

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Morris E. Dailey Charter Elementary

CDS Code: 10621660121533

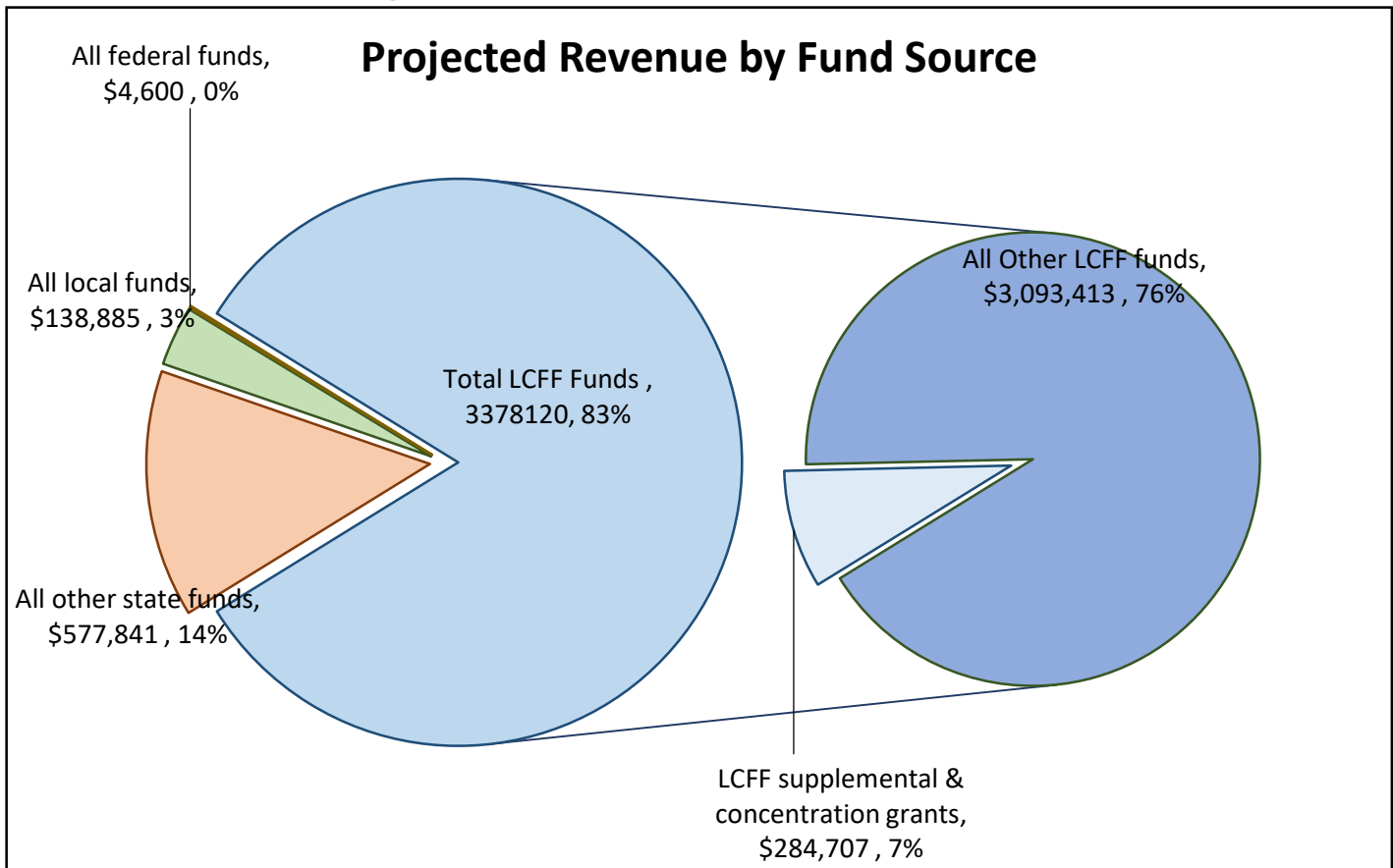
School Year: 2021 – 22

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

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

## Budget Overview for the 2021 – 22 School Year

### Projected Revenue by Fund Source

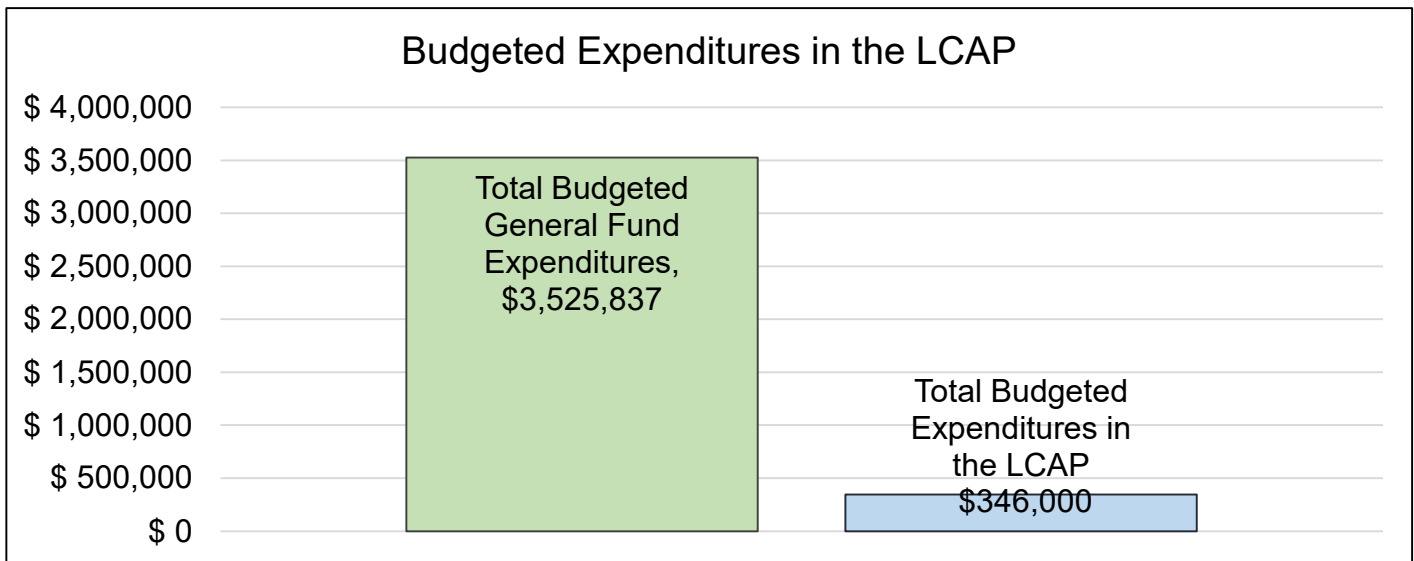


This chart shows the total general purpose revenue Morris E. Dailey Charter Elementary expects to receive in the coming year from all sources.

The total revenue projected for Morris E. Dailey Charter Elementary is \$4,099,446.00, of which \$3,378,120.00 is Local Control Funding Formula (LCFF), \$577,841.00 is other state funds, \$138,885.00 is local funds, and \$4,600.00 is federal funds. Of the \$3,378,120.00 in LCFF Funds, \$284,707.00 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.



This chart provides a quick summary of how much Morris E. Dailey Charter Elementary plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Morris E. Dailey Charter Elementary plans to spend \$3,525,837.00 for the 2021 – 22 school year. Of that amount, \$346,000.00 is tied to actions/services in the LCAP and \$3,179,837.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

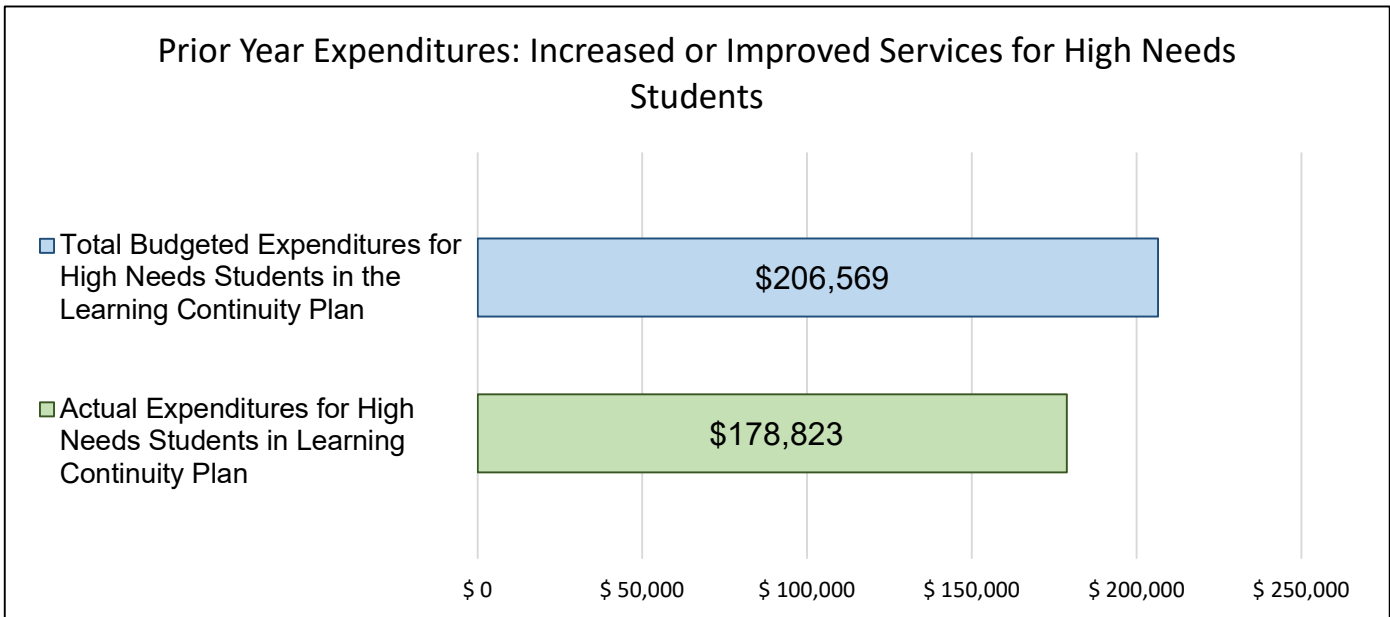
All funds are included in the LCAP, under Goal 4, Action 6: Basic Services

## Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Morris E. Dailey Charter Elementary is projecting it will receive \$284,707.00 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 \$314,000.00 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 2020 – 21



This chart compares what Morris E. Dailey Charter Elementary budgeted last year in the Learning Continuity Plan 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.

In 2020 – 21, Morris E. Dailey Charter Elementary's Learning Continuity Plan budgeted \$206,569.00 for planned actions to increase or improve services for high needs students. Morris E. Dailey Charter Elementary actually spent \$178,823.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$27,746.00 had the following impact on Morris E. Dailey Charter Elementary's ability to increase or improve services for high needs students:

There were three areas where budget expenses were less than expected - online assessments, materials,

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Morris E. Dailey Charter Elementary	Jeanne Pentorali, Executive Director	<a href="mailto:jeanne.pentorali@fics.us">jeanne.pentorali@fics.us</a> 559-248-7060

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

### Goal 1

High Enrollment of Central Fresno Students

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,3,4,5,6,7,9

Local Priorities: [Add Local Priorities Here]

### Annual Measurable Outcomes

Expected	Actual
80% of students within FUSD boundaries	Unmet:76% of students within FUSD

Expected	Actual
50% of new applicants heard of Dailey through marketing practices.	Unmet 44% Word of Mouth 25% Marketing practices 18% Siblings

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Monitor Fresno Unified boundary enrollment, including reasons for dropped enrollment	N/A	N/A
Monitor new enrollments for how they heard of Dailey based on their enrollment application	N/A	N/A
Market enrollment opportunities through outside sources as needed (banner on the fence, postcards, preschool outreach, etc.)	\$3,000	\$1,900

### Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

63% of funds were expended. Additional funds were used to provide learning materials to students to use during the school closure.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Overall, the implementation of the goal was met. All actions were implemented, including expanding marketing opportunities for enrollment. We increased the length of Open Enrollment, offered Parent Support nights, and advertised on Facebook/Instagram, and the Fresno Bee (online and print).

Challenges for this goal included the school closure, which impacted marketing opportunities.

## Goal 2

Parent and Community Engagement Around Student Achievement and Attendance

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,3,4,5,6

Local Priorities: [Add Local Priorities Here]

### Annual Measurable Outcomes

Expected	Actual
95% of parents are satisfied with their child's school	Met: 100% of parents are satisfied with their child's school
95% of parents feel the school communicates with them	Met: 100% of parents feel the school communicates with them
98% attendance rate	Unmet: 95% attendance rate as of 3/13/20. Attendance rates were not calculated during the school closure and subsequent distance learning
10% decrease in tardies	Unmet: Increase of 16% through 3/13/20
Less than 5% chronic absenteeism	Met: 1% chronic absenteeism

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Create a schoolwide and grade level email structure to provide additional communication from the school and grade levels, along with meeting information from the PVC meetings	N/A	N/A
Monitor attendance rates that include absences, tardies, and early checkouts	N/A	N/A
Parent education on the importance of attendance and the impact on student achievement	N/A	N/A
Administration, teachers, and office staff continue parent communication using the SARC process (includes notices, phone calls, letters and/or conferences)	N/A	N/A
Provide opportunities and engagements for parents to support their child's education at home and their role in preparing their children for high school, college, and career.	N/A	N/A
Administer a schoolwide parent interest survey of topics that would support their learning and benefit children.	N/A	N/A
Provide parents a list of volunteer opportunities and dates of events at the beginning of the year and new enrollments	N/A	N/A

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

No funds were allocated to this goal.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Actions were implemented as listed and working towards engaging families and the community in the school. Successes include expanding communication to include texts and emails, building grade level databases for emails, and engaging in community action. Challenges include an increase in tardies and absences, although chronic absenteeism is low. Overall, the communication structures

have been positive in getting more parents information. Attendance is a continued area of focus The parent survey administration was interrupted by the school closure, and as such, 88 surveys were returned.

Successes during the school closure include weekly emails in both English and Spanish to parents for learning, providing digital copies of work for students, communication of recorded lessons for students, and monitoring student engagement during distance learning.

### Goal 3

All Students Have Access to High Quality Teaching

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,3,4,5,6

Local Priorities: [Add Local Priorities Here]

#### Annual Measurable Outcomes

Expected	Actual
100% of teachers are highly qualified	Met: 100% of teachers are highly qualified
100% of teaching positions filled with no misassignments	Met: 100% of teaching positions filled with no misassignments
100% of teachers feel professional development was relevant to their teaching	Data not available due to school closure.
100% of teachers feel professional development increased pedagogical knowledge	Data not available due to school closure.
75% of teachers participating in extended learning opportunities	Unmet: 44% of teachers participating in extended learning opportunities
85% Meeting or Exceeding Standards on SBAC ELA 82% Meeting or Exceeding Standards on SBAC Math	Unmet: 81% ELA Meeting or Exceeding Standards on SBAC Unmet: 73% Math Meeting or Exceeding Standards on SBAC



Expected	Actual
100% of additional planning days and substitute planning days implemented	Met: 100% of planning days and substitute planning days were implemented prior to the school closure.

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Provide effective teacher hiring, recruitment, and retention practices and assure that teachers are properly assigned and supported	\$1.800	\$1,300
Provide support and training to all teachers to effectively teach and monitor diverse student groups	N/A	N/A
Provide systems of support to enhance instructional practices, professional learning opportunities and time where teachers work alongside administration and peers to build capacity around the State Standards, IB, and effective instructional practices	N/A	N/A
Provide opportunities to attend trainings, both online and in-person, to support professional development	\$45,000	\$9,619
Create incentives for staff to provide support and extra opportunities for students	\$20,000	\$8,000
Ensure students have proper equipment / materials for specialty classes and extended learning opportunities	\$6,000	\$1,840
Increased professional learning and teacher planning time, including Specialty teachers	\$23,000	\$8,400

### Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Overall, 30% of funds were expended. Conferences scheduled for IB training were cancelled due to the Shelter in Place orders. The remainder of teacher substitute planning days and teacher observations were cancelled due to the school closure.

Funds not used were used to provide planning resources for teachers, webinars to support instruction, and professional learning materials.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All actions were implemented as listed and worked towards giving students access to high quality teaching. Professional development encompassed strategies to support all learners, teachers were given time to collaborate and plan with instructional engagements, and the school has focused professional development goals. Specialty classes refined their unit planners. LCFF Rubrics have us in the Green category for both ELA and Math.

During the school closure, all grade levels revised their unit planners to adjust to distance learning. Teachers provided both asynchronous and synchronous learning to students. Collaborative planning with administration took place weekly.

## Goal 4

Closing the Achievement Gap with High Expectations for All Students

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,3,4,5,6

Local Priorities: [Add Local Priorities Here]

### Annual Measurable Outcomes

Expected	Actual
100% of students have sufficient materials for learning	Met: 100% of students have sufficient materials for learning
100% of grade levels at or above grade level norms on NWEA	Met: 100% of grade levels at or above grade level norms on NWEA (Note: Spring assessments were not given due to school closure)

Expected	Actual
85% Meeting or Exceeding Standards on SBAC ELA 82% Meeting or Exceeding Standards on SBAC Math	Unmet: 81% Meeting or Exceeding Standards on SBAC ELA Unmet: 73% Meeting or Exceeding Standards on SBAC Math
4B: 100% of students increased or remained the same on ELPAC	Met: 100% of students increased or remained the same on ELPAC
4B: 40% redesignation rate	Unmet: 23% redesignation rate (Note: Spring redesignation not available due to school closure)
4B: No disproportionality for EL students on NWEA	Met: No disproportionality for EL students on NWEA for Fall and Winter administrations
4B: High/Very High Indicator on LCFF Rubrics for EL students	N/A: Result no longer available on Dashabord. No progress indicator due to the amount of students tested.
4C: Blue or Green Indicators and Increased/Increased Significantly on ELA for EL Students	Met & Unmet: Green Indicator/Declined on ELA
4C: Blue or Green Indicators and Increased/Increased Significantly on Math for EL Students	Met: Green Indicator/Increased on Math
4D: No disproportionality in attendance for Foster Youth	N/A: No Foster Youth enrolled
4D: No disproportionality in SBAC Performance	N/A: No Foster Youth enrolled

## Actions / Services

<b>Planned Action/Service</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Use multiple assessment measurements to gauge student understanding and application of learning and monitors progress for all students and student groups	N/A	N/A
Provide professional development for teachers directed at inquiry teaching, differentiated instruction, as well as building a culture of data analysis across grade levels	N/A	N/A
Improve the outcome for students with disabilities as contracted through the charter authorizer, Fresno Unified School District SELPA	N/A	N/A
Utilize online assessment data system (NWEA) to monitor student learning and progress	\$12,000	\$6,896
Provide targeted services and supports including referrals to psychologist, SST's, and special education resource staff as approved by our SELPA and health services	N/A	N/A
Purchase standards-based materials and/or attend training for differentiated instructional practices	\$74,717	\$3,253
Utilize data reporting tools and systems to monitor the progress of English Learners, including long-term English Learners and reclassified English Learners	N/A	N/A
Teachers participate in high quality professional development designed to support English Language Development and quality instructional practices for English Learners	N/A	N/A
Provide instructional strategies for English Language Development that expands and extends academic language development across disciplines across the school day	N/A	N/A
Provide professional development in supporting students from a low socioeconomic background with supports, strategies, and structures	N/A	N/A
Provide experiences and learning opportunities that enhance learning experiences for students	N/A	N/A
Monitor attendance, behavior, and school performance	N/A	N/A

Provide direct and indirect interventions including collaboration with social and community agencies	N/A	N/A
Provide professional development to all staff on laws, pertaining to foster youth and needed information, resources, and services to support the education of foster youth	N/A	N/A

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Overall, 14% of funds were expended due to the school closure and the anticipation of a Science and Social Studies adoption that was not able to occur.

Funds were used to support outreach services to engage students in distance learning, provide resources and materials to students, and to purchase materials and/or subscriptions for staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All actions were implemented as listed and worked towards closing the achievement gap as evidenced by no disproportionality for EL students on NWEA assessments, low socioeconomic students were Green on LCFF rubrics, all grade levels at or above grade level norms for NWEA, and all students have sufficient materials and highly qualified teachers.

Challenges include not being able to administer spring NWEA due to school closure.

## Goal 5

All Students Acquire Digital Literacy Skills

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,3,4,5,6

Local Priorities: [Add Local Priorities Here]

### Annual Measurable Outcomes

Expected	Actual
Quality of technology resources	Met: Teachers and administration evaluated available resources to focus on key platforms for students
Subscriptions to services	Met: 4 subscriptions paid for

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Expand digital resources including timely replenishment of teacher and student device, as well as maintaining and upgrading technology infrastructure or purchasing additional materials as needed	\$46,000	\$9,241
Provide training for teachers and administration to effectively engage students in using digital resources to leverage learning	N/A	N/A
Systematically implement a Scope and Sequence to technology skills and record in IB Scope and Sequence documents	N/A	N/A
Develop a three year technology plan that includes a refresh plan for laptops and tablets	N/A	N/A

### Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Overall, 20% of funds were expended. Additional tablets were scheduled to be purchased prior to the school closure. Upon return to campus, additional tablets were purchased to replace lost and damaged devices, as well as replace devices for staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All actions were implemented as listed and worked towards giving students digital literacy skills, as well as increased access to technology devices at all grade levels. Teachers also participated in professional development that focused on technology integration.

Another success includes the immediate distribution of devices to students during the school closure. Administration delivered devices to families who could not come to campus to pick one up. Teachers were provided professional development on using Zoom to engage students and integration of platforms for distance learning. In addition, teachers created videos of instruction for families to use during the school closure.

## Goal 6

All Students Have Access to a Safe and Well Maintained Facility

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,3,4,5,6

Local Priorities: [Add Local Priorities Here]

### Annual Measurable Outcomes

Expected	Actual
95% of parents feel Dailey provides a safe and secure environment	Met: 98% of parents feel Dailey provides a safe and secure environment
95% of students feel safe on campus	Unmet: 90% of students feel safe on campus

<b>Expected</b>	<b>Actual</b>
90% of students feel supported and a part of the school	Met: 93% of students feel supported and a part of the school
95% of students have knowledge and feel fairness in the discipline rules and norms	Met: 95% of students have knowledge and feel fairness in the discipline rules and norms
No disproportionality in suspensions	Met: One suspension; Data Dashboard rubric Blue
No student expulsions	N/A: No student expulsions

### **Actions / Services**

<b>Planned Action/Service</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Assure that school safety is a priority and the School Safe Plan is updated annually	N/A	N/A
Monitor suspension and expulsion rates, discipline referrals, and removal from classroom incidents and implement positive alternatives	N/A	N/A
Office support to support students, health concerns and screenings, and/or supplies as needed	\$25,000	\$22,853
Participate in Positive Behavioral Interventions, Restorative Justice practices, and support processes to develop strategic plans to improve both school climate and student behavior outcomes	N/A	N/A
Administration, teachers, and support staff work collaboratively and diligently to create an inclusive, welcoming climate	N/A	N/A

### **Goal Analysis**

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Overall, 90% of funds were expended during the LCAP year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.



All actions were implemented as listed to support the goal. Office referrals show a decrease from the previous year in March and student survey results also showed positive increases in key focus areas.

Successes during school closure included student & family outreach for those not engaged, providing resources to students and families as needed for emotional health, and providing outlets for students to connect with one another and their teachers.

## Goal 7

Provide Services for All Students to Support All 6 Goals

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,3,4,5,6,7,8

Local Priorities: [Add Local Priorities Here]

### Annual Measurable Outcomes

Expected	Actual
85% Meeting or Exceeding Standards on SBAC ELA 82% Meeting or Exceeding Standards on SBAC Math	Unmet: 81% Meeting or Exceeding Standards on SBAC ELA Unmet: 73% Meeting or Exceeding Standards on SBAC Math

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Instruction for students: All costs associated with the delivery of instruction to students</p> <p>Professional Learning: Trainings, planning time, and job-embedded learning opportunities are provided</p> <p>Parent Outreach: PVC, newsletters, social media, School Messenger, notices home, conference, email, etc.</p> <p>Prevention and Intervention: Attendance, SST process, school climate, student discipline, etc.</p> <p>Assessment: Report cards, stakeholder surveys, student assessments, and state reporting</p> <p>Special Education: Contracted through our charter authorizer, Fresno Unified's SELPA</p> <p>Administration: Executive Director, Director, IB Coordinator, and support staff</p> <p>Operational Services: Food services, facilities, maintenance, operations, safety, utilities</p>	<p>\$3,257,770 (General and Restricted Budget)</p>	<p>\$3,334,083</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were expended.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

All actions were implemented as listed and provided a high quality instructional program. Services were provided to support all areas, all LCFF rubrics were Green or Blue. Dailey will continue to work on fostering partnerships that benefit students and the program. Overall, the results were effective as measured by the LCFF rubrics.

## Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

### In-Person Instructional Offerings

#### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide in-person instruction through a hybrid model with simultaneous instruction.	\$0.00	\$0.00	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

No budgeted expenditures.

Students were given the option to return to campus using a hybrid model. All students were online on Mondays, then assigned to either Cohort A (Tuesday/Wednesday) or Cohort B (Thursday/Friday) in order to support physical distancing guidelines. On campus learning was for the full instructional day:

Kindergarten: 7:45 a.m. - 1:30 p.m.

First & Second Grade: 7:45 a.m. - 2:50 p.m.

Third-Fifth Grade: 7:45 a.m. - 3:00 p.m.

## **Analysis of In-Person Instructional Offerings**

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Success for in-person offerings include:

- Offering two days per week with full day instruction (8:00 a.m. – 3:00 p.m.)
- Implementing hybrid instructional program to students
- Continued implementation of the rigorous, challenging, and accelerated IB program
- Maintaining health & safety through CDC and state/local guidelines, health screening program for staff and students
- Disinfecting protocols
- Campus structures and routines that keep students physically distant, one-way traffic, and staggered arrival/dismissal times
- Monitoring student growth through benchmark assessments, student work samples, and assessments, both print and digital

Challenges include:

- Physical distancing guidelines of 6 feet only allow for a limited number of students in each cohort (at the time of drafting, guidelines had been adjusted to a minimum of 3 feet distance)

## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Hiring of an Online Learning Coordinator to support Distance Learning and provide technology support to families.	\$87,069	\$87,069	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The planned action and expenditure was implemented and funds expended. The Online Learning Coordinator provided support to families, maintaining device and accessory inventory, and supporting teacher technology integration. In addition, the Coordinator designs lessons, materials, and collaborates with teachers for students enrolled in asynchronous learning,

### Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

#### Continuity of Instruction - Successes

- Maintained a challenging, rigorous, accelerated learning curriculum implementing the PYP program
- Provided instruction in all subject matters that are focused on the State and IB standards, including Specialty classes
- Synchronous and hybrid instruction with their assigned teacher for a full instructional day (whole class lessons, collaborative conversations/work, hands-on learning and projects, transdisciplinary approaches)
- Use of formative/summative assessments
- Assignments conducted both paper and digital
- Material drop-off & pick-up each week

- Engagement with parents through ClassDojo, emails, School Messenger, and the use of translation into Spanish
- Asynchronous learning option for families

#### Continuity of Instruction - Challenges

- Shortened instructional day by 30 minutes to accommodate students online
- Moved starting time to a later time

#### Access to Devices - Successes

- Provided close to 400 devices to students. Any student who needed a device was able to check one out
- Online Learning Coordinator conducted trainings for families, provided handouts, posted videos and provided assistance as needed through a support ticket system

#### Access to Devices - Challenges

- Students have internet issues at home

#### Pupil Participation and Progress - Successes

- Provided 4 hours and 10 minutes of live instruction to Kindergarten
- Provided 5 hours and 30 minutes of live instruction to First-Fifth grade
- Attendance taken at the beginning of each instructional block using ATLAS and paper/Teams attendance
- Monitoring engagement and task/assessment completion
- Independent work time with live support
- Multiple methods of work submission, both print and digital
- Continued implementing attendance procedures and notifications

#### Pupil Participation and Progress - Challenges

- Attendance of online only pupils

#### Distance Learning Professional Development - Successes

- Implementation of teacher training and planning days
- Ongoing staff meetings focused on staff learning goals
- Weekly grade level planning with administration support
- Staff book clubs
- Use of podcasts, videos, articles

#### Distance Learning Professional Development - Challenges

- Limited options due to physical distancing to be able to meet in-person

#### Staff Roles and Responsibilities - Successes

- Teachers taught from school when Dailey was 100% online
- All staff reporting to campus for hybrid instruction
- Preparing weekly materials for students
- Ongoing planning and collaboration
- Administration ensuring all safety protocols are followed
- Administration checking out library books and materials to students

#### Staff Roles and Responsibilities - Challenges

- Balancing professional responsibilities with changing demands

#### Supports for Pupils with Unique Needs - Successes

- English Learners: Instruction, professional learning, and monitoring of English Learners and Reclassified Fluency English Proficient students; Integrated ELD, Annual ELPAC administered by Executive Director and Director; Following reclassification timelines provided by Fresno Unified

-Foster/Homeless Youth: None enrolled

-Exceptional Needs: Continued use of Fresno Unified as SELPA provider; Access to IEP services online, and in-person for those reporting; implementation of Distance Learning plans; Monitoring of progress on benchmark assessments

Supports for Pupils with Unique Needs - Challenges

-Students who would benefit from in-person learning but families have opted to stay online

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
After school tutoring services for identified students.	\$12,000	\$1,472	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Due to CDC guidelines, Dailey was not able to implement after school tutoring. However, funds were used to provide the following:

- Targeted reading group was led by the Director for identified 2nd and 3rd grade students and did not include an additional stipend
- Purchase of Headsprout (foundational reading support) for all Kindergarten & 1<sup>st</sup> Grade students
- Purchase of online programs for Asynchronous students



## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

### Successes:

- Provided resources to students to provide additional support in Reading
- Use of NWEA to monitor student growth in Reading, Math and Language (3rd-5th) in the Fall and Winter (Spring is scheduled in May for K-2nd)
- Live, synchronous learning with their teacher
- Access to devices
- Professional learning for staff
- Conferencing and feedback with teacher
- Social emotional supports
- Variety of instructional strategies
- Student collaboration
- Hands-on engagements
- Communication with families
- Monitoring classroom engagement with attendance, participation, assignments/assessment completion
- Language strategies for Readers and Writers Workshop
- Monitoring English Learners and reclassified students
- Collaboration with staff regarding IEP goals
- Track Special Education student growth
- Ensure students are receiving IEP services

### Challenges:

- Students who would benefit from in-person instruction, but families have opted to keep them home

## **Analysis of Mental Health and Social and Emotional Well-Being**

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

### Successes:

- Virtual clubs for students
- Morning meetings with teachers
- Use of Social-Emotional Coordinator to provide professional development, research, and resources
- Providing community resources
- Wellness check-ins
- Direct consultation with school psychologist for behavioral and/or mental health needs

### Challenges:

- With clubs being virtual, students are torn between wanting to join and being "offline"

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

### Successes:

- Daily attendance multiple times per day
- Synchronous teaching and learning for all grade levels
- Monitoring participation and assignment/assessment completion
- Attendance tracking (emails, phone calls, letters, notices, conferences)
- Use of email, ClassDojo and School Messenger (translated into Spanish)
- Family outreach

**Challenges:**

- Ensuring parent contact information is correct

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

**Successes:**

- Meal distribution between 7:00 a.m. - 9:00 a.m.
- Distribution in front of the school
- Enough meals for students who wanted them
- Served both in-person and online students when campus opened

## Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	Assessment: Purchase online assessments services to monitor student growth, identify gaps and learning loss, and provide information for all students, include English Learner and Exceptional Needs	\$7,500	\$6,861	Y
N/A	Materials: Purchase materials, resources, and supplies that enhance both in-person instruction and online learning.	\$50,000	\$9,711,14	Y
N/A	Technology: Purchase of technology devices and/or subscriptions.	\$50,000	\$73,710.17	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Overall, 84% of funds were expended. All actions were implemented as planned.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The lessons learned that informed the development of goals and actions in the 2021-24 LCAP:

- Utilizing a parent communication application/website that allows for more streamlined communication, form distribution & completion, signing up for conferences, volunteer sign-up, and calendar
- Supporting physical distance within classrooms to maintain health and safety
- Hiring of a full-time Social Emotional Coordinator
- Continued supports for students, both academic and social-emotional

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Within the 2021-24 LCAP the following are outlined:

- Benchmark assessments to monitor student growth and outcomes
- Student supports that include tutoring
- Monitoring all students progress
- Collaboration with SELPA provider
- Student Success Team meetings

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The only difference between the planned and implemented actions between the description of actions/services as identified as contributing to increasing or improving services were academic tutoring.

#### Online Assessments

-This supported our special populations and unduplicated counts that allowed the monitoring of student growth, monitored how subgroups are performing and utilized informational reports to support student learning and provided data for one of the English Learner reclassification elements.

#### Materials, Resources, Supplies

-By having needed materials, students are able to explore and expand their thinking; purchase of high quality texts ensures that students have an opportunity to engage with rich vocabulary, engage in academic discourse with peers to develop oral language, and connect their learning to writing. Within other disciplines, it allows students have learning tools to build conceptual knowledge and/or explore learning in other formats.

#### Academic Tutoring:

Due to CDC guidelines, Dailey was not able to implement after school tutoring. However funds were used to provide the following:

- Targeted reading group was led by the Director for identified 2nd and 3rd graders twice a week
- Purchase of Headsprout (foundational reading support) for all Kindergarten & First Grade students
- Purchase of online programs for Asynchronous students

#### Technology Devices and Subscriptions:

It was imperative that all students have access to technology regardless of income, language status, or home situation in order to learn the skills needed not only for online learning, but for lifetime skills.

Online Learning Coordinator:

This allowed for all families to be engaged with learning and supported with technology and supporting families who opt to continue with asynchronous learning.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The development of goals and actions in the 2021-24 LCAP based on the analysis and reflection include:

- Utilizing a parent communication application/website that allows for more streamlined communication, form distribution & completion, signing up for conferences, volunteer sign-up, and calendar
- Supporting physical distance within classrooms to maintain health and safety
- Hiring of a full-time Social Emotional Coordinator
- Continued supports for students, both academic and social-emotional
- Offering opportunities for school-connected activities and/or structures
- Continuing of growth monitoring of all students, including special populations
- Allocating funds to replace technology to ensure all students have access to devices
- Allocating funds to purchase additional materials and/or subscriptions to support learning

## **Instructions: Introduction**

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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 [lcf@cde.ca.gov](mailto:lcf@cde.ca.gov).*

## **Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year**

### **Annual Update**

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

### **Annual Measurable Outcomes**

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

### **Actions/Services**

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

### **Goal Analysis**

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

### **Analysis of In-Person Instructional Offerings**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.



## **Analysis of the Distance Learning Program**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,
  - Pupil Participation and Progress,
  - Distance Learning Professional Development,
  - Staff Roles and Responsibilities, and
  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

## **Analysis of Pupil Learning Loss**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education  
January 2021

# Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Morris E. Dailey Elementary Charter School	Jeanne Pentorali Executive Director	<a href="mailto:Jeanne.pentorali@fics.us">Jeanne.pentorali@fics.us</a> 559-248-7060

## Plan Summary [LCAP Year]

### General Information

A description of the LEA, its schools, and its students.

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.

- An increase in student perception data based on the Student Survey
  - All indicators on the Data Dashboard are Blue or Green for the last year reported
  - Successes during hybrid/online learning include progress on the NWEA benchmark data
  - No disproportionality on the Fall & Winter assessment
- In addition, staff was able to provide the instructional program that mirrored classroom instruction to students.

## 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.

On the LCFF rubrics and the local indicators, there were no red / orange indicators or not met on local indicators.

## LCAP Highlights

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

New additions to support students include offering after school tutoring by the instructional staff, Offering translation of documents when possible to families in Spanish, and the addition of a Positive Behavior Support Coordinator,.

## 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.

None

### 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

## Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

- LCAP updates presented to the Board of Directors
- LCAP updates presented to the Community
- LCAP update posted on the school's website
- Community meeting posted on website calendar
- Flyers announcing community meeting sent home
- Announcement of community meeting in weekly phone call, email & text
- Community meeting date posted on school marquee
- Community meeting held on January 28, 2021
- LCFF input survey available online and in the office beginning January 29, 2021 along with Community Meeting presentation
- Email to staff on February 10, 2021
- Parent Presentation held on March 5, 2021

A summary of the feedback provided by specific stakeholder groups.

In all, 15 surveys were submitted:

Goal 1 (Enrollment): Two options had equal counts to accomplish the goal: Marketing outreach and extended open enrollment window

Goal 2 (Parent/Community Engagement): Opportunities for parent involvement, community action projects, and school events had equal counts to accomplish the goal

Goal 3 (High Quality Teaching): Teacher planning time and staff attending conferences were the highest options to accomplish the goal

Goal 4 (Achievement Gap): Parent meetings and on-site professional development were the highest options to accomplish the goal

Goal 5: Three options had equal counts to accomplish the goal: Classroom technology, Use of websites, apps, etc., and GLOBAL classes

Goal 6: Student activities and behavior supports were the highest options to accomplish the goal

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Input received by the surveys and in-person feedback are reflected in the LCAP through current actions with the exception of:

-Adjustments to the enrollment window to make it earlier and have multiple windows.

\*We have done an earlier enrollment window and received less applications

\*Multiple windows of enrollment go against our enrollment policies

-Real time technology support

\*Parents have access to a technology support ticket

\*Able to utilize Fresno Unified Technology Support (FLATS)

-Security Guard

\*The low number of incidents on campus does not warrant this additional position

In addition to the options listed, offering after school tutoring and Spanish translation services were also incorporated into the Learning Continuity and Attendance Plan from 2020-21. An additional goal was added to support students through stakeholder involvement.

# 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				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				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.)	\$5,000	N

## Goal Analysis [LCAP Year]

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

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

Intentionally left blank

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Intentionally left blank

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

Intentionally left blank

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

Intentionally left blank

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# 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.

## 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 Source: HR Records
Teacher Misassignments	100% of teachers are appropriately placed  Data Year: 2020-21 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 Source: School Calendar
Academic Achievement	Green/Blue on Data Dashboard Indicators in ELA & Math Data Year: 2019-20 Data Source: Fall 2019 Data Dashboard				Green/Blue on Data Dashboard Indicators in ELA & Math Data Source: Data Dashboard
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 standard aligned instructional materials for learning Data Source: SARC
Benchmark Assessments	All grade levels at or above NWEA norms Data Year: 2020-21 Data Source: NWEA Reports				All grade levels at or above NWEA norms Data Source: NWEA Reports

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learners	100% of students remained the same or increased on ELPAC Data Year: 2020-21 Data Source: ELPAC & ATLAS				100% of students remained the same or increased on ELPAC Data Source: ELPAC & ATLAS
English Learner Reclassification Rate	19% reclassification rate as of February 2021 Data Year: 2020-21 Data Source: ATLAS				40% reclassification rate Data Source: ATLAS
Disproportionality on NWEA Assessments	No disproportionality on NWEA Assessments Data Year: 2020-21 Data Source: NWEA Reports				No disproportionality on NWEA Assessments Data Source: NWEA Reports
LCFF Rubrics for Identified Groups (English Learner, Low Socioeconomic Status, Foster Youth)	Green/Blue Indicators for Socioeconomic status; No data for English Learners or Foster Youth Data Year: 2019-2020 Data Source: Fall 2019 Data Dashboard				Green/Blue Indicators for Socioeconomic status; English Learners and Foster Youth Data Source: Data Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 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	\$2,000	Y
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
3	Training Opportunities	Provide opportunities to attend training, both online and in-person, to support professional development	\$50,000	Y
4	Specialty Classes	Ensure students have proper equipment/materials for specialty classes and extended learning opportunities	\$3,000	N
5	Planning & Professional Learning Days	Increased professional learning and teacher planning time, including Specialty teachers on site	\$20,000	N
6	Assessments	Use multiple assessment measures, including online assessment platforms, to gauge student understanding and application of learning and monitor progress for all students and student groups	\$10,000	Y

Action #	Title	Description	Total Funds	Contributing
7	Teaching & Monitoring Diverse Learners	Provide support and training to all teachers to effectively teach and monitor diverse student groups, including English Learners, Low Socioeconomic Status, and Foster Youth, through professional development for teachers directed at inquiry teaching, differentiated instruction, as well building a culture of data analysis across grade levels  Utilize data reporting tools to monitor the progress of English Learners (including long-term English Learners and reclassified English Learners), Foster Youth, and Special Education	\$5,000	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
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	Purchase standards-based materials that support teaching and learning	\$30,000	Y
11	Digital Devices and Subscriptions	Expand digital resources including timely replenishment and replacement of teacher and student devices, as well maintaining and upgrading technology infrastructure or purchasing additional materials and/or subscriptions as needed	\$50,000	Y

## Goal Analysis [LCAP Year]

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

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

Intentionally left blank

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Intentionally left blank

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

Intentionally left blank

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

Intentionally left blank

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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				95% of parents feel Dailey provides a safe and secure environment Data Source: Parent-Family Survey
Safety Indicator from Student Survey	90% of students feel safe on campus Data Year: 2019-20 Data Source: Student Survey				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				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				Green or Blue Indicator; No disproportionality Data Source: Data Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rate	0 expulsions Data Year: 2020-21 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 Source: SARC

## 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	[\$ 0.00]	N
2	Positive Behavior Supports	Monitor suspension and expulsion rates, discipline referrals, and removal from class incidents and implement positive alternatives, including supplies and/or materials needed for implementation	\$4,000	N
3	Office Support	Office support to support students, health concerns, and screenings, and/or supplies as needed	\$40,000	Y
4	Positive Behavior Support Coordinator	Lead positive behavior support structures on campus, provide ongoing to 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	\$100,000	Y
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 [LCAP Year]

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

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

Intentionally left blank

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Intentionally left blank

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

Intentionally left blank

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

Intentionally left blank

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goal 4

Goal #	Description
4	Stakeholder Engagement to Support Students

An explanation of why the LEA has developed this goal.

Students need all stakeholder groups 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				Less than 5% chronically absent Data Source: Data Dashboard
Attendance Rates	96% attendance rate Data Year: 2020-21 Data Source: ATLAS				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				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				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				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	Implement communication structures via email, phone calls, and/or texts that provide information to stakeholders	\$4,000	Y
2	Attendance Rates and Chronic Absenteeism	Monitor attendance rates, including chronic absenteeism. 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	[\$ 0.00]	N
3	Community Support	Provide parents and/or community members ways they can engage with and support classrooms	[\$ 0.00]	N

Action #	Title	Description	Total Funds	Contributing
4	Supports for Students	Provide opportunities for staff to provide extra support, extra opportunities and/or activities to students or to the benefit of students	\$20,000	Y
5	Translation	Provide Spanish translation as available for communications home	\$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	\$3,378,120	N

## Goal Analysis [LCAP Year]

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

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

Intentionally left blank

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Intentionally left blank

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

Intentionally left blank

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

Intentionally left blank

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

**Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]**

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.4%	\$284,707

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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.

Goal 1, Action 3: Marketing Practices

- This action directly relates to the targets set forth in the charter petition to have students within Fresno Unified boundaries and to increase diversity in student population.

Goal 2, Action 4: Specialty Classes

- As part of providing a well-rounded education, students have access to other types of learning opportunities (Spanish, Art, Music, PE) that allow them to build connections.

### Goal 2, Action 5: Planning and Professional Learning Days

- A cornerstone of the success at Dailey is around professional development and planning time for teachers. Through collaboration and articulation, teachers are able to plan both long-term and short-term for the success of all students. This also allows them to address needs of special populations by integrating and connecting subjects together, as well as learning engagements that encompass a wide variety of learning modalities.

### Goal 3, Action 2: Positive Behavior Supports

- By having resources available to access for behavior supports, students will be able to engage in the learning environment and with their peers

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

### Goal 2, Action 1: Teacher Hiring

- Experience has been that good first teaching has had the biggest impact on student achievement and social emotional health. In order to provide high quality teaching, recruitment efforts are completed to select the individual(s) that align with the mission and philosophy of the IB program and Dailey.

### Goal 2, Action 3: Training Opportunities

- 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 special populations. Attending conferences and trainings allows for learning around supporting students, new and innovative ways to implement the program and learning from others around the nation and other countries.

### Goal 2, Action 6: Assessments



- This action supports our special populations and unduplicated counts in allowing us to monitor student growth, monitor how subgroups are performing and utilize informational reports to strategically support student learning. This is also one of our English Learner reclassification criteria elements.

#### Goal 2, Action 7: Teaching and Monitoring Diverse Learners

- This action supports our special populations and unduplicated counts by providing resources, professional learning, data analysis that support the instruction, support, and growth monitoring for students.

#### Goal 2, Action 10: Standards Based Materials

- By having needed materials, 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.

#### Goal 2, Action 11: Digital Devices & Subscriptions

- All students need to learn 21st century digital skills in order to compete in a global workforce, and by having technology available to all students, regardless of income, language status or home situations, students are able to learn the skills needed for their future.

#### Goal 3, Action 3: Office Support

- This provides access to resources and health monitoring that unduplicated students may not receive on a regular basis, including screenings.

#### Goal 3, Action 4: Positive Behavior Support Coordinator

- This provides access to support on campus with behavior structures, supports, improving school culture and climate, and provide professional development to staff. This also allows for a mentor on campus for students to create action plans, check-ins, and supports as needed.

#### Goal 4, Action 1: Communication Structures

- This allows for a streamlined place for parents to communicate with staff in a variety of languages. Parents will be able to not only access communication, but sign-up for events, conferences, volunteer opportunities, view a calendar of school activities and events, and receive automatic phone calls, emails, and text messages. This supports our unduplicated population by having access to engage in their child's education in one location.

#### Goal 4, Action 4: Supports for Students

- In order to have students feel a part of the school, staff needs to be able to create time and space for students to be engaged in other activities and/or to support actions that benefit students. It has been the experience at Dailey that when students are connected to their school, they are engaged and active participants in their learning, thus increasing student achievement.

#### Goal 4, Action 5: Translation

\*This action is aimed towards our Spanish speaking English Learner families to ensure they have access to the communication from the school but will be provided schoolwide as well via the communication app utilized by the school.

# **Local Control and Accountability Plan (LCAP) Expenditure Tables Template**

Developed by the California Department of Education, January 2020

# Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 346,000	\$ -	\$ -	\$ -	346,000	\$ -	\$ -

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	\$ 5,000				\$ 5,000
2	1	Teacher Hiring	All	\$ 2,000				\$ 2,000
2	2	Coaching Cycles	All	\$ -				\$ -
2	3	Training Opportunities	All	\$ 50,000				\$ 50,000
2	4	Specialty Classes	All	\$ 3,000				\$ 3,000
2	5	Planning & Professional Learning Days	All	\$ 20,000				\$ 20,000
2	6	Assessments	All	\$ 10,000				\$ 10,000
2	7	Teaching & Monitoring Diverse Learners	All	\$ 5,000				\$ 5,000
2	8	Special Education	All	\$ -				\$ -
2	9	Student Learning Needs	All	\$ -				\$ -
2	10	Standards Based Materials	All	\$ 30,000				\$ 30,000
2	11	Digital Devices and Subscriptions	All	\$ 50,000				\$ 50,000
3	1	Safety Plan	All	\$ -				\$ -
3	2	Positive Behavior Supports	All	\$ 4,000				\$ 4,000
3	3	Office Support	All	\$ 40,000				\$ 40,000
3	4	Positive Behavior Support 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	\$ -				\$ -
4	4	Supports for Students	All	\$ 20,000				\$ 20,000
4	5	Translation	All	\$ 3,000				\$ 3,000
4	6	Basic Services	All					\$ -
								\$ -

# Contributing Expenditure Table

DRAFT

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$ 314,000	\$ 314,000
<b>LEA-wide Total:</b>	\$ 314,000	\$ 314,000
<b>Limited Total:</b>	\$ -	\$ -
<b>Schoolwide Total:</b>	\$ -	\$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Monitor Fresno Unified Boundary Enrollment	LEA-wide		Dailey Charter	\$ -	\$ -
1	3	Marketing Practices	LEA-wide		Dailey Charter	\$ 5,000	\$ 5,000
2	1	Teacher Hiring	LEA-wide	All	Dailey Charter	\$ 2,000	\$ 2,000
2	2	Coaching Cycles	LEA-wide		Dailey Charter	\$ -	\$ -
2	3	Training Opportunities	LEA-wide	All	Dailey Charter	\$ 50,000	\$ 50,000
2	4	Specialty Classes	LEA-wide		Dailey Charter	\$ 3,000	\$ 3,000
2	5	Planning & Professional Learning Days	LEA-wide		Dailey Charter	\$ 20,000	\$ 20,000
2	6	Assessments	LEA-wide	All	Dailey Charter	\$ 10,000	\$ 10,000
2	7	Teaching & Monitoring Diverse Learners	LEA-wide	All	Dailey Charter	\$ 5,000	\$ 5,000
2	8	Special Education	LEA-wide		Dailey Charter	\$ -	\$ -
2	9	Student Learning Needs	LEA-wide		Dailey Charter	\$ -	\$ -
2	10	Standards Based Materials	LEA-wide	All	Dailey Charter	\$ 30,000	\$ 30,000
2	11	Digital Devices and Subscriptions	LEA-wide	All	Dailey Charter	\$ 50,000	\$ 50,000
3	1	Safety Plan	LEA-wide		Dailey Charter	\$ -	\$ -
3	2	Positive Behavior Supports	LEA-wide		Dailey Charter	\$ 4,000	\$ 4,000
3	3	Office Support	LEA-wide	All	Dailey Charter	\$ 40,000	\$ 40,000
3	4	Positive Behavior Support Coordinator	LEA-wide	All	Dailey Charter	\$ 100,000	\$ 100,000
3	5	Climate	LEA-wide		Dailey Charter	\$ -	\$ -
3	6	Safety Assemblies	LEA-wide		Dailey Charter	\$ -	\$ -
4	1	Communication Structures	LEA-wide	All	Dailey Charter	\$ 4,000	\$ 4,000
4	2	Attendance Rates & Chronic Absenteeism	LEA-wide		Dailey Charter	\$ -	\$ -
4	3	Community Support	LEA-wide		Dailey Charter	\$ -	\$ -
4	4	Supports for Students	LEA-wide	All	Dailey Charter	\$ 20,000	\$ 20,000
4	5	Translation	LEA-wide	English Learners	Dailey Charter	\$ 3,000	\$ 3,000
4	6	Basic Services	LEA-wide		Dailey Charter	\$ -	\$ -
						\$ -	\$ -

# Annual Update Table Year 1

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:	\$ 346,000	\$ -

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned	Total Estimated Actual Expenditures
1	1	Monitor Fresno Unified Boundary Enrollment	No	\$ -	
1	2	New Enrollments	No	\$ -	
1	3	Marketing Practices	No	\$ 5,000	
2	1	Teacher Hiring	Yes	\$ 2,000	
2	2	Coaching Cycles	No	\$ -	
2	3	Training Opportunities	Yes	\$ 50,000	
2	4	Specialty Classes	No	\$ 3,000	
2	5	Planning & Professional Learning Days	No	\$ 20,000	
2	6	Assessments	Yes	\$ 10,000	
2	7	Teaching & Monitoring Diverse Learners	Yes	\$ 5,000	
2	8	Special Education	No	\$ -	
2	9	Student Learning Needs	No	\$ -	
2	10	Standards Based Materials	Yes	\$ 30,000	
2	11	Digital Devices and Subscriptions	Yes	\$ 50,000	
3	1	Safety Plan	No	\$ -	
3	2	Positive Behavior Supports	No	\$ 4,000	
3	3	Office Support	Yes	\$ 40,000	
3	4	Positive Behavior Support Coordinator	Yes	\$ 100,000	
3	5	Climate	No	\$ -	
3	6	Safety Assemblies	No	\$ -	
4	1	Communication Structures	Yes	\$ 4,000	
4	2	Attendance Rates & Chronic Absenteeism	No	\$ -	
4	3	Community Support	No	\$ -	
4	4	Supports for Students	Yes	\$ 20,000	
4	5	Translation	Yes	\$ 3,000	
4	6	Basic Services	No	\$ -	
				\$ -	

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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](mailto:lcff@cde.ca.gov).*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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:
  - 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 52064(b)(4-6)).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 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 stakeholders 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 stakeholder engagement tool.

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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

## Stakeholder Engagement

### Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

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

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 stakeholders 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 stakeholders 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 stakeholders. 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.

**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 stakeholders, 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.

### ***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 2020–2021 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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the 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).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

### **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.**

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% 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% 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%:*** For school districts with an unduplicated pupil percentage of 55% 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%:*** For school districts with an unduplicated pupil percentage of less than 55%, 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.

**For schools with 40% 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% 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. 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.

## **Expenditure Tables**

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** 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 K-5), 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".
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:

- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **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.