

# LCAP COMMUNITY MEETING

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January 27, 2022

# MEETING OUTLINE

LCFF/LCAP Overview

Goal Progress and Funding Updates

Opportunities for Input

# DATA & QUICK FACTS ABOUT DAILEY

- No attendance boundaries
- Serve students in 22 zip codes
- 8 different native languages
- 6.2% English Learners
  - 95% reclassification (1<sup>st</sup> identification)
- 5% Special Education
- Unduplicated percentage unavailable

| Ethnicity/Race          | Percentage |
|-------------------------|------------|
| African American/Black  | 5.9%       |
| Asian                   | 3.5%       |
| Hispanic                | 54.7%      |
| Native American/Alaskan | <1%        |
| Pacific Islander        | 1.1%       |
| White                   | 25%        |
| Multiracial             | 9.1%       |

# LCFF/LCAP OVERVIEW

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# LCAP

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- LCFF: Local Control Funding Formula
  - California's formula for determining the level of state funding provided to school districts. The majority of funding is dedicated to improving academic outcomes for all students with additional funding provided for English Learners, foster youth, and students living in poverty.
- LCAP: Local Control and Accountability Plan
  - Our school's three-year plan for how it will use state LCFF funding to service all students.
  - Currently in Year 1 and planning for Year 2

# HOW THE LCFF WORKS

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## Base Grants

LCFF provides a base grant which funds basic educational costs, such as salaries, instructional materials, etc.

## Supplemental Grants

Additional grants which equate to 20% above the base grant for students living in disadvantaged circumstances including English learners, foster youth, and students living below the federal poverty level. These funds must be used to increase or improve services.

## Concentration Grants

LCFF provides an additional grant where districts have at least 55% of students who are disadvantaged which equates to 50% above base funding. These funds must also be spent to increase or improve services.

# LCAP COMPONENTS

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## LCAP Requirements

- Goals
- Actions
- Related Expenditures
- Budget Overview for Parents
- Expense Tables

## 8 State Priorities

- Basic services
- Implementation of standards
- Parental engagement
- Student achievement
- Student engagement
- School climate
- Access to courses
- Other student outcomes

## Services for Major Subgroups

- Racial / ethnic subgroups
- Low-income students
- English learners
- Students with disabilities
- Foster youth
- Homeless youth

# TIMELINE (AS OF 1/20/2022)

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January - March: Input & Draft

- Collect feedback
- Compile results
- Draft LCAP

April: Present Draft  
Board Presentation &  
Public Hearing  
Parent Presentation  
Finalize Draft

May: Adopt

- Adopt LCAP with Budget
- Adopt Local Indicators
- Submit to FUSD

June: Finalized

- Post final LCAP



# LCAP SUMMARY

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# LCAP GOAL 1: HIGH ENROLLMENT OF CENTRAL FRESNO STUDENTS

| Metric  | Baseline | 2023-24 Desired Outcome | 2021-22 Mid Year Update   | Status  |
|---|----------|-------------------------|---|---|
| Students enrolled at Dailey from within Fresno Unified boundaries | 73%      | 80%                     | 77% of all students reside in FUSD;<br>85% of new students reside in FUSD | In Progress<br>*Another census done in April 2022 |
| Marketing practices on new enrollments                            | 27%      | 40%                     | N/A   | Open Enrollment ends March 18 <sup>th</sup>       |

# LCAP GOAL 1 ACTIONS

| Action                                     | Budgeted Expenditure | 2021-22 Mid Year Update Actuals | Implementation Notes  |
|--|----------------------|---------------------------------|---|
| Monitor Fresno Unified boundary enrollment | N/A                  | N/A                             | -77% of all students reside in FUSD; 85% of new students reside in FUSD (October 2021)<br>-Another census will be done in April                   |
| New Enrollments                            | N/A                  | N/A                             | -Open Enrollment ends March 18 <sup>th</sup>  |
| Marketing Practices                        | \$5,000              | \$3,248                         | -Enrollment social media posts in August 2021, December 2021, January 2022<br>-Postcards sent out in October 2021 and scheduled for February 2022 |

# LCAP GOAL 2: ACADEMIC ACHIEVEMENT FOR ALL STUDENTS

| Metric  | Baseline   | 2023-24 Desired Outcome  | 2021-22 Mid Year Update  | Status      |
|---|--|--|--|-------------|
| Teacher Qualifications  | 100% of teachers have credentials  | 100 of teachers have credentials   | 100% of teachers have credentials  | In Progress |
| Teacher Misassignments  | 100% of teachers are appropriately placed  | 100% of teachers are appropriately placed  | 100% of teachers are appropriately placed  | Completed   |
| Teacher Training  | 100% of teacher training and planning days are implemented                             | 100% of teacher training and planning days are implemented                             | 100% of teacher training and planning days are implemented                             | In Progress |
| Academic Achievement  | Green/Blue on Data Dashboard Indicators in ELA & Math                                  | Green/Blue on Data Dashboard Indicators in ELA & Math                                  | Not Available  | In Progress |
| Sufficient Standards Aligned Instructional Materials for Learning | 100% of students have sufficient standard aligned instructional materials for learning | 100% of students have sufficient standard aligned instructional materials for learning | 100% of students have sufficient standard aligned instructional materials for learning | Completed   |

# LCAP GOAL 2: ACADEMIC ACHIEVEMENT FOR ALL STUDENTS, CON'T

| Metric                                 | Baseline   | 2023-24 Desired Outcome  | 2021-22 Mid Year Update   | Status   |
|--|--|--|---|--|
| Benchmark Assessments                  | All grade levels at or above NWEA norms  | All grade levels at or above NWEA norms  | -5 of 6 grade levels at NWEA norms in Math (Fall)<br>-All grade levels at NWEA norms in Reading and Language (Fall) | In Progress - Currently administering 2 <sup>nd</sup> assessment |
| ELPAC                                  | 100% of students remained the same or increased on ELPAC                                     | 100% of students remained the same or increased on ELPAC                                     | Not Available   | ELPAC administration begins in February 2022                     |
| English Learner Reclassification Rate  | 19% reclassification rate as of February 2021  | 40% reclassification rate  | 95% reclassification rate   | In Progress  |
| Disproportionality on NWEA Assessments | No disproportionality on NWEA Assessments  | No disproportionality on NWEA Assessments  | Fall Administration - No disproportionality for EL students   | In Progress - Currently administering 2 <sup>nd</sup> assessment |
| LCFF Rubrics for Identified Groups     | Green/Blue Indicators for Socioeconomic status; No data for English Learners or Foster Youth | Green/Blue Indicators for Socioeconomic status; No data for English Learners or Foster Youth | Not Available   | Not Started (based on State Assessment)                          |
| Course Access                          | 100% of students have access to a board course of study                                      | 100% of students have access to a board course of study                                      | 100% of students have access to a board course of study   | Completed  |

# LCAP GOAL 2 ACTIONS

| Action                 | Budgeted Expenditure | 2021-22 Mid Year Update Actuals          | Notes   |
|------------------------|----------------------|--|---|
| Teacher Hiring         | \$2,000              | \$70<br>Expecting \$1,300 in Spring 2022 | <ul style="list-style-type: none"> <li>-Monthly meetings with IB Coordinator</li> <li>-Use of EdJoin for job listings</li> <li>-Social media postings</li> <li>-Attending Job Fairs</li> </ul>  |
| Coaching Cycles        | N/A                  | N/A                                      | <ul style="list-style-type: none"> <li>-First coaching cycles began in September 2021 with grade levels and individual teachers</li> <li>-Second coaching cycle began mid October 2021</li> <li>-Provided release time to coaches for observations and reflections</li> </ul>   |
| Training Opportunities | \$50,000             | \$5,628                                  | <ul style="list-style-type: none"> <li>-5 teachers attended IB training in October 2021 - January 2022</li> <li>-Kindergarten teacher attended Handwriting without Tears</li> <li>-5 staff scheduled for IB training in June 2022</li> <li>-Executive Director &amp; Positive Behavior Coordinator attended Cognitive Coaching</li> </ul> |

# LCAP GOAL 2 ACTIONS, CON'T

| Action                                 | Budgeted Expenditure | 2021-22 Mid Year Update Actuals | Notes  |
|--|----------------------|---------------------------------|--|
| Specialty Classes                      | \$3,000              | \$4,217                         | <ul style="list-style-type: none"> <li>-Purchased art supplies and materials</li> <li>-Purchased materials for Music</li> <li>-Purchased Sonrias Spanish curriculum</li> </ul>   |
| Planning & Professional Learning Days  | \$20,000             | \$6,945                         | <ul style="list-style-type: none"> <li>-10 days of professional development were implemented in August 2021</li> <li>-Planning days implemented through December 2021</li> <li>-Additional 6 days of roaming sub coverage for teachers to plan</li> </ul>  |
| Assessments                            | \$10,000             | \$4,500                         | <ul style="list-style-type: none"> <li>-Purchased NWEA</li> <li>-Use of reading assessments to identify student needs</li> </ul>   |
| Teaching & Monitoring Diverse Learners | \$5,000              | \$1,943                         | <ul style="list-style-type: none"> <li>-Use of Ellevation to monitor English Learner students</li> <li>-Monitoring English Learners progress on NWEA</li> <li>-Purchase of Headsprout</li> <li>-Purchase of Handwriting without Tears</li> <li>-Book Clubs for staff on selected topics to support learners</li> </ul> |

# LCAP GOAL 2 ACTIONS, CON'T

| Action                            | Budgeted Expenditure | 2021-22 Mid Year Update Actuals | Notes  |
|-----------------------------------|----------------------|---------------------------------|--|
| Special Education                 | N/A                  | N/A                             | -Monitoring students on NWEA progress  |
| Student Learning Needs            | N/A                  | N/A                             | -Bi-monthly meetings with Director and SPED personnel to review cases<br>-Scheduling of SST's as needed  |
| Standards Based Materials         | \$30,000             | \$2,177                         | -Learning materials<br>-Literati subscription for library diversity<br>-Professional learning books  |
| Digital Devices and Subscriptions | \$50,000             | \$3,464                         | -Repaired 24 student devices<br>-Purchased schoolwide Padlet subscription<br>-Use of OWL cameras when needed<br>-Zoom subscription for community meetings and/or parent meetings as needed |



# LCAP GOAL 3: ALL STUDENTS HAVE ACCESS TO A SAFE & WELL MAINTAINED FACILITY

| Metric                               | Baseline  | 2023-24 Desired Outcome   | 2021-22 Mid Year Update                             | Status      |
|--------------------------------------|---|---|---|-------------|
| Safety Indicator from Parent Survey  | 98% of parents feel Dailey provides a safe and secure environment | 95% of parents feel Dailey provides a safe and secure environment | Survey administered in Spring 2022                  | Not started |
| Safety Indicator from Student Survey | 90% of students feel safe on campus                               | 95% of students feel safe on campus                               | Survey administered in Spring 2022                  | Not started |
| Student Connectedness Indicator      | 93% of students feel a part of the school                         | 95% of students feel a part of the school                         | Survey administered in Spring 2022                  | Not started |
| LCFF Suspension Rate                 | Blue Suspension Indicator   | Green or Blue Indicator; No disproportionality                    | 0 off campus suspensions<br>4 on campus suspensions | In Progress |
| Expulsion Rate                       | 0 expulsions  | 0 expulsions  | 0 expulsions  | In Progress |
| Facilities                           | Facilities are in good repair                                     | Facilities are in good repair                                     | N/A   | In Progress |

# LCAP GOAL 3 ACTIONS

| Action                                | Budgeted Expenditure | 2021-22 Mid Year Update Actuals | Notes   |
|---------------------------------------|----------------------|---------------------------------|---|
| Safety Plan                           | N/A                  | N/A                             | <ul style="list-style-type: none"> <li>-Safety plan will be presented in February to the Board of Directors</li> <li>-Work orders placed as needed</li> </ul>   |
| Positive Behavior Supports            | \$4,000              | \$171                           | <ul style="list-style-type: none"> <li>-Positive Behavior Coordinator tracks office referrals</li> <li>-Professional learning books</li> </ul>  |
| Office Support                        | \$40,000             | \$1,892                         | <ul style="list-style-type: none"> <li>-Position currently open</li> </ul>  |
| Positive Behavior Support Coordinator | \$100,000            | \$50,967                        | <ul style="list-style-type: none"> <li>-Created Code of Conduct policy</li> <li>-Implemented Behavior Log for teachers</li> <li>-Provide professional development</li> <li>-Coordinates Action Club and Newspaper Club</li> <li>-Leads Learner Profile assemblies</li> <li>-Meetings with teachers to support behavior</li> <li>-Goal setting and action plan implementation with students</li> <li>-Data tracking with teacher team</li> </ul> |

# LCAP GOAL 3 ACTIONS, CON'T

| Action            | Budgeted Expenditure | 2021-22 Mid Year Update Actuals | Notes  |
|-------------------|----------------------|---------------------------------|--|
| Climate           | N/A                  | N/A                             | <ul style="list-style-type: none"><li>-Climate norms on campus</li><li>-Grade level agreements</li><li>-Use of staff surveys</li><li>-Student focus groups</li></ul> |
| Safety Assemblies | N/A                  | N/A                             | <ul style="list-style-type: none"><li>-First assembly held on September 13, 2021</li><li>-Second assembly held January 18, 2022</li></ul>                            |

# LCAP GOAL 4: STAKEHOLDER ENGAGEMENT TO SUPPORT STUDENTS

| Metric  | Baseline  | 2023-24 Desired Outcome   | 2021-22 Mid Year Update            | Status      |
|---|---|---|------------------------------------|-------------|
| Chronic Absenteeism   | 1% of students chronically absent                                       | Less than 5% chronically absent   | 5% as of January 2022              | In Progress |
| Attendance Rate   | 96% attendance rate   | 95% attendance rate   | 88% as of January 2022             | In Progress |
| Parent Satisfaction Indicator from Parent Survey            | 100% are satisfied with their child's school.                           | 95% are satisfied with their child's school.                            | Survey administered in Spring 2022 | Not Started |
| Parent-School Communication Indicator from Parent Survey    | 100% of parents feel the school communicates with them                  | 95% of parents feel the school communicates with them                   | Survey administered in Spring 2022 | Not Started |
| Parent Input and Participation Indicator from Parent Survey | 95% of parents indicated they participate in school events & activities | 95% of parents indicated they participate in school events & activities | Survey administered in Spring 2022 | Not Started |

# LCAP GOAL 4 ACTIONS

| Action                                   | Budgeted Expenditure | 2021-22 Mid Year Update Actuals | Notes   |
|--|----------------------|---------------------------------|---|
| Communication Structures                 | \$4,000              | \$3,500                         | <ul style="list-style-type: none"> <li>-Weekly Sunday phone calls, email, and text</li> <li>-Post flyers on ParentSquare</li> <li>-Purchase ParentSquare schoolwide subscription</li> </ul>   |
| Attendance Rates and Chronic Absenteeism | N/A                  | N/A                             | <ul style="list-style-type: none"> <li>-Weekly attendance tracking completes</li> <li>-Weekly attendance notifications sent</li> <li>-Phone calls occurring weekly</li> <li>-Emails sent as needed</li> </ul>   |
| Community Support                        | N/A                  | N/A                             | <ul style="list-style-type: none"> <li>-Held Director's Chat/PVC</li> <li>-Utilize ParentSquare for donations &amp; volunteers</li> </ul>   |
| Student Supports                         | \$20,000             |                                 | <ul style="list-style-type: none"> <li>-Purchase Headsprout license for student access to reading support (on-campus and at home)</li> <li>-Newspaper Club</li> <li>-Action Club</li> <li>-Jr Librarians to assist with shelving in the library</li> <li>-Beginning reading support in February 2022</li> </ul> |

# LCAP GOAL 4 ACTIONS, CON'T

| Action         | Budgeted Expenditure | 2021-22 Mid Year Update Actuals | Notes  |
|----------------|----------------------|---------------------------------|--|
| Translation    | \$3,000              | \$100                           | -Use translation option in ParentSquare  |
| Basic Services | \$3,378,120          | \$2,901,649                     | <p>Staffing:</p> <ul style="list-style-type: none"> <li>- Fully staffed with teachers; Open positions: Library, Health Aide</li> </ul> <p>Professional Development:</p> <ul style="list-style-type: none"> <li>- Implementing planning days, professional learning, &amp; readings</li> </ul> <p>Technology:</p> <ul style="list-style-type: none"> <li>- Available to all students</li> </ul> <p>Parent Outreach:</p> <ul style="list-style-type: none"> <li>- Use of a variety of communication strategies</li> </ul> <p>Facilities:</p> <ul style="list-style-type: none"> <li>-In good status; Work orders completed; MOU's in place with FUSD</li> </ul> <p>Special Education:</p> <ul style="list-style-type: none"> <li>-Provided by FUSD Special Education Department</li> </ul> <p>Operational Services:</p> <ul style="list-style-type: none"> <li>- Work with various departments to ensure Dailey operates smoothly</li> </ul> |

# OPPORTUNITIES FOR INPUT

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# INPUT INTO PLAN

- Helps in the development our plan
- Future input will include:
  - Local indicators
  - Draft LCAP
- Survey: <https://bit.ly/daileylcap>