MORRIS E. DAILEY CHARTER ELEMENTARY SCHOOL

LOCAL CONTROL AND ACCOUNTABILTY PLAN

2021- 2024

Fresno Innovative Charter Schools

Plan Year:

_____ 2021-2022

_____ 2022-203

__X___ 2023-2024

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 Charter Elementary
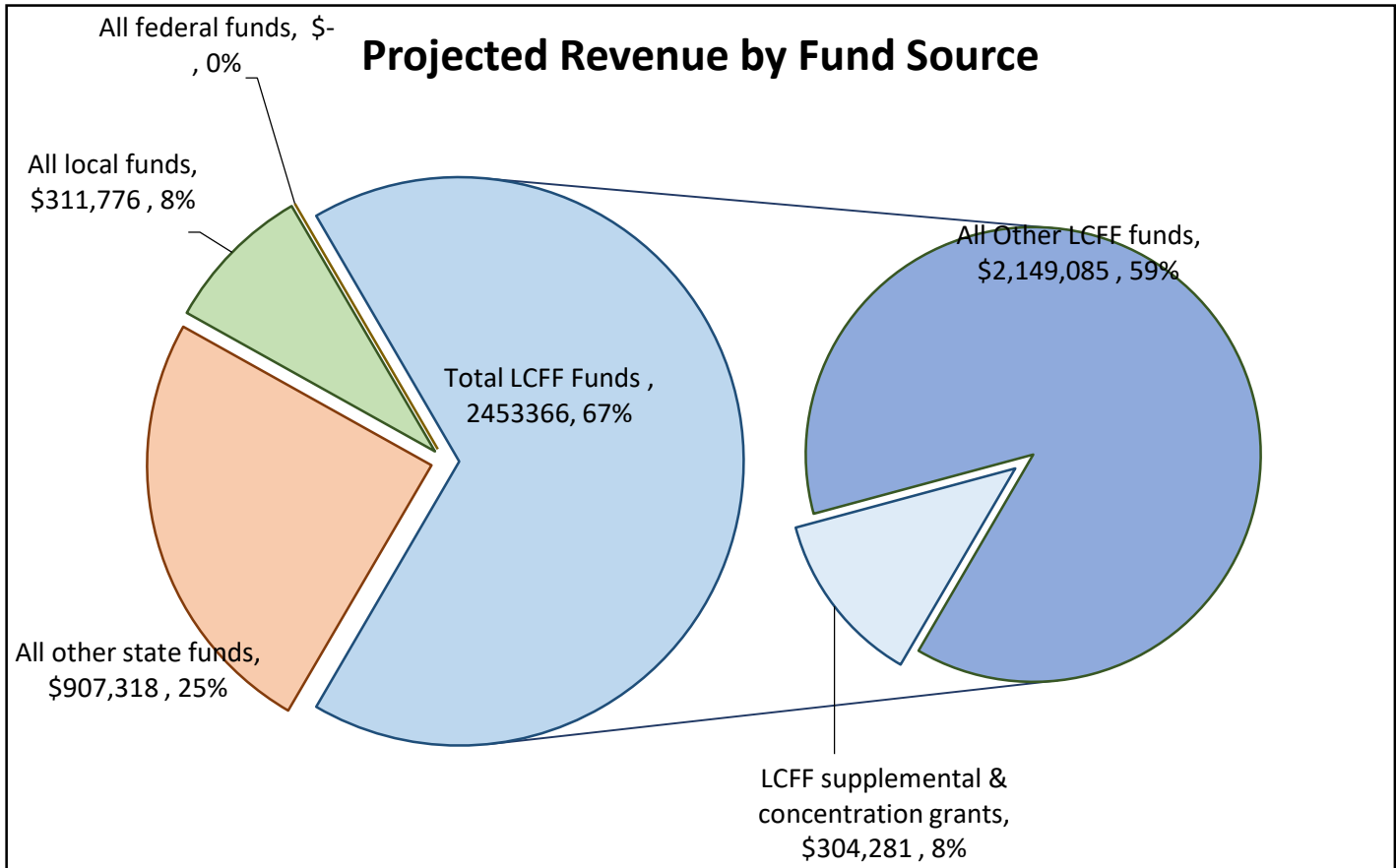
CDS Code: 10621660121533

School Year: 2023-24

LEA contact information: Jeanne Pentorali, Executive Director

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

- All federal funds, $-, 0%
- All local funds, $311,776, 8%
- All other state funds, $907,318, 25%
- Total LCFF Funds, 2453366, 67%
- All Other LCFF funds, $2,149,085, 59%
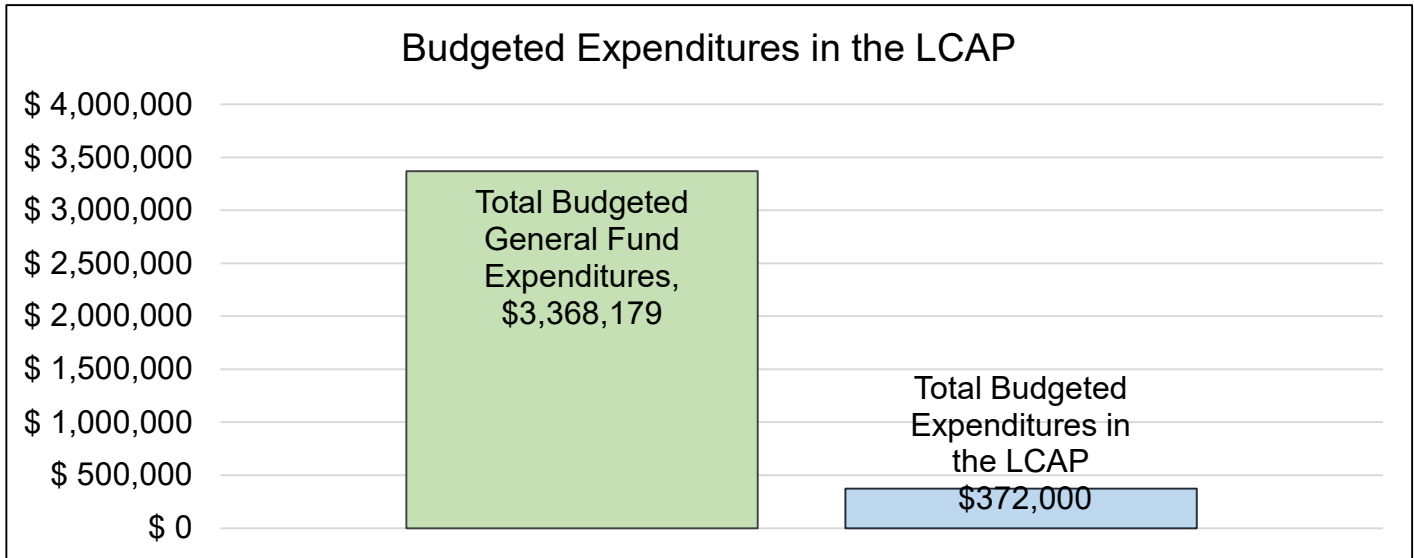- LCFF supplemental & concentration grants, $304,281, 8%

This chart shows the total general purpose revenue Morris E. Dailey Charter Elementary 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 Charter Elementary is $3,672,460.00, of which $2,453,366.00 is Local Control Funding Formula (LCFF), $907,318.00 is other state funds, $311,776.00 is local funds, and $0.00 is federal funds. Of the $2,453,366.00 in LCFF Funds, $304,281.00 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, $3,368,179

Total Budgeted Expenditures in the LCAP $372,000

This chart provides a quick summary of how much Morris E. Dailey Charter Elementary plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Morris E. Dailey Charter Elementary plans to spend $3,368,179.00 for the 2023-24 school year. Of that amount, $372,000.00 is tied to actions/services in the LCAP and $2,996,179.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
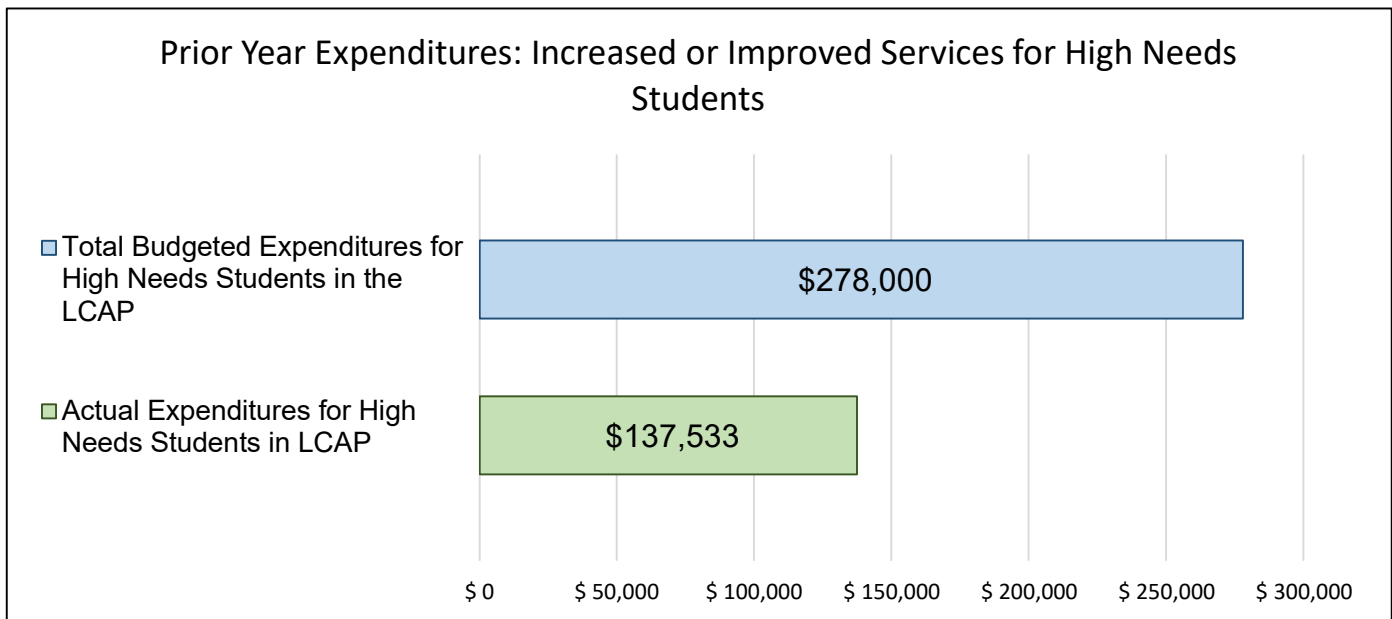
All funds are included in the LCAP under Goal 4, Action 6: Basic Services

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

In 2023-24, Morris E. Dailey Charter Elementary is projecting it will receive $304,281.00 based on the enrollment of foster youth, English learner, and low-income students. Morris E. Dailey Charter Elementary must describe how it intends to increase or improve services for high needs students in the LCAP. Morris E. Dailey Charter Elementary plans to spend $337,000.00 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 2022-23

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

Total Budgeted Expenditures for High Needs Students in the LCAP: $278,000

Actual Expenditures for High Needs Students in LCAP: $137,533

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

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

The text description of the above chart is as follows: In 2022-23, Morris E. Dailey Charter Elementary's LCAP budgeted $278,000.00 for planned actions to increase or improve services for high needs students. Morris E. Dailey Charter Elementary actually spent $137,533.00 for actions to increase or improve services for high needs students in 2022-23. The difference between the budgeted and actual expenditures of $140,467.00 had the following impact on Morris E. Dailey Charter Elementary's ability to increase or improve services for high needs students:

There were several areas where spending was impacted. For trainings, most trainings had a virtual option in which case lodging and travel expenses were not needed. Specialty classes did not require as many materials, as investments were made last year for Spanish curriculum, books, and materials. This did not impact students from having access to quality Specialty classes. Funds for diverse learners were not

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 Charter Elementary	Jeanne Pentorali, Executive Director	jeanne.pentorali@fics.us 559-248-7060

Plan Summary [2023-2024]

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.

Reflections: Successes

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

Areas of successes include:

*Use of Parent Square as a communication tool for families

*Integrating technology into learning

*Continuing professional development to build staff capacity

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Areas of need include:

 *Chronic absenteeism for Low-income students

    -Run separate reports to monitor attendance for low-income students

*Office referrals for low-income students

*Local Indicators were listed on the Data Dashboard as not met due to an inputting error. All Local Indicators were meeting standards, as Board Approved in June 2023.

LCAP Highlights

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

- Renewal of social-emotional curriculum
- Additional opportunities for family volunteers
- Attendance monitoring of low-income and English learner students
- Behavior monitoring of low-income students

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

Local Control and Accountability Plan

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 and how this engagement was considered before finalizing the LCAP.

-LCAP Annual Update presented to the Board of Directors on December 12, 2022

-LCAP Annual Update presented to the Community on December 15, 2022

-LCAP Annual Update posted on the school's website

-Community meeting posted on website calendar

-Reminder notice of community meeting posted on November 4, 2022

-Announcement of community meeting in weekly phone call, email & text

-Community meeting date posted on school marquee

-Community meeting held on November 4, 2022

-Additional request for LCAP input sent on March 1, 2023

-LCFF input survey available online and in the office along with Community Meeting presentation

-Staff Input message for Local Indicators sent on April 18, 2023

-Parent Input message for Local Indicators sent on April 18, 2023

-Parent Presentation held on May 12, 2023 for LCAP updates and additional opportunities for input

-Parent Presentation for ELAC held on May 19, 2023 for LCAP updates and additional opportunities for input

Public Hearing held on May 23, 2023

-LCAP Draft posted with survey feedback on May 24, 2022

A summary of the feedback provided by specific educational partners.

Based on the LCFF Input Survey, the top 5 areas respondents would like to expand:

-Field Trips (87%)

-Funding to supplies (76%)

-Student clubs (74%)

-Training for Staff (67%)

-Academic Supports (63%)

Top 5 areas to expand:

-Field trips

-Funding for classroom supplies

-Student clubs

-Training for staff

-Academic supports

Other input included:

- Have fingerprinting and/or information about TB resources for family volunteers

-Send out a survey with family volunteer opportunities

-Have booths out at community events on how to get involved

-More engagement and communication from teachers

-More information from PVC meetings

Local Indicators Input

*Staff given opportunity to provide input into self-reflection;4 surveys submitted

*Parents/Families given opportunity to provide input into self-reflection; 22 surveys submitted

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

-Renewal social emotional curriculum

-Survey parents for engagement

-Professional development (already included, but include topics such as cultural diversity, diverse student backgrounds)

-Family Learning Night (including social emotional topics)

Local Control and Accountability Plan

-Informational meetings (how/way) of Dailey processes and procedures

Goals and Actions

Goal

Goal #	Description
1	High Enrollment of Central Fresno Students

An explanation of why the LEA has developed this goal.

Connects to our Charter Petition and maintains enrollment

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 Source: ATLAS
Marketing practices on new enrollment applications.	27% of families heard of Dailey through marketing efforts Data Year: 2020-21 Data Source: Enrollment Applications	In progress	39% of families heard of Dailey through marketing efforts Data Year: 2022-23 Data Source: Enrollment Applications		40% of families heard of Dailey through marketing practices Data Source: Enrollment Applications

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	[$ 0.00]	N
3	Marketing Practices	Market enrollment through outside sources as needed (banners on fences, mailings, advertisements, preschool outreach, etc.)	$10,000	N

Goal Analysis for 2022-23

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

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

There were no substantive differences in the planned actions and actual implementation of the actions.

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

Overall, 65% of funds were expended as of May 18, 2023

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

The actions were effective in making progress towards the end of plan goal. Currently,76% of students reside in our chartering agency's enrollment boundaries and 74% of new applications reside within that boundary.

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

No changes were made to this goal, the actions will remain the same.

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

Goal 2

Goal #	Description
2	Academic Achievement for All Students

An explanation of why the LEA has developed this goal.

All students, including English Learners, Low Socioeconomic Status, and Foster Youth, will receive a quality education that improves their achievement growth. Dailey has a history of no achievement gaps and wants to continue this path for our 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		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 Source: Staffing Matrix

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 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 | | 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
			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 standard aligned instructional materials for learning Data Source: SARC

Local Control and Accountability Plan

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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		All grade levels at or above NWEA norms Data Source: NWEA Reports

Local Control and Accountability Plan

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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		100% of students remained the same or increased on ELPAC Data Source: ELPAC & ATLAS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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		40% reclassification rate Data Source: ATLAS
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		No disproportionality on NWEA Assessments Data Source: NWEA Reports

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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		Green/Blue Indicators for Socioeconomic status; English Learners and Foster Youth Data Source: Data Dashboard
Course Access	100% of students have access to a board course of study Data Year: 2020-21 Data Source: Local Indicators Reflection	100% of students have access to a board course of study Data Year: 2021-22 Data Source: Local Indicators Reflection	100% of students have access to a board course of study Data Year: 2022-23 Data Source: Local Indicators Reflection		100% of students have access to a board course of study Data Source: Local Indicators Reflection

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	$10,000	N
2	Coaching Cycles	Provide systems of peer support to enhance instructional practices, professional learning opportunities and time where teachers work alongside each other, with the support of administration, to build capacity around selected school focus areas	[$ 0.00]	N

Local Control and Accountability Plan

Action #	Title	Description	Total Funds	Contributing
3	Training Opportunities	Data demonstrates that Dailey does not have disproportionality on its benchmark assessments; however the Data Dashboard that shows a Low Status Level 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.	$50,000	Y
4	Specialty Classes	Ensure students have proper equipment/materials for specialty classes and extended learning opportunities	$5,000	N
5	Planning & Professional Learning Days	Increased professional learning and teacher planning time, including Specialty teachers on site	$45,000	Y

Local Control and Accountability Plan

Action #	Title	Description	Total Funds	Contributing
6	Assessments	Data demonstrates that Dailey does not have disproportionality on its benchmark assessments but does show a Low Status designation for Low Income students in ELA and Math for SBAC. Dailey will utilize multiple assessment measures, including online assessment platforms, 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.	$7,000	Y
7	Teaching & Monitoring Diverse Learners	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. 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.	$20,000	Y
8	Special Education	Support the growth outcomes for students with disabilities as contracted through the charter authorizer, Fresno Unified School District SELPA	[$ 0.00]	N

Action #	Title	Description	Total Funds	Contributing
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	[$ 0.00]	N
10	Standards Based Materials	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.	$80,000	Y

Action #	Title	Description	Total Funds	Contributing
11	Digital Devices and Subscriptions	As demonstrated through online and hybrid learning, Low-income and English Learner students needed access to technology devices. 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.	$40,000	Y

Goal Analysis for 2022-23

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

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

The planned actions were implemented as outlined. Successes included the use of coaching cycles to support teacher practice, implementing planning days including additional time for identified grade level needs, and the use of Ellevation to monitor and reclassify English Learners, along with the monitoring of progress on NWEA.

Action 3: Training Opportunities – Training opportunities were provided, and this action was implemented as planned

Action 5: Planning & Professional Learning Days – Professional learning days were implemented as planned, with the addition of extra days

Action 6: Assessments – Action was implemented, digital assessments were utilized to monitor growth progress for K-5th grade students, as well as formative assessments

Action 7: Teaching and Monitoring Diverse Learners – Professional learning was implemented, and progress monitoring was done for English Learners and Special Education students. Additional materials were purchased.

Action 10: Standards Based Materials – Materials were purchased, along with new Math and Science curriculum. After the first year of implementation, additional materials will need to be purchased.

Action 11: Digital Devices & Subscriptions - Subscriptions were renewed and/or extended; replacement technology purchased

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, 32% of funds were expended.

Action 3: Training Opportunities – 42% of funds were expended. The difference is actual funds expended is due to the lack of availability of substitutes to cover classrooms, teacher interest to attend trainings, and changes in staff not returning to Dailey.

Action 5: Planning & Professional Learning Days – 66% of funds were expended. Material differences include adjustments made due to staffing issues, as well as not as many teachers attending training opportunities were substitutes would be needed. Teacher training days are included in the staff duty day calendar.

Action 6: Assessments – 75% of funds were expended. Projections are made in the year prior and differences account to actual students enrolled, as services are based on a per pupil basis. Additionally, the math assessment was included in the purchase price of the physical materials ordered.

Action 7: Teaching and Monitoring Diverse Learners – 31% of funds were expended. Contributions to the differences between the planned and actual include training being provided by the staff, therefore not needing substitutes and/or release time. Observations between teachers were provided by the site's specialty teachers and/or administration.

Local Control and Accountability Plan

Action 10: Standards Based Materials – 48% of funds were expended. With the new Science curriculum, half the staff piloted the kids provided by the publisher, and the other half proceeded without the additional kids. In the 2023-24 school year, all grades will receive kits.

Action 11: Digital Devices & Subscriptions – 20% of funds were expended. Additional devices did not need to be purchased, as student enrollment declined and there were enough devices. Additionally, tablets were not repaired due to be being out of date and no longer serviceable.

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

Action 3: Training Opportunities –The action was effective in making progress towards the goal as students made growth on their benchmark assessments and no disproportionality for English Learners on NWEA in the Fall and Winter

Action 5: Planning & Professional Learning Days – This action is effective as it allows time for the whole staff, grade levels, and other teams to come together to plan for student learning and review assessments as evidenced by the goal metrics.

Action 6: Assessments – The action was effective as it provides a way to monitor student growth and provide information for families on next steps for learning.

Action 7: Teaching and Monitoring Diverse Learners – Overall this action is effective; however further investigation into Low Income students and their progress would be a next growth step.

Action 10: Standards Based Materials – Overall this action is effective, as students and teachers are provided the learning materials needed to implement Dailey's program and the state standards.

Action 11: Digital Devices & Subscriptions – This action is effective, as all students have access to a device and the tools needed to enhance their learning through technology.

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 was adjusted to include resources and materials, along with adding in monitoring for Low-income students.

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 3

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

An explanation of why the LEA has developed this goal.

Students need a safe and secure campus in order to grow

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 parents feel Dailey provides a safe and secure environment Data Source: Parent-Family Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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		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		95% of students feel a part of the school Data Source: Student Survey
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		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 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 Source: SARC

Local Control and Accountability Plan

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	Data showed that low-income students accounted for over half of the office referrals. English Learners accounted for 2.6% of office referrals. 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. Dailey will provide resources for students that includes supplies, materials, 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.	$5,000	Y

Action #	Title	Description	Total Funds	Contributing
3	Office Support	For this current school year, attendance rates were closely aligned for whole school, Low Income and English Learner students. However, chronic absenteeism were higher than whole school for Low Income and English Learners. In the 2021-22 school year, attendance rates for low-income families was below the attendance rate for the entire school and chronic absenteeism was higher than the entire school. In the previous school year of 2020-21, both low-income and English Learners had a higher chronic absenteeism percentage. 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.	$50,000	Y
4	Positive Behavior Support Coordinator	Data showed that low-income students accounted for over half of the office referrals. English Learners accounted for 2.6% of office referrals. 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 Coordinator who will lead positive behavior support structures on campus, provide ongoing support to students and staff in the implementation of positive supports, develop plans to improve school culture and climate and behavior outcomes, 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.	$100,000	Y

Action #	Title	Description	Total Funds	Contributing
5	Climate	Administration, teachers, and support staff work collaboratively and diligently to create an inclusive, welcoming climate	[$ 0.00]	N
6	Safety Assemblies	Host safety assemblies three times a year to inform students of safety and health protocols and information related to safety	[$ 0.00]	N

Goal Analysis for 2022-23

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

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

All actions were implemented as planned. Successes include professional development around school culture, climate, and behavior supports, goal setting and action plans with identified students and the creation of a data tracking team. Action plans were created after spring survey results were complied. Challenges included filling a health assistant position. Office referrals decreased for English Learner students.

Action 3: Office Support – This action was implemented as planned with services being provided to students.

Action 4: Positive Behavior Support Coordinator – This action was implemented as planned with the coordinator providing professional development, monitoring student behavior, collaboration with colleagues and the development of schoolwide systems.

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, 65% of funds were expended.

Action 3: Office Support – 16% of funds were expended. The material difference in this was due to not filling a position until the middle of the first semester.

Action 4: Positive Behavior Support Coordinator – At time of publication, 84% of funds were expended; however all funds were expected to be spent at the conclusion of the fiscal year.

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

Overall, the actions were effective in making progress towards the goal. Although student data showed a decline in feeling like they belong, actions have been taken to gather additional student input.

Action 3: Office Support – This action was effective as services continued to be provided to students by other staff as needed, until the position was filled. Items needed were purchased and given to students.

Action 4: Positive Behavior Support Coordinator – This action was effective as indicated by the goal metrics.

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: Expand monitoring of student behavior and referrals to include Low-income and English Learners quarterly and a contributing action.

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 4

Goal #	Description
4	Educational Partner Engagement to Support Students

An explanation of why the LEA has developed this goal.

Students need all Educational Partners working towards the success of 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		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		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		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 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.		95% of parents indicate they participate in school events & activities Data Source: Parent-Family Survey

Actions

Action #	Title	Description	Total Funds	Contributing
1	Communication Structures	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.	$4,000	Y
2	Attendance Rates and Chronic Absenteeism	Monitor attendance rates, including chronic absenteeism of low-income students. Administration, teachers, and office staff continue parent communication using the SARB process (includes notices, phone calls, letters and/or conferences) on the importance of attendance and the impact of student achievement. In addition, consult with the English Learner Advisory Committee on how to communicate the importance of attendance to English Learner students, as they have a 50% chronic absenteeism rate.	[$ 0.00]	N

Action #	Title	Description	Total Funds	Contributing
3	Community Support	According to family input on the Local Indicators, educational partners would like more opportunities to be involved and barriers removed to volunteering. To meet this need, Dailey will provide resources for TB testing within the community and provide fingerprinting services for families at events. 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) as measured by surveys, Educational Partner feedback/input, and Local Indicator reviews.	$10,000	Y
4	Opportunities to Students	According to the Student Survey, 91% of students feel connected. In addition, Educational Partner feedback included the increase of student clubs 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. 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.	$25,000	Y

Local Control and Accountability Plan

Action #	Title	Description	Total Funds	Contributing
5	Translation	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 as measured by surveys, Educational Partner feedback, and Local Indicators input.	$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	$2,149,085	N

Goal Analysis for 2022-23

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

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

All actions were implemented as outlined in the plan.

Action 1: Communication Structures – This action was fully implemented through the use of the ParentSquare app. Families are able to utilize this app to be informed, receive school updates, RSVP for events, sign-up to volunteer, etc.

Action 4: Supports for Students – This action was implemented as designed with the continuation of an after school support group to target reading and math, clubs for students – yearbook, gardening, arts, chess, STEM, as well as staff leading those opportunities.

Action 5: Translation - Translation options were provided to families as needed.

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.

Action 1: Communication Structures – 88% of funds were expended.

Action 4: Supports for Students – Funds were not expended due to the utilizing Extended Learning Opportunities Grant.

Action 5: Translation - Funds were minimally expended for translation, as ParentSquare has the ability to translate communication automatically. However, a staff member was stipend to provide translation for parent meetings and ELAC.

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

The actions need to be revised to support low-income students and chronic absenteeism monitoring quarterly.

Action 1: Communication Structures – This action was effective as measured by goal metric data. Parents did request additional information from teachers via Educational Partner feedback will now receive weekly communication from teachers.

Action 4: Supports for Students – This action was effective as students who participated in the after school support showed gains in their assessments and classroom academics. Additionally, clubs provided for students received positive feedback from Educational Partners and students.

Action 5: Translation – Although translation was offered for families, additional opportunities to be provided via electronic means or in-person translation.

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 4: Updated to reflect additional resources for family involvement (i.e., fingerprinting, TB test resources)

Action 3: Was updated to be a contributing action for the 2023-24 year.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-income Students for 2022-2023

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$304281	Not Applicable

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
9.03%	8.23%	$0	9.53%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The actions listed below are being provided on a "wide" basis to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to the specific identified unduplicated group(s) in each action, while allowing other students to also benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our English learner, foster youth, and/or low-income students, the LEA will achieve the anticipated outcomes targeted to meet each identified student group's stated need(s).

The required justification for how the district is increasing and improving services for the specified unduplicated student group(s) are contained in the action description in the Goals and Actions section of this plan. In the Goals and Actions section of this plan, each action marked as "wide" contains a detailed explanation of how that action is principally directed toward the English learner, foster youth, and/or low-income student population and effective in helping close equity and performance gaps.

Each "wide" action in this plan will meet this requirement by: (1) Identifying it as a contributing action, (2) Clearly articulating how the needs of our foster youth, English learners, and or low-income students were considered first, including how the action considers those needs

through its design, content, method, location, or another attribute, and (3) Explaining how the action is effective in meeting the goal and the identified student group(s) needs. This unique approach was taken after consultation and input from our educational partners and other interested partners. Our intention in doing this was to increase transparency for our educational partners so they can better understand the rationale behind each "wide" action. We find this approach to be very transparent and well received by our community.

The contributing "wide" actions in this plan are:

- Goal 2, Action 3: Training Opportunities
- Goal 2, Action 6: Assessments
- Goal 2, Action 7: Teaching and Monitoring Diverse Learners
- Goal 2, Action 10: Standards Based Materials
- Goal 2, Action 11: Digital Devices and Subscriptions
- Goal 3, Action 2: Positive Behavior Supports
- Goal 3, Action 3: Office Support
- Goal 3, Action 4: Positive Behavior Support Coordinator
- Goal 4, Action 1: Communication Structures
- Goal 4, Action 3: Community Support
- Goal 4, Action 4: Opportunities for Students

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

Dailey Charter has demonstrated it has met the 9.54% proportionality percentage by providing increased/improved services to our English learner, foster youth, and/or low-income students equivalent to a 9.54% proportionality percentage based on the contributing actions/services in this plan which expended all supplemental funds calculated for the LEA as demonstrated in the action tables. We are meeting the minimum proportionality percentage by providing the actions/services principally directed toward the unduplicated student population as summarized in the prompt above and explained and justified in detail in each contributing limited action description within this plan.

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

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.

This section is not applicable as concentration grant funds are not received.

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

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 469,000	$ -	$ -	$ -	469,000	$ -	$ 469,000

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Monitor Fresno Unified Boundary Enrollment	All	$ -	$ -	$ -	$ -	$ -
1	2	New Enrollments	All	$ -	$ -	$ -	$ -	$ -
1	3	Marketing Practices	All	$ 10,000	$ -	$ -	$ -	$ 10,000
2	1	Teacher Hiring	All	$ 10,000	$ -	$ -	$ -	$ 10,000
2	2	Coaching Cycles	All	$ -	$ -	$ -	$ -	$ -
2	3	Training Opportunities	All	$ 50,000	$ -	$ -	$ -	$ 50,000
2	4	Specialty Classes	All	$ 5,000	$ -	$ -	$ -	$ 5,000
2	5	Planning & Professional Learning Days	All	$ 45,000	$ -	$ -	$ -	$ 45,000
2	6	Assessments	All	$ 7,000	$ -	$ -	$ -	$ 7,000
2	7	Teaching & Monitoring Diverse Learners	All	$ 20,000	$ -	$ -	$ -	$ 20,000
2	8	Special Education	All	$ -	$ -	$ -	$ -	$ -
2	9	Student Learning Needs	All	$ -	$ -	$ -	$ -	$ -
2	10	Standards Based Materials	All	$ 80,000	$ -	$ -	$ -	$ 80,000
2	11	Digital Devices and Subscriptions	All	$ 40,000	$ -	$ -	$ -	$ 40,000
3	1	Safety Plan	All	$ 5,000	$ -	$ -	$ -	$ 5,000
3	2	Positive Behavior Supports	All	$ 5,000	$ -	$ -	$ -	$ 5,000
3	3	Office Support	All	$ 50,000	$ -	$ -	$ -	$ 50,000
3	4	Positive Behavior Coordinator	All	$ 100,000	$ -	$ -	$ -	$ 100,000
3	5	Climate	All	$ -	$ -	$ -	$ -	$ -
3	6	Safety Assemblies	All	$ -	$ -	$ -	$ -	$ -
4	1	Communication Structures	All	$ 4,000	$ -	$ -	$ -	$ 4,000
4	2	Attendance Rates & Chronic Absenteeism	All	$ -	$ -	$ -	$ -	$ -
4	3	Community Support	All	$ 10,000	$ -	$ -	$ -	$ 10,000
4	4	Supports for Students	All	$ 25,000	$ -	$ -	$ -	$ 25,000
4	5	Translation	All	$ 3,000	$ -	$ -	$ -	$ 3,000
4	6	Basic Services	All	$ -	$ -	$ -	$ -	$ -

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 3,368,179	$ 304,281	9.03%	3.69%	12.72%	$ 434,000	0.00%	12.89%	**Total:**	$ 434,000
								LEA-wide Total:	$ 434,000
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Monitor Fresno Unified Boundary Enrollmen	No	LEA-wide		Dailey Charter	$ -	0.00%
1	2	New Enrollments	No	LEA-wide		Dailey Charter	$ -	0.00%
1	3	Marketing Practices	No	LEA-wide		Dailey Charter	$ -	0.00%
2	1	Teacher Hiring	No	LEA-wide		Dailey Charter	$ -	0.00%
2	2	Coaching Cycles	No	LEA-wide		Dailey Charter	$ -	0.00%
2	3	Training Opportunities	Yes	LEA-wide	All	Dailey Charter	$ 50,000	0.00%
2	4	Specialty Classes	No	LEA-wide		Dailey Charter	$ -	0.00%
2	5	Planning & Professional Learning Days	Yes	LEA-wide	All	Dailey Charter	$ 45,000	0.00%
2	6	Assessments	Yes	LEA-wide	All	Dailey Charter	$ 7,000	0.00%
2	7	Teaching & Monitoring Diverse Learners	Yes	LEA-wide	All	Dailey Charter	$ 20,000	0.00%
2	8	Special Education	No	LEA-wide		Dailey Charter	$ -	0.00%
2	9	Student Learning Needs	No	LEA-wide		Dailey Charter	$ -	0.00%
2	10	Standards Based Materials	Yes	LEA-wide	All	Dailey Charter	$ 80,000	0.00%
2	11	Digital Devices and Subscriptions	Yes	LEA-wide	All	Dailey Charter	$ 40,000	0.00%
3	1	Safety Plan	No	LEA-wide		Dailey Charter	$ -	0.00%
3	2	Positive Behavior Supports	No	LEA-wide		Dailey Charter	$ -	0.00%
3	3	Office Support	Yes	LEA-wide	All	Dailey Charter	$ 50,000	0.00%
3	4	Positive Behavior Coordinator	Yes	LEA-wide	All	Dailey Charter	$ 100,000	0.00%
3	5	Climate	No	LEA-wide		Dailey Charter	$ -	0.00%
3	6	Safety Assemblies	No	LEA-wide		Dailey Charter	$ -	0.00%
4	1	Communication Structures	Yes	LEA-wide	All	Dailey Charter	$ 4,000	0.00%
4	2	Attendance Rates & Chronic Absenteeism	No	LEA-wide		Dailey Charter	$ -	0.00%
4	3	Community Support	Yes	LEA-wide	N/A	Dailey Charter	$ 10,000	0.00%
4	4	Supports for Students	Yes	LEA-wide	All	Dailey Charter	$ 25,000	0.00%
4	5	Translation	Yes	LEA-wide	English Learners	Dailey Charter	$ 3,000	0.00%
4	6	Basic Services	No	LEA-wide		Dailey Charter	$ -	0.00%

2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 294,000.00	$ 155,191.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Monitor Fresno Unified Boundary Enrollment	No	$ -	$ -
1	2	New Enrollments	No	$ -	$ -
1	3	Marketing Practices	No	$ 7,000	$ 4,519
2	1	Teacher Hiring	No	$ 2,000	$ 2,070
2	2	Coaching Cycles	No	$ -	$ -
2	3	Training Opportunities	Yes	$ 30,000	$ 12,515
2	4	Specialty Classes	No	$ 3,000	$ 322
2	5	Planning & Professional Learning Days	Yes	$ 20,000	$ 13,260
2	6	Assessments	Yes	$ 6,000	$ 4,500
2	7	Teaching & Monitoring Diverse Learners	Yes	$ 7,000	$ 1,842
2	8	Special Education	No	$ -	
2	9	Student Learning Needs	No	$ -	$ -
2	10	Standards Based Materials	Yes	$ 30,000	$ 14,310
2	11	Digital Devices and Subscriptions	Yes	$ 25,000	$ 4,641
3	1	Safety Plan	No	$ -	$ -
3	2	Positive Behavior Supports	No	$ 4,000	$ 3,196
3	3	Office Support	Yes	$ 40,000	$ 6,331
3	4	Positive Behavior Coordinator	Yes	$ 100,000	$ 84,185
3	5	Climate	No	$ -	$ -
3	6	Safety Assemblies	No	$ -	$ -
4	1	Communication Structures	Yes	$ 4,000	$ 3,500
4	2	Attendance Rates & Chronic Absenteeism	No	$ -	$ -
4	3	Community Support	No	$ -	$ -
4	4	Supports for Students	Yes	$ 15,000	$ -
4	5	Translation	Yes	$ 1,000	$ -
4	6	Basic Services	No	$ -	$ -

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)
$ 262,288	$ 278,000	$ 144,584	$ 133,416	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	Monitor Fresno Unified Boundary Enrollment	No	$ -	$ -	0.00%	0.00%
1	2	New Enrollments	No	$ -	$ -	0.00%	0.00%
1	3	Marketing Practices	No	$ -	$ -	0.00%	0.00%
2	1	Teacher Hiring	No	$ -	$ -	0.00%	0.00%
2	2	Coaching Cycles	No	$ -	$ -	0.00%	0.00%
2	3	Training Opportunities	Yes	$ 30,000	$ 12,515.00	0.00%	0.00%
2	4	Specialty Classes	No	$ -	$ -	0.00%	0.00%
2	5	Planning & Professional Learning Days	Yes	$ 20,000	$ 13,260.00	0.00%	0.00%
2	6	Assessments	Yes	$ 6,000	$ 4,500.00	0.00%	0.00%
2	7	Teaching & Monitoring Diverse Learners	Yes	$ 7,000	$ 1,842.00	0.00%	0.00%
2	8	Special Education	No	$ -	$ -	0.00%	0.00%
2	9	Student Learning Needs	No	$ -	$ -	0.00%	0.00%
2	10	Standards Based Materials	Yes	$ 30,000	$ 14,310.00	0.00%	0.00%
2	11	Digital Devices and Subscriptions	Yes	$ 25,000	$ 4,641.00	0.00%	0.00%
3	1	Safety Plan	No	$ -	$ -	0.00%	0.00%
3	2	Positive Behavior Supports	No	$ -	$ -	0.00%	0.00%
3	3	Office Support	Yes	$ 40,000	$ 6,331.00	0.00%	0.00%
3	4	Positive Behavior Coordinator	Yes	$ 100,000	$ 84,185.00	0.00%	0.00%
3	5	Climate	No	$ -	$ -	0.00%	0.00%
3	6	Safety Assemblies	No	$ -	$ -	0.00%	0.00%
4	1	Communication Structures	Yes	$ 4,000	$ 3,000.00	0.00%	0.00%
4	2	Attendance Rates & Chronic Absenteeism	No	$ -	$ -	0.00%	0.00%
4	3	Community Support	No	$ -	$ -	0.00%	0.00%
4	4	Supports for Students	Yes	$ 15,000		0.00%	0.00%
4	5	Translation	Yes	$ 1,000		0.00%	0.00%
4	6	Basic Services	No	$ -	$ -	0.00%	0.00%

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 3,186,973	$ 262,288	0.00%	8.23%	$ 144,584	0.00%	4.54%	$ 117,704.00	3.69%

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.

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

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

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

Broad Goal

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

Local Control and Accountability Plan Instructions

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

Maintenance of Progress Goal

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

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs

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

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

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

Purpose

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

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low-income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

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

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

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

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

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

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

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For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

Local Control and Accountability Plan Instructions

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

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

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

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

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

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

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

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

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

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

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

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

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

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

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

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

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

- 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.

- **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 the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Estimated Actual Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Estimated Actual LCFF Base Grant and the Estimated Actual 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 current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 5. Total Planned Percentage of Improved Services

    - This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 7. Total Estimated Actual Expenditures for Contributing Actions

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

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 4 from 7)

  - This amount is the Total Planned Contributing Expenditures (4) subtracted from the Total Estimated Actual Expenditures for Contributing Actions (7)

- 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

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

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

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