifications.

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.

Action 3 will be revised to reflect the staff on a supplemental contract to provide ongoing support.

Metrics will include office referral data.

Change "Parent Survey" to Family Survey to reflect all family structures and inclusivity.

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

Goal

Goal #	Description
4	Educational Partner Engagement to Support Students

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	1% of students chronically absent Data Year: 2019-20 Data Source: Fall 2019 Data Dashboard	Year to Date: 34.5% LI: 42.7% EL: 32.06% Full Year 20-21: 8.3% LI: 12.7% EL: 13.6% Data Year: 2020-21, 2021-22 Data Source: Equity & Access, Fresno Unified	Year to Date: 43% LI: 47% EL: 50% Full Year 21-22: 31% LI: 39% EL: 28% Data Year: 2021-22; 2022-23 Data Source: Equity & Access, Fresno Unified	Year to Date: 27% LI:27% EL: 17.9% Data Source: Analysis, Measurement & Accountability, Fresno Unified	Less than 5% chronically absent Data Source: Data Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rates	96% attendance rate Data Year: 2020-21 Data Source: ATLAS	Year to Date: 91.8% LI: 90% EL: 91.5% Full Year 20-21: 95.5% LI: 94.6% EL: 95.6% Data Year: 2020-21, 2021-22 Data Source: Equity & Access, Fresno Unified	Year to Date: 91% LI: 90% EL: 90% Full Year 21-22: 91% LI: 90% EL: 91% Data Year: 2021-22; 2022-23 Data Source: Equity & Access, Fresno Unified	Year to Date: 91.6% LI: 91.6% EL: 93% Data Source: Analysis, Measurement & Accountability, Fresno Unified	95% attendance rate Data Source: ATLAS
Parent Satisfaction Indicator from Parent Survey	100% are satisfied with their child's school. Data Year: 2019-20 Data Source: Parent-Family Survey	91% of families are satisfied with their child's school Data Year: 2021-22 Data Source: Family Survey, Equity & Access; Fresno Unified *Sample size is significantly less than normal and not used to compare to previous year	94% of families are satisfied with their child's school Data Year: 2022-23 Data Source: Family Survey, Equity & Access; Fresno Unified	91% of families are satisfied with their child's school Data Year: 2023-24 Data Source: Family Survey, Spring 2024	95% are satisfied with their child's school Data Source: Parent-Family Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent-School Communication Indicator	100% of parents feel the school communicates with them Data Year: 2019-20 Data Source: Parent-Family Survey	99% of families feel the school communicates with them. *Sample size is significantly less than normal and not used to compare to previous year* Data Year: 2021-22 Data Source: Family Survey, Equity & Access; Fresno Unified	96% of families feel the school communicates with them. Data Year: 2022-23 Data Source: Family Survey, Equity & Access; Fresno Unified	95% of families feel the school communicates with them. Data Year: 2023-24 Data Source: Family Survey, Spring 2024	95% of parents feel the school communicates with them Data Source: Parent-Family Survey
Parent Input & Participation	95% of parents indicated they participate in school events & activities Data Year: 2019-20 Data Source: Parent-Family Survey	Question was not utilized due to health & safety guidelines from the State and County that were in place which limited school events.	Question was not utilized in this survey administration.	100% of families indicated that they attend school events and meetings. Data Year: 2023-24 Data Source: Family Survey, Spring 2024	95% of parents indicate they participate in school events & activities Data Source: Parent-Family Survey

Goal Analysis

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

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

The school used the following rating scales to determine the implementation progress of actions to achieve the articulated goal:

Rating Scale (highest to lowest): Full Implementation & Sustainability; Full Implementation; Initial Implementation, Beginning Development, Exploration and Research

The actions outlined in Goal Four supported the progress toward meeting the goal of Educational Partner Engagement to Support Students.

Action 1: Communication Structures: Full Implementation & Sustainability

The school continued the use of the Parent Square application/website for school and classroom communications. New this year was to send notifications regarding absences. No substantive difference in the planned action compared to the actual implementation.

Action 2: Attendance Rates and Chronic Absenteeism: Full Implementation

Quarterly notices sent out to families, attendance conferences held with revised presentation to include long-term impacts, text messages regarding tardies, and letters sent to families. In addition, attendance rewards, positive letters for improved attendance, and letters from the Executive Director with attendance policies were provided. No substantive difference in the planned action compared to the actual implementation.

Action 3: Community Support: Initial Implementation

Resources were provided for families for TB testing and clearance in order to chaperone field trips and volunteer in the classrooms. No substantive difference in the planned action compared to the actual implementation.

Action 4: Opportunities to Students: Full Implementation

Students received opportunities for student clubs such as Drama, Leadership, Equipment Managers, Yearbook, Library Assistants, and Student Office Support. In addition, students had the opportunity to attend after school tutoring that was led by 3 teachers. No substantive difference in the planned action compared to the actual implementation.

Action 5: Translation: Initial Implementation

Dailey utilized technology supports for translation, such as the Family Survey available in various languages at the school site, Parent Square which supports different languages, as well as Spanish-speaking teachers providing support for translation as needed. No substantive difference in the planned action compared to the actual implementation.

Action 6: Basic Services: Full Implementation & Sustainability

All basic services were provided to students and families that support the instructional program (Staffing, Professional Development, Technology, Parent Outreach, Facilities, Special Education Services, Operational Services, including Memorandums of Understanding with Fresno Unified). No substantive difference in the planned action compared to the actual implementation.

Successes: Community feels they are welcome on campus and that teachers communicate more with them. Feedback from families indicate that they enjoy the Parent Square application, as the information is in one central location. Students who participated in the after-school tutoring showed growth from Winter to Spring NWEA administration. Families were also welcome to come onto campus on Fridays to participate in the morning chant with students.

Challenges: Finding a meeting time that works for families. Dailey has gone back and forth with various times for meetings, but attendance has been low this year, despite many families feeling welcome and included as indicated on the Local Indicators feedback and Family Survey.

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.

Overall, 30% of funds were expended. Material differences included Action 3: Community Support and Action 5, Translation.

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

The school used the follow rating scale to determine the effectiveness of the actions to achieve the articulated goal:

Rating Scale (highest to lowest): 3 – Effective; 2 – Somewhat Effective; 1 – Not Effective

Action(s): Action 1: Communication Structures; Action 3: Community Support, Action 5: Translation Services

Effectiveness of Actions: Effective

Metric(s): Parent Satisfaction Indicator, Parent-School Communication, Parent Input & Participation

   *91% of families are satisfied with their child's school

   *95% of families feel the school communicates with them

   *100% of families indicated that they attend school events and meetings

Analysis Statement: Although translation services and fingerprinting were not as robust as planned, families still felt connected to the school and participated in various events. Translation services are provided by school staff for ELAC and parent meetings as needed, along with the use of technology translations.

Action(s): Action 2: Attendance Rates & Chronic Absenteeism, Action 4: Opportunities to Students

Effectiveness of Actions: Effective

Metric(s): Attendance Rates, Chronic Absenteeism Rates

   *27% Chronic absenteeism rate

      *Low Income: 27%

      *English Learners: 17.9%

   *91.6 attendance rate

      *Low Income; 91.6%

      *English Learners: 93%

Analysis Statement: English Learner students have improved greatly on the chronic absenteeism indicator and slightly higher attendance rates than Low Income and overall school rates. Targeted attendance information has been shared in ELAC meetings and their recommendation to share them with the larger school community, along with attendance recognition, will be revised into the actions for next year. As a result, these actions will continue into the new three year cycle.

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.

Action 2: Revised attendance process based on updated Board Policy; Include attendance recognition and the long-term impacts into attendance actions

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.

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
Morris E. Dailey Elementary Charter School	Jeanne Pentorali, Executive Director	jeanne.pentorali@fics.us; 559-248-7060

Plan Summary 2024-25

General Information

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

The community of Dailey Elementary Charter provides a transdisciplinary program based on six units of inquiry. The target population is within Central Fresno. Dailey has students from varying socioeconomic backgrounds and race / ethnicity, as the school has a lottery system for enrollment. Dailey serves these varying needs through a comprehensive program that includes the use of integrated subject learning, authentic text, instructional practices that engage all learners, high quality teachers who receive ongoing professional development, and specialty classes (Art, Spanish, Music, PE). Integrated within the units is the use of technology which serves to provide students with the basic skills needed to continue with their learning as they progress in school. The integration of the Learner Profile, along with taking action in our community, provides students a connection to school and their community, which fosters internationally minded scholars.

Dailey Charter did not receive Equity Multiplier funding

Reflections: Annual Performance

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

Successes include:

*Use of Parent Square as a communication tool

*Increase in parents feeling welcome on campus

*Students feel more connected to school

*Ongoing professional development (site-based and/or trainings) to build staff capacity

*Growth on NWEA for English Learners and Special Education students

Challenges:

*Finding meeting times that work for the school community

*Decreasing chronic absenteeism in a post-pandemic environment

*Integrating technology in a meaningful way

*Dailey Charter did not receive the lowest performance on one or more state indicators

*No student group received the lowest performance on one or more state indicators on the 2023 Dashboard

Any school within LEA that received the lowest performance on one or more state indicators

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Individual conferences in January-February 2024 Electronic surveys regarding resources being utilized and needs Local Indicator Input survey sent May 3, 2024
Administrators	Weekly administration meetings Data reviews after Fall and Winter NWEA administrations Mid-Year Update analysis in November 2023
Parents/Students	Mid-Year Update presented on December 15, 2023at 5:00 p.m. and 6:30 p.m. Meetings held on January 26, 2024 Reminder for presentation review and input on February 5, 2024 via ParentSquare LCFF Input survey window: December 15th- February 29th Local Indicators Feedback sent on May 3, 2024 ELAC Meeting scheduled for: May 17, 2024 Public Hearing Scheduled for: May 14, 2024 LCAP Draft & input scheduled to be posted on
Public Comment	May 15, 2024 – May 31, 2024
Public Hearing	May 14, 2024
Adoption by the Governing Board	June 11, 2024
Budget Adoption and Local Indicator Report to the Governing Board	June 11, 2024

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

Based on the LCFF Input Survey, the areas listed below were the highest to expand:

*Hiring and Recruiting

   Influence: Expand Goal 2, Action 1 to include Teacher Induction and marketing for positions

*Specialty Classes

Influence: Continue to support the breadth and depth of Specialty classes in Goal 2, Action 4

*Field Trips

*Influence: Revise Goal 4, Action 4 to specifically field trips/school experiences, including transportation

Behavior

*Influence: Include other researched based programs into Goal 3, Action 2

Special Education:

*Influence: Expand Goal 2, Action 8 to include monitoring students, as well as family outreach

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	High Enrollment of Central Fresno Students	Broad

State Priorities addressed by this goal.

1: Basic Conditions of Learning

8: Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

Within Dailey Charter's petition, the school was designed to provide a rigorous and above-grade level program to Central Fresno students. Dailey strives to ensure that all students have equal access to a transdisciplinary program that creates a pathway to the IB Diploma program.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Central Fresno Enrollment	80% of enrolled students reside within Fresno Unified Boundaries Source: Demographic Reports, ATLAS			80% of enrolled students reside within Fresno Unified Boundaries	
2	Marketing Practices	72% of families heard of Dailey through marketing efforts Source: Enrollment Applications			75% of families heard of Dailey through marketing efforts	

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Goal Analysis for 2023-24 LCAP

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

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

N/A: See 2023-24 LCAP Annual Update Template

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.

N/A: See 2023-24 LCAP Annual Update Template

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

N/A: See 2023-24 LCAP Annual Update Template

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.

N/A: See 2023-24 LCAP Annual Update Template

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Monitor Fresno Unified boundary enrollment	Administration will monitor the percentage of students who reside within Fresno Unified boundaries	[$ 0.00]	N
2	New Enrollments	Monitor new enrollments for how they heard of Dailey Charter based on their enrollment application through an electronic or digital tracking system.	[$ 0.00]	N
3	Marketing Practices	Market enrollment through outside sources as needed (banners on fences, mailings, advertisements, preschool outreach, etc.)	$30,000	N

Goal

Goal #	Description	Type of Goal
2	Academic Achievement for All Students	Broad

State Priorities addressed by this goal.

2: State Standards Conditions of Learning

4: Pupil Achievement

7: Course Access

An explanation of why the LEA has developed this goal.

Dailey has students performing in the Orange category on the Data Dashboard; however it also demonstrates growth for students on the NWEA assessments. The actions and metrics below will support students improving their academic outcomes by combing planning, training, resources, and assessments.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Appropriately Assigned and Fully Credentialed Teachers	93.7% of teachers have credentials Source: HR Records			100% of teachers have credentials Source: HR Records	
2	Teacher Misassignments	100% of teachers appropriately placed Source: Staffing Matrix			100% of teachers appropriately placed Source: Staffing Matrix	
3	Teacher Training	100% of teacher training and planning days are implemented. Source: School Calendar			100% of teacher training and planning days are implemented. Source: School Calendar	
4	Smarter Balanced ELA Met or Exceeded Standard	All: 56.13% LI: 45.46% FY: N/A EL: N/A Data Year: 2022-23 Data Source: CAASPP Website			All: 61% LI: 51% FY: N/A EL: N/A Data Year: 2022-23 Data Source: CAASPP Website	

5	Smarted Balanced Math Met or Exceeded Standard	All: 41.93% LI: 27.28% FY: N/A EL: N/A Data Year: 2022-23 Data Source: CAASPP Website			All: 47% LI: 33% FY: N/A EL: N/A Data Year: 2022-23 Data Source: CAASPP Website	
6	California Science Test (CAST) Met or Exceeded Standard	No results available.			To Be Determined when 2023-24 results are available.	
7	Access to Standards Aligned Instructional Materials	100% of students have access to standards aligned instructional materials Data Year: 2022-23 Source: SARC			100% of students have access to standards aligned instructional materials Source: SARC	

8	NWEA Benchmark Assessments	Reading: 5 of 6 grade levels at or above norms Math: 4 of 6 grade levels at or above norms Language: 2 of 3 grade levels at or above norms Data Year: 2023-24 Data Source: NWEA Reports			Reading: All grade levels at or above norms Math: All grade levels at or above norms Language: All grade levels at or above norms Data Source: NWEA Reports	
9	Implementation of Standards for All Students and Enable EL's access to CCSS and ELD Standards	Initial Implementation in 2024-25			Full Implementation & Sustainability	
10	EL Students Making Progress Toward English Proficiency	48.3 of students making progress towards English proficiency Data Year: 2023-24 Source: Data Dashboard			54% of students making progress towards English proficiency Data Year: 2023-24 Source: Data Dashboard	

| 11 | Course Access | 100% of students have access to a broad course of study. Data Year: 2023-24 Source: Local Indicators Reflection | | | 100% of students have access to a broad course of study. Source: Local Indicators Reflection | |

Goal Analysis for 2023-24 LCAP

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

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

N/A: See 2023-24 LCAP Annual Update Template

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.

N/A: See 2023-24 LCAP Annual Update Template

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

N/A: See 2023-24 LCAP Annual Update Template

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.

N/A: See 2023-24 LCAP Annual Update Template

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher Hiring	Provide effective teacher hiring, recruitment, and retention practices and assure that teachers are properly assigned and supported, including Teacher Induction programs and marketing for open positions.	$10,000	N
2	Coaching Cycles	Dailey will provide systems of peer support to enhance instructional practices, professional learning opportunities and time where teachers work alongside each other, with the support of administration, to build capacity around selected school focus areas and build school structure.	$5,000	Y
3	Training Opportunities	Provide training opportunities for staff, both virtually and/or online to support the development and enhancement of their pedagogical knowledge.	$50,000	Y
4	Specialty Classes	Ensure students have proper equipment/materials for specialty classes and extended learning opportunities	$8,000	N
5	Planning & Professional Learning Days	Increased professional learning and teacher planning time, including Specialty teachers on site and provide additional opportunities as needed.	$40,000	Y
6	Assessments	Utilize multiple assessment measures, including online assessment platforms, to gauge student understanding and application of learning and monitor progress, as well as purchase assessments to monitor student learning.	$12,000	Y
7	Teaching & Monitoring Diverse Learners	Dailey will provide training, resources and/or materials to all teachers to effectively teach and monitor diverse student groups.	$30,000	Y
8	Special Education	Support the growth outcomes for students with disabilities as contracted through the charter authorizer, Fresno Unified School District SELPA, along with monitoring progress and family outreach.		N
9	Student Learning Needs	Provide targeted services and supports including referrals to psychologist, SST's, 504's and special education resource staff as approved by our SELPA and health services		N
10	Standards Based Materials	Purchase standards-based materials that support teaching and learning, including	$100,000	Y

| 11 | Digital Devices and Subscriptions | Dailey will provide digital resources including timely replenishment and replacement of teacher and student devices, as well as maintaining and upgrading technology infrastructure or purchasing additional materials and/or subscriptions as needed. | $40,000 | Y |
| 12 | IB Coordinator | Dailey will provide an IB Coordinator, which includes but is not limited to: overseeing program implementation, classroom learning environments, supporting teacher planning and unit development, supporting school climate and culture, and monitors the standards and practices of the IB program. | $74,000 | Y |

Goal

Goal #	Description	Type of Goal
3	All Students Have Access to a Safe and Well-Maintained Facility	Broad

State Priorities addressed by this goal.

6: Pupil Engagement

1: Basic Conditions of Learning

An explanation of why the LEA has developed this goal.

Students need a safe and secure environment in order to grow. Dailey students have demonstrated through the student survey that 85% of students feel safe on campus and there were 4 suspensions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Safety Indicator from Family Survey	95% of families feel Dailey provides a safe and secure environment. Data Year: 2023-24 Source: Family Survey, Spring 2024			95% of families feel Dailey provides a safe and secure environment. Source: Family Surve	
2	Safety Indicator from Student Survey	85% of students feel safe on campus. Data Year: 2023-24 Source: Student Survey			90% of students feel safe on campus. Source: Student Survey	
3	Student Connectedness	86% of students feel that they belong. Data Year: 2023-24 Source: Student Survey			91% of students feel that they belong. Source: Student Survey	
4	Suspension Rate	4 suspensions Data Year 2023-24 Source: ATLAS Rate: 1.5% Data Year: 2022-23 Source: DataQuest			2 suspensions 1% suspension rate Source: ATLAS, Data Quest	

5	Expulsion Rate	0 Expulsions Data Year 2023-24 Source: ATLAS 0% rate Data Year:2022-23 Source: Data Quest			0 expulsions 0% expulsion rate Source: ATLAS, Data Quest	
6	Facilities	Facilities are in good repair Data Year: 2022-23 Source: SARC			Facilities are in good repair Source: SARC	
7	Office Referrals	40 referrals LI: 52% EL: 5% Data Year: 2023-24 (April 2024) Source: Referral Tracking Form			35 office referrals LI: 47% EL: 3% Source: Referral Tracking Form	

Goal Analysis for 2023-24

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

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

N/A: See 2023-24 LCAP Annual Update Template

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.

N/A: See 2023-24 LCAP Annual Update Template

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

N/A: See 2023-24 LCAP Annual Update Template

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.

N/A: See 2023-24 LCAP Annual Update Template

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Safety Plan	Assure that school safety is a priority, and the School Safe Plan is updated annually and materials as needed to ensure a safe campus.	$5,000	N
2	Positive Behavior Supports	Dailey will provide resources for students that includes supplies, materials, programs and/or subscriptions needed for behavior supports.	$8,000	Y
3	Office Support	Dailey will provide office support to support students, address health concerns, provide screenings, and/or supplies as needed.	$30,000	Y
4	Behavior Supplemental Support	Dailey will provide a staff member on a supplemental contract who will lead positive behavior support structures on campus, provide coaching cycles to staff, develop lessons for the Learner Profile and GLOBAL classes, as well as provide professional development to staff.	$5,000	Y
5	Climate	Administration, teachers, and support staff work collaboratively and diligently to create an inclusive, welcoming climate		N
6	Safety Assemblies	Host safety assemblies four times a year to inform students of safety and health protocols and information related to safety including, but not limited to the location of the school and how adults ensure their safety.		N

Goal

Goal #	Description	Type of Goal
4	Educational Partner Engagement to Support Students	Broad

State Priorities addressed by this goal.

3: Parental Involvement

5: Pupil Engagement

6: School Climate

An explanation of why the LEA has developed this goal.

Students need all educational partners working together for the betterment of their education. Survey results indicate that parents feel welcome on campus; however, attendance rates and chronic absenteeism continues to be an area of growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Chronic Absenteeism	Year to Date: 27% LI:27% EL: 17.9% Data Source: Analysis, Measurement & Accountability, Fresno Unified			Year to Date: 22% LI: 22% EL: 13% Data Source: Analysis, Measurement & Accountability, Fresno Unified	
2	Attendance Rates	Year to Date: 91.6% LI: 91.6% EL: 93% Data Source: Analysis, Measurement & Accountability, Fresno Unified			Year to Date: 95% LI: 95% EL: 95% Data Source: Analysis, Measurement & Accountability, Fresno Unified	
3	School Satisfcation Rate	91% of families are satisfied with their child's school Data Year 2023-24 Source: Family Survey, Spring 2024			95% of families are satisfied with their child's school Data Year 2023-24 Source: Family Survey, Spring 2024	

Local Control and Accountability Plan Template

| 4 | School Communication Rate | 95% of families feel the school communicates with them.

Data Year: 2023-24

Data Source: Family Survey, Spring 2024 | | | 95% of families feel the school communicates with them.

Source: Family Survey | |
| 5 | Parent Input & Participation | 100% of families indicated that they attend school events and meetings.

Data Year: 2023-24

Data Source: Family Survey, Spring 2024 | | | 95% of families indicated that they attend school events and meetings.

Source: Family Survey | |

Goal Analysis for 2023-24

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

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

N/A: See 2023-24 LCAP Annual Update Template

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.

N/A: See 2023-24 LCAP Annual Update Template

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

N/A: See 2023-24 LCAP Annual Update Template

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.

N/A: See 2023-24 LCAP Annual Update Template

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Communication Structures	Dailey will continue provide a communication structure that includes email, phone calls, and/or texts that provide information to educational partners and streamlines a way for parents to communicate with staff in a variety of languages.	$4,000	Y
2	Attendance Rates and Chronic Absenteeism	Monitor attendance rates, including chronic absenteeism of low-income students and provide information on the importance of attendance and the long-term impacts in accordance with Board Policy. Dailey will also provide incentives and rewards for attendance and/or improved attendance.	$5,000	Y
3	Community Support	To meet this need, Dailey will provide resources for TB testing within the community and explore fingerprinting options for chaperones and ongoing volunteers.	$10,000	Y
4	Opportunities to Students	Dailey will provide opportunities for staff to provide these areas of need to support opportunities to students through supplemental contracts and/or materials. In addition, provide information and/or resources that facilitate community involvement. Through this resource, students will receive extra support, extra opportunities and/or activities to students or to the benefit of students, including field trips, guest speakers, on-site experiences, and transportation.	$30,000	Y
5	Translation	Dailey will provide Spanish translation services, when possible, for parent conferences, student behavior and academic meetings, and other services as needed.	$3,000	Y
6	Basic Services	Provide basic services to students and families that support the instructional program (Staffing, Professional Development, Technology, Parent Outreach, Facilities, Special Education Services, Operational Services), including Memorandums of Understandings with Fresno Unified		N

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$312,852	N/A

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
8.766%	3.611%	$121,624	12.377%

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 2, Action 2	Based on Educational Partnership feedback and staff input, a need exists to bring teachers and administration in collaboration to improve practice, program implementation, and build school structures that improve student outcomes and enhance school climate.	Dailey will provide systems of peer support to enhance instructional practices, professional learning opportunities and time where teachers work alongside each other, with the support of administration, to build capacity around selected school focus areas and build school structure. This supports English Learners and Low-Income students by increasing the capacity of staff, improve instruction and program implementation, and support culture and climate on campus. The use of this resource is designed to meet the needs most associated with English Learners and low-income youth. However, because we expect all students will benefit from increased professional learning of their teachers, this action is being provided on an LEA-basis.	Metrics: Student Survey, Staff Survey, Action Plan metrics
Goal 2, Action 3	Data demonstrates that Dailey does not have disproportionality on its benchmark assessments; however the Data Dashboard that shows an Orange I designation for Low Income students.	As a part of Dailey's service to students, professional development is at the forefront to creating a high performing teaching staff that meets the needs of English Learners and low-income families. Dailey will continue to provide opportunities to attend training, both online and in-person, to support professional development. This supports low-income, English Learners, and Foster Youth by increasing the capacity of staff that allows for training around supporting students, new and innovative ways to implement the program, and learning from others around the nation and other countries. The use of this resource is designed to meet the needs most associated with English Learners and low-income youth. However, because we expect all students will benefit from increased professional learning of their teachers, this action is being provided on an LEA-basis	We expect this action will maintain and continuously lessen the achievement gap of student as measured by state and local assessments. Metrics: SBAC Met/Exceeded Standards; NWEA Benchmark Assessments

Goal 2, Action 6	Data demonstrates that Dailey does not have disproportionality on its benchmark assessments but does show an Orange Status designation for Low Income students in ELA and Math for SBAC.	Dailey will utilize multiple assessment measures, including online assessment platforms, and/or purchase additional resources to gauge student understanding and application of learning and monitor progress. This supports Low-income, English Learners, and Foster Youth by allowing for progress monitoring and identify learning needs as a school, grade level, and classroom. This resource also allows for monitoring of subgroups and how to strategically support student learning. In addition, NWEA data is utilized for English Learner reclassification. However, because we expect all students will benefit from increased professional learning of their teachers, this action is being provided on an LEA-basis.	We expect this action will maintain and continuously lessen the achievement gap of student as measured by state and local assessments.

Metrics: SBAC Met/Exceeded Standards; NWEA Benchmark Assessments |
| Goal 2, Action 7 | As part of the Educational Partner input process, an identified need was the continuance of teaching and supporting diverse students, including culture and diversity. | Dailey will provide training, resources and/or materials to all teachers to effectively teach and monitor diverse student groups. This supports English Learners and Low-income students by utilizing data reporting tools to monitor the progress of English Learners (including long-term English Learners and reclassified English Learners) and low-income students. This action supports these groups by providing resources, professional learning, data analysis that supports the instruction, support, and growth monitoring for students. In addition, students will be identified for additional supports after the Fall and Winter NWEA administrations. However, because we expect all students will benefit from the increase in knowledge and resources available to their teachers, this action is being provided on an LEA-basis. | We expect this action will maintain and continuously lessen the achievement gap of students as measured by state and local assessments.

Metrics: EL Proficiency, State Standards Implementation |

Goal 2, Action 10	Dailey continuously provides students access to all course matter and having sufficient instructional materials that supports both the IB and Dailey's mission, vision, and values.	In order to maintain this, Dailey will purchase standards-based materials that support teaching and learning. This supports English Learners, Low-income and Foster Youth with having needed materials for learning to ensure students are able to explore and expand their thinking. Being able to purchase high quality texts provides students the opportunity to engage with rich vocabulary, engage in academic discourse with their peers to develop oral language, and connect their learning to writing. Within other disciplines, it allows students to have learning tools to build conceptual knowledge and/or explore learning in other formats. However, because we expect all students will benefit from the increase in materials, resources, and curriculum, this action is being provided on an LEA-basis.	We expect this action will improve student achievement, improve behavior outcomes, and increase student engagement as measured by state and local assessments, surveys, and reflections. Metrics: Sufficient Materials, SBAC Math, ELA, & Science, Student Surveys
Goal 2, Action 11	Based on an analysis of student need, Low-income and English Learner students need access to technology devices to acquire digital literacy skills.	To address that need, Dailey will provide digital resources including timely replenishment and replacement of teacher and student devices, as well as maintaining and upgrading technology infrastructure or purchasing additional materials and/or subscriptions as needed. The use of this resource is designed to meet the needs most associated with English Learners and low-income youth. However, because we expect all students will benefit from the need to learn digital skills, have access to a device and to learn the skills needed for their future, this action is being provided on an LEA-basis.	We expect this action will maintain and continuously lessen the achievement gap of students as measured by state and local assessments. Metrics: SBAC ELA, Math, Science; NWEA Benchmark Assessments

Goal 2, Action 12	Based on an overall analysis of student academic achievement, attendance, and student climate results, there is a demonstrated need for our Low Income and English Learners to continue to develop their academic and social skills.	Dailey will provide an IB Coordinator, which includes but is not limited to: overseeing program implementation, classroom learning environments, supporting teacher planning and unit development, supporting school climate and culture, and monitors the standards and practices of the IB program. This resource is designed to meet the unique needs of our English Learner and Low Income students. However, because we expect all students will benefit from an inquiry-based and rigorous program, this action is being provided on an LEA-basis.	We expect this action will improve student outcomes, improve attendance, and enhance teacher practices. Metrics: SBAC ELA, SBAC Math, NWEA Benchmark Assessments, Attendance Rates
Goal 3, Action 2	Data showed that low-income students accounted for over half of the office referrals. English Learners accounted for 5% of office referrals. This demonstrates a need to have additional support and programs for students that are aimed at identifying emotions, how to appropriately respond, and conflict resolution.	Dailey will provide resources for students that includes supplies, materials, programs and/or subscriptions needed for behavior supports. These planned resources will support English Learners and Low-income students with the skills and strategies needed. However, because we expect all students will benefit from the need to learn these critical skills, this action is being provided on an LEA-basis.	We expect this action will decrease office referrals, removals from class and suspension rates as measured by data tracking, data dashboard indicators, and surveys. Metrics: Suspension Rate, Expulsion Rate, Office Referrals
Goal 3, Action 3	For this current school year, attendance rates were closely aligned for whole school and Low Income. English Learners had a slightly higher rate by 2%. However, chronic absenteeism was the same for Low Income students, while the English Learners were 10% lower in their chronic absenteeism rate.	Dailey will provide office support to support students, address health concerns, provide screenings, and/or supplies as needed. These planned resources will provide access to personnel who can support the families as needed in order to ensure that students are in school as much as possible. However, because we expect all students will benefit from this additional support, this action is being provided on an LEA-basis.	We expect this action will increase attendance rates and lower chronic absenteeism as measured by attendance data. Metrics: Attendance Rates, Chronic Absenteeism

Goal 3, Action 4	Data showed that there were 8 less office referrals this year compared to last, with 52% coming from Low Income students and 5% from English Learners. This demonstrates a need to have additional supports and programs for students that are aimed at identifying emotions, how to appropriately respond, and conflict resolution.	Therefore, Dailey will provide a Positive Behavior Support staff on a supplemental contract who will lead positive behavior support structures on campus, provide coaching cycles to staff, develop lessons for the Learner Profile and GLOBAL classes, as well as provide professional development to staff. This planned resource will support English Learners and low-income students with the skills and strategies needed. However, because we expect all students will benefit from the need to learn these critical skills, this action is being provided on an LEA-basis.	We expect this action will decrease office referrals, removals from class and suspension rates as measured by data tracking, data dashboard indicators, and surveys. Metrics: Office referrals, Suspension Rates, Expulsion Rates
Goal 4, Action 1	In reviewing the data, Dailey families feel the school communicates with them based on the Family Survey.	Dailey will continue provide a communication structure that includes email, phone calls, and/or texts that provide information to educational partners and streamlines a way for parents to communicate with staff in a variety of languages. This resource will benefit common needs of English Learner and low-income families by having access to engage in their child's education in one location. Through this resource, families will be able to access communication, sign-up for events, conferences, volunteer opportunities, view a calendar of school activities and events, and receive automatic phone calls, emails, and text messages. However, because we expect all families will benefit from this additional support, this action is being provided on an LEA-basis.	We expect this action will continue to provide strong communication to families and increase family engagement as measured by surveys and Educational Partner feedback/input. Metrics: Family Survey, Input Surveys

Goal 4, Action 2	Attendance data indicates that Chronic Absenteeism and daily Attendance rates continue to be an area to address, with 27% chronic absenteeism rate and 91.6 attendance rate. English Learner students have improved on chronic absenteeism and a slight improvement on attendance rates.	To support this need, Dailey will monitor attendance rates, including chronic absenteeism of low-income students. Administration, teachers, and office staff continue parent communication using the SARB process (includes notices, phone calls, letters and/or conferences) on the importance of attendance and the impact of student achievement based on revised Board policies. In addition, consult with the English Learner Advisory Committee on how to communicate the importance of attendance to English Learner students, as they have a lower chronic absenteeism rate and attendance rate and provide incentives and/or rewards for attendance. However, because we expect all students will benefit from this additional support, this action is being provided on an LEA-basis.	We expect these actions to decrease chronic absenteeism and increase attendance rates. Metrics: Chronic absenteeism and attendance rate
Goal 4, Action 3	Based on input at parent meetings, having TB clearance remains a barrier to volunteering, as well as not being fingerprinted provides limited field trip access for students.	To meet this need, Dailey will provide resources for TB testing within the community and explore fingerprinting options for chaperones and ongoing volunteers. Through this resource, students will have active community involvement and feel more connected to school. However, because we expect all students will benefit from this additional support, this action is being provided on an LEA-basis.	We expect this action will increase student connectedness, impact attendance and office referrals, provide parents and/or community members ways they can engage with and support classrooms, and support at home (academic and social-emotional). Metrics: Family Survey, Family Presentations Input, Student Connectedness

Goal 4, Action 4	According to the Student Survey, 86% of students feel connected to school In addition, Educational Partner feedback included the increase of fieldtrips and work to support academic needs.	To meet this need, Dailey will provide opportunities for staff to provide these areas of need. In addition, provide information and/or resources that facilitate community involvement. Through this resource, students will receive extra support, extra opportunities and/or activities to students or to the benefit of students, including field trips, guest speakers, on-site experiences, and transportation. However, because we expect all students will benefit from this additional support, this action is being provided on an LEA-basis.	We expect this action will increase student connectedness, impact attendance and office referrals, provide engagement opportunities and enhance teacher skills as measured by surveys, Educational Partner feedback/input, and Local Indicator review. Metrics: School Connectedness, Educational Partner feedback/input, Local Indicators input

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 4, Action 5	Educational Partner feedback included ways to engage non-English speaking families on campus. This action directly connects to our English Learner population.	As a result, Dailey will provide Spanish translation services, when possible, for parent conferences, student behavior and academic meetings, and other services as needed. This action is aimed towards our Spanish speaking English Learner families to ensure they have access to communicate with their child's teacher and other staff. All families will continue to have access to Parent Square translation services.	We expect this action will result in increased and improved engagement of non-English speaking families. Metrics: Surveys, Educational Partner feedback, and Local Indicators input.

Insert or delete rows, as necessary.

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.

It is our intent that this approach of justifying how each applicable action is principally directed and effective in the action's description meets/exceeds requirements for the "principally directed and effective threshold" as well as contributing toward meeting the Minimum Proportionality Percentage (MPP) requirement. These actions/services are most transparently communicated and understood by our Educational Partners through the approach we use in this plan. Building on the information provided in the prior prompt response above, the limited actions/services below are contributing to increasing or improving services for English learner, foster youth, and/or low-income students by the percentage indicated above as explained in the language of each unique actions. We are using the increased funding to increase and improve services as described for our LEA-wide and school wide services in prompt one and as described below for each of the student groups on a limited basis:

Goal 4, Action 5: Translation

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.

Not Applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not Applicable	Not Applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	Not Applicable

DRAFT JUNE 5, 2024

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 469,000.00	$ 366,037.96

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Monitor Fresno Unified Boundary	No	$ -	$ -
1	2	New Enrollments	No	$ -	$ -
1	3	Marketing Practices	No	$ 10,000	$ 30,541
2	1	Teacher Hiring	No	$ 10,000	$ 6,650
2	2	Coaching Cycles	No	$ -	$ -
2	3	Training Opportunities	Yes	$ 50,000	$ 23,762
2	4	Specialty Classes	No	$ 5,000	$ 5,427
2	5	Planning & Professional Learning Days	No	$ 45,000	$ 20,575
2	6	Assessments	Yes	$ 7,000	$ 9,186
2	7	Teaching & Monitoring Diverse Learners	Yes	$ 20,000	$ 19,880
2	8	Special Education	No	$ -	$ -
2	9	Student Learning Needs	No	$ -	$ -
2	10	Standards Based Materials	Yes	$ 80,000	$ 87,635
2	11	Digital Devices and Subscriptions	Yes	$ 40,000	$ 121,102
3	1	Safety Plan	No	$ 5,000	$ 1,117
3	2	Positve Behavior Supports	Yes	$ 5,000	$ 4,039
3	3	Office Supports	Yes	$ 50,000	$ 21,075
3	4	Positive Behavior Coordinator	Yes	$ 100,000	$ 5,000
3	5	Climate	No	$ -	$ -
3	6	Safety Assemblies	No	$ -	$ -
4	1	Communication Structures	Yes	$ 4,000	$ 3,150
4	2	Attendance Rates & Chronic Absenteeism	No	$ -	$ -
4	3	Community Suppots	Yes	$ 10,000	$ -
4	4	Opportunities for Students	Yes	$ 25,000	$ 6,899
4	5	Translation	Yes	$ 3,000	$ -
4	6	Basic Services	No	$ -	$ -
				$ -	$ -

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 304,821	$ 394,000	$ 183,197	$ 210,803	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Monitor Fresno Unified Boundary	No	$ -	$ -	0.000%	0.000%
1	2	New Enrollments	No	$ -	$ -	0.000%	0.000%
1	3	Marketing Practices	No	$ -		0.000%	0.000%
2	1	Teacher Hiring	No	$ -		0.000%	0.000%
2	2	Coaching Cycles	No	$ -	$ -	0.000%	0.000%
2	3	Training Opportunities	Yes	$ 50,000	$ 23,525.00	0.000%	0.000%
2	4	Specialty Classes	No	$ -	$ -	0.000%	0.000%
2	5	Planning & Professional Learning Days	No	$ -	$ -	0.000%	0.000%
2	6	Assessments	Yes	$ 7,000	$ 9,186.00	0.000%	0.000%
2	7	Teaching & Monitoring Diverse Learners	Yes	$ 20,000	$ 19,880.00	0.000%	0.000%
2	8	Special Education	No	$ -	$ -	0.000%	0.000%
2	9	Student Learning Needs	No	$ -	$ -	0.000%	0.000%
2	10	Standards Based Materials	Yes	$ 80,000	$ 86,527.00	0.000%	0.000%
2	11	Digital Devices and Subscriptions	Yes	$ 40,000	$ 12,091.00	0.000%	0.000%
3	1	Safety Plan	No	$ -	$ -	0.000%	0.000%
3	2	Positve Behavior Supports	Yes	$ 5,000	$ 4,034.00	0.000%	0.000%
3	3	Office Supports	Yes	$ 50,000	$ 17,905.00	0.000%	0.000%
3	4	Positive Behavior Coordinator	Yes	$ 100,000	$ -	0.000%	
3	5	Climate	No	$ -	$ -	0.000%	0.000%
3	6	Safety Assemblies	No	$ -	$ -	0.000%	0.000%
4	1	Communication Structures	Yes	$ 4,000	$ 3,150.00	0.000%	0.000%
4	2	Attendance Rates & Chronic Absenteeism	No	$ -	$ -	0.000%	0.000%
4	3	Community Suppots	Yes	$ 10,000	$ -	0.000%	
4	4	Opportunities for Students	Yes	$ 25,000	$ 6,899.00	0.000%	0.000%
4	5	Translation	Yes	$ 3,000	$ -	0.000%	
4	6	Basic Services	No	$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 3,368,179	$ 304,821	0.000%	9.050%	$ 183,197	0.000%	5.439%	$ 121,624.00	3.611%

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	$ 3,569,016	$ 312,852	8.766%	3.611%	12.377%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 499,000	$ -	$ -	$ -	$ 499,000.00	$ -	$ 499,000

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Monitor Fresno Unified Boundary	All	No	LEA-wide	N/A	Dailey Charter	3 years	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	2	New Enrollments	All	No	LEA-wide	N/A	Dailey Charter	3 years	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	3	Marketing Practices	All	No	LEA-wide	N/A	Dailey Charter	3 years	$ -	$ 30,000	$ 30,000	$ -	$ -	$ -	$ 30,000	0.000%
2	1	Teacher Hiring	All	No	LEA-wide	N/A	Dailey Charter	3 years	$ -	$ 10,000	$ 10,000	$ -	$ -	$ -	$ 10,000	0.000%
2	2	Coaching Cycles	All	Yes	LEA-wide	N/A	Dailey Charter	3 years	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
2	3	Training Opportunities	All	Yes	LEA-wide	All	Dailey Charter	3 years	$ -	$ 50,000	$ 50,000	$ -	$ -	$ -	$ 50,000	0.000%
2	4	Specialty Classes	All	No	LEA-wide	N/A	Dailey Charter	3 years	$ -	$ 8,000	$ 8,000	$ -	$ -	$ -	$ 8,000	0.000%
2	5	Planning & Professional Learning Days	All	Yes	LEA-wide	All	Dailey Charter	3 years	$ -	$ 40,000	$ 40,000	$ -	$ -	$ -	$ 40,000	0.000%
2	6	Assessments	All	Yes	LEA-wide	All	Dailey Charter	3 years	$ -	$ 12,000	$ 12,000	$ -	$ -	$ -	$ 12,000	0.000%
2	7	Teaching & Monitoring Diverse Learners	All	Yes	LEA-wide	All	Dailey Charter	3 years	$ -	$ 30,000	$ 30,000	$ -	$ -	$ -	$ 30,000	0.000%
2	8	Special Education	All	No	LEA-wide	N/A	Dailey Charter	3 years	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	9	Student Learning Needs	All	No	LEA-wide	N/A	Dailey Charter	3 years	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
2	10	Standards Based Materials	All	Yes	LEA-wide	All	Dailey Charter	3 years	$ -	$ 100,000	$ 100,000	$ -	$ -	$ -	$ 100,000	0.000%
2	11	Digital Devices & Subscriptions	All	Yes	LEA-wide	All	Dailey Charter	3 years	$ -	$ 40,000	$ 40,000	$ -	$ -	$ -	$ 40,000	0.000%
2	12	IB Coordinator	All	Yes	LEA-wide	All	Dailey Charter	3 years	$ -	$ 74,000	$ 74,000	$ -	$ -	$ -	$ 74,000	0.000%
3	1	Safety Plan	All	No	LEA-wide	N/A	Dailey Charter	3 years	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
3	2	Positive Behavior Supports	All	Yes	LEA-wide	All	Dailey Charter	3 years	$ -	$ 8,000	$ 8,000	$ -	$ -	$ -	$ 8,000	0.000%
3	3	Office Supports	All	Yes	LEA-wide	All	Dailey Charter	3 years	$ -	$ 30,000	$ 30,000	$ -	$ -	$ -	$ 30,000	0.000%
3	4	Behavior Supplemental Support	All	Yes	LEA-wide	All	Dailey Charter	3 years	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
3	5	Climate	All	No	LEA-wide	N/A	Dailey Charter	3 years	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	6	Safety Assemblies	All	No	LEA-wide	N/A	Dailey Charter	3 years	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
4	1	Communication Structures	All	Yes	LEA-wide	All	Dailey Charter	3 years	$ -	$ 4,000	$ 4,000	$ -	$ -	$ -	$ 4,000	0.000%
4	2	Attendance Rates & Chronic Absenteeism	All	Yes	LEA-wide	All	Dailey Charter	3 years	$ -	$ 5,000	$ 5,000	$ -	$ -	$ -	$ 5,000	0.000%
4	3	Community Supports	All	Yes	LEA-wide	All	Dailey Charter	3 years	$ -	$ 10,000	$ 10,000	$ -	$ -	$ -	$ 10,000	0.000%
4	4	Opportunities for Students	All	Yes	LEA-wide	All	Dailey Charter	3 years	$ -	$ 30,000	$ 30,000	$ -	$ -	$ -	$ 30,000	0.000%
4	5	Translation	English Learners	Yes	Limited	English Learners	Dailey Charter	3 years	$ -	$ 3,000	$ 3,000	$ -	$ -	$ -	$ 3,000	0.000%
4	6	Basic Servies	All	No	LEA-wide	N/A	Dailey Charter	3 years	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 3,569,016	$ 312,852	8.766%	3.611%	12.377%	$ 446,000	0.000%	12.496%	**Total:**	$ 446,000
								LEA-wide Total:	$ 443,000
								Limited Total:	$ 3,000
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Monitor Fresno Unified Boundary	No	LEA-wide		Dailey Charter	$ -	0.000%
1	2	New Enrollments	No	LEA-wide		Dailey Charter	$ -	0.000%
1	3	Marketing Practices	No	LEA-wide		Dailey Charter	$ -	0.000%
2	1	Teacher Hiring	No	LEA-wide		Dailey Charter	$ -	0.000%
2	2	Coaching Cycles	Yes	LEA-wide	N/A	Dailey Charter	$ 5,000	0.000%
2	3	Training Opportunities	Yes	LEA-wide	All	Dailey Charter	$ 50,000	0.000%
2	4	Specialty Classes	No	LEA-wide		Dailey Charter	$ -	0.000%
2	5	Planning & Professional Learning Days	Yes	LEA-wide	All	Dailey Charter	$ 40,000	0.000%
2	6	Assessments	Yes	LEA-wide	All	Dailey Charter	$ 12,000	0.000%
2	7	Teaching & Monitoring Diverse Learners	Yes	LEA-wide	All	Dailey Charter	$ 30,000	0.000%
2	8	Special Education	No	LEA-wide		Dailey Charter	$ -	0.000%
2	9	Student Learning Needs	No	LEA-wide		Dailey Charter	$ -	0.000%
2	10	Standards Based Materials	Yes	LEA-wide	All	Dailey Charter	$ 100,000	0.000%
2	11	Digital Devices & Subscriptions	Yes	LEA-wide	All	Dailey Charter	$ 40,000	0.000%
2	12	IB Coordinator	Yes	LEA-wide	All	Dailey Charter	$ 74,000	0.000%
3	1	Safety Plan	No	LEA-wide		Dailey Charter	$ -	0.000%
3	2	Positive Behavior Supports	Yes	LEA-wide	All	Dailey Charter	$ 8,000	0.000%
3	3	Office Supports	Yes	LEA-wide	All	Dailey Charter	$ 30,000	0.000%
3	4	Behavior Supplemental Support	Yes	LEA-wide	All	Dailey Charter	$ 5,000	0.000%
3	5	Climate	No	LEA-wide		Dailey Charter	$ -	0.000%
3	6	Safety Assemblies	No	LEA-wide		Dailey Charter	$ -	0.000%
4	1	Communication Structures	Yes	LEA-wide	All	Dailey Charter	$ 4,000	0.000%
4	2	Attendance Rates & Chronic Absenteeism	Yes	LEA-wide	All	Dailey Charter	$ 5,000	0.000%
4	3	Community Supports	Yes	LEA-wide	All	Dailey Charter	$ 10,000	0.000%
4	4	Opportunities for Students	Yes	LEA-wide	All	Dailey Charter	$ 30,000	0.000%
4	5	Translation	Yes	Limited	English Learners	Dailey Charter	$ 3,000	0.000%
4	6	Basic Servies	No	LEA-wide		Dailey Charter	$ -	0.000%
							$ -	0.000%

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

  o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics

is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

  o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

    ▪ The reasons for the ineffectiveness, and

    ▪ How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

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]).

o 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.

o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

o 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.

Local Control and Accountability Plan Instructions

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

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

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

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

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

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

Local Control and Accountability Plan Instructions

- 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.

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.

  o 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:

Local Control and Accountability Plan Instructions

(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.

  o 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,

  o 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:

  o 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:

- o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

- o 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.

  - o 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).

  - o 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.

  - o Indicate the school year to which the baseline data applies.

  - o 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.

- o 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.

  - o 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.

  - o 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.

  - o 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.

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

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

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

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

    o When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

    o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

    o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

        ▪ The reasons for the ineffectiveness, and

        ▪ How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

    - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the

identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

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

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  o **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.

  o **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.

  o 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%).

  o 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)**

    o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

    o   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)**

    o   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 %)**

- o 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)**

  - o 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)**

  - o 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)**

  - o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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