

Morris E. Dailey Elementary Charter Renewal Charter Petition

Operated by Fresno Innovative Charter Schools, Inc.,
A California Non-Profit Public Benefit Corporation

June 2020 – June 2025

Submitted to
The Fresno Unified School District

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Affirmations and Declaration

As the authorized lead petitioner, I, Jeanne Pentorali, hereby certify that the information submitted in this renewal petition for Morris E. Dailey Elementary Charter, also known as Dailey Elementary Charter School (“Dailey,” “Dailey Charter,” or the “Charter School”), a California public charter school located within the boundaries of the Fresno Unified School District (“Fresno Unified” or the “District”) and operated by Fresno Innovative Charter Schools, Inc., is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- Fresno Innovative Charter Schools, Inc. declares that it shall be deemed the exclusive public school employer of the employees of Morris E. Dailey Elementary Charter for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(e)(2), admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. [Ref. Education Code Sections 47605(l) and 47605.4(a)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School may encourage parental involvement but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School’s educational programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).

- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1.
- The Charter School shall comply with the Political Reform Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Jeanne Pentorali

Date

Executive Summary

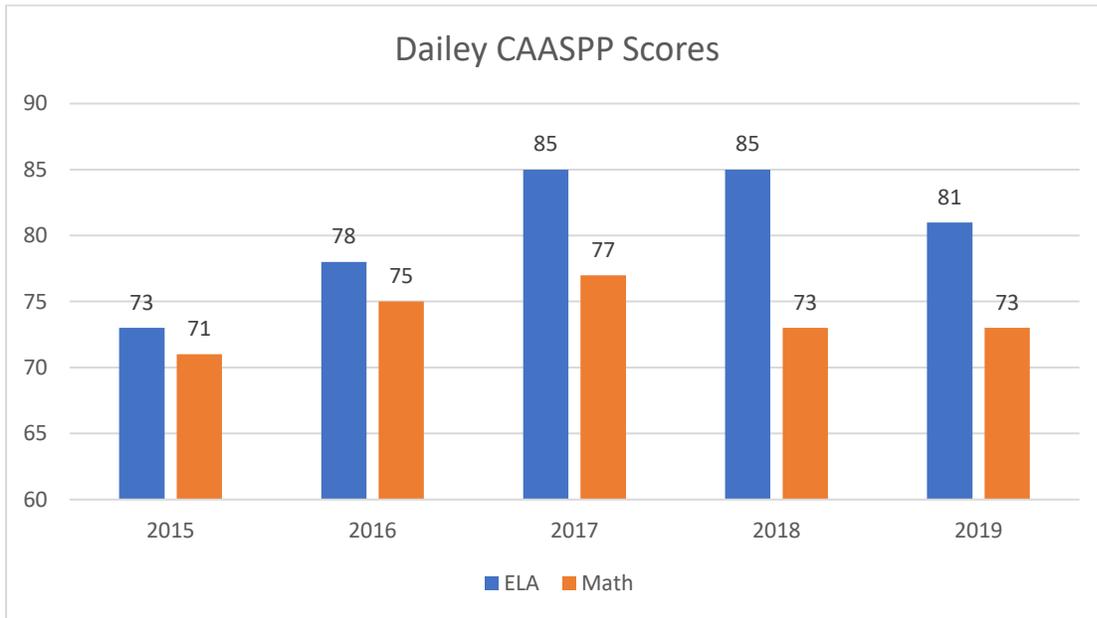
Dailey Elementary Charter School has been open since 2010 with a starting enrollment of 220 students. Since then, the Charter School has increased enrollment to just above 400 students in the 2019-20 school year, continuing to serve students in Kindergarten through grade 5. Dailey was opened with the intent of serving neighborhood students within the District. When the Charter School was first opened, sixty percent of the school enrollment came within a two-mile radius and eighty percent of the population was from within the Fresno Unified School District boundaries. Today, fifty-eight percent of the Charter School's population is from within a two-mile radius and seventy-eight percent are located within the Fresno Unified enrollment boundaries.

Table 1: Past Five Years Enrollment

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
341	376	395	397	405

Over the course of the last ten years, Dailey Charter has been able to grow internationally minded students through the implementation of the International Baccalaureate (“IB”) Primary Years Program (“PYP”). The program functions on a continuous cycle of reflection and growth. This focus on constant improvement has created a staff that is able to identify areas of weakness in students learning and social emotional development and then create an action plan for improvement that is implemented immediately. Over the past five years, Dailey has undergone large changes in reading, writing, and math instruction, along with developing whole-school systems and expectations that foster student agency and social emotional support. All changes were founded by in-depth analysis of student assessments, observations (both administration and peer), one-on-one student conferences, and research. Through this constant cycle of improvement, Dailey students have outperformed both the District and State on the California Assessment of Student Performance and Progress (“CAASPP”) all five years. An overview of Dailey students’ academic performance is outlined below in the “Charter Renewal Criteria” section.

Figure 1: Overview of Dailey's CAASPP Scores for Five Years



Dailey fully implements the IB's rigorous learning environment by teaching to grade level and above. Innovative teaching strategies that support all learners are implemented in each classroom and are learned and reflected upon through weekly professional development.

Through the implementation of the PYP, Dailey is able to teach the whole child. Students are taught through inquiry and conceptual based lessons within six week units of study. Each child is taught how to be an Internationally Minded Citizen through school wide, grade level, and classroom lessons on the individual Learner Profile traits. The Learner Profile is the foundation to every policy and procedure that takes place within the school and each classroom. Over the last three years, teachers have been provided professional development and behavior supports, on an ongoing basis that are grounded in the Learner Profile.

Dailey Elementary Charter is located at 3135 N. Harrison Avenue; this property is leased through Fresno Unified. The campus underwent modernization prior to the school's opening in 2010. The facility supports the FUSD technology standard and has ample space for the current student enrollment. Dailey Charter buys back services and pays an annual oversight fee of 3% to Fresno Unified to support the upkeep of its facilities. Dailey is and has been fiscally sound over the course of the last ten years with a budget reserve that prepares the school for financial uncertainties.

Charter Renewal Criteria

A. Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(a)(1)

Charter petitions must satisfy at least three requirements to be renewed:

1. Education Code Section 47607(a)(3)(A) states: “The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.”

Such increases are documented below.

AND

2. Education Code Section 52052(f) states: “For purposes of paragraphs (1) to (3), inclusive, of subdivision (b) of Section 47607, alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among numerically significant pupil subgroups shall be used.”

The alternative measures that show increases at the Charter School are documented below.

OR

3. Education Code Section 47607(b)(4) states: “The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.”

This determination, which requires a comparison to other public schools, is documented below.

AND

4. Title 5, California Code of Regulations Section 11966.4(b)(1) states: “When considering a petition for renewal, the district board of education shall consider the past performance of the school's academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement, if any.”

This requirement is met through the documentation presented in the charter renewal petition and appendices.

The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal as set forth in Education Code Sections 47607(a)(3)(A), 52052(f), and 47607(b)(4) (Also see Appendix A: CAASPP Reports)

Dailey Elementary Charter School Performance

Major Accomplishments and Comparative Data

Through extensive training, commitment, and collaboration, Dailey has met each student outcome goal stated in the previous charter petition.

Dailey has received a variety of awards the past four years, in addition to completing the International Baccalaureate Evaluation process. Dailey was also recognized as a California Gold Ribbon School in the spring of 2016 and a California Distinguished School in the spring of 2018. The Charter School was also recognized by Fresno State through the Virtues and Character Recognition Program for exemplary commitment to the character and civic education of its students. Dailey has continued to show consistent growth in their CAASPP scores since 2015, with an overall increase of 12% in English Language Arts and a 2% increase in Math.

Dailey has served as a demonstration school for the District in order to support their implementation of the Common Core State Standards (“CCSS”) and IB. Schools and districts tour to see the instructional strategies of Dailey’s teachers, instructional program, and neighborhood students reaching high levels of success. Dailey continues to seek opportunities for educators and districts to observe the instructional practices and CCSS implementation.

Dailey has been at full capacity for the last two years and predicts that to be the ongoing trend for the Charter School in years ahead. Therefore, student outcomes should continue to be met as per the last four years. There also continues to be no significant academic or behavior disproportionality within subgroups. Dailey continues to view their fiscal stability as a major accomplishment they have maintained in the last nine years, as well.

The following Northwest Evaluation Association (“NWEA”) Measures of Academic Progress (“MAP”) and CAASPP figures and tables illustrate the academic progress of students at Dailey, and demonstrate how Dailey meets the charter renewal criteria.

Analysis of Dailey Elementary Charter Alternative Measures Data (Education Code Section 52052(f))

Table 2: Dailey Elementary Charter CAASPP Scores, 2015-2019: Percentage of Students Meeting or Exceeding Standards

Demographic	Assessment	2015	2016	2017	2018	2019
Schoolwide	ELA	73%	78%	84.77%	84.47%	80.72%
	Math	71%	75%	76.97%	72.84%	73.34%
Hispanic or Latino	ELA	69%	79%	80.00%	78.21%	79.52%
	Math	63%	71%	73.75%	65.38%	71.95%

White	ELA	77%	79%	90.00%	94.34%	94.00%
	Math	82%	83%	86.00%	85.18%	84.00%
Economically Disadvantaged	ELA	64%	74%	76.05%	81.69%	76.39%
	Math	61%	68%	63.38%	64.79%	73.61%

Table 3: Kindergarten NWEA Comparison of Dailey to National Norms Within Testing Windows

Kindergarten Math	Fall		Winter		Spring	
	Dailey	NWEA	Dailey	NWEA	Dailey	NWEA
2014	149	144	156	151	169	159
2015	150	139	154	149	162	157
2016	146	139	154	149	164	157
2017	145	140	156	152	161	159
2018	142	140	152	152	160	159
2019	140	140				
Kindergarten Reading	Fall		Winter		Spring	
	Dailey	NWEA	Dailey	NWEA	Dailey	NWEA
2014	151	143	158	151	158	158
2015	151	140	151	149	161	156
2016	150	140	150	149	164	156
2017	147	141	158	151	163	158
2018	145	141	152	151	163	158
2019	142	140				

Table 4: First Grade NWEA Comparison of Dailey to National Norms Within Testing Windows

First Grade Math	Fall		Winter		Spring	
	Dailey	NWEA	Dailey	NWEA	Dailey	NWEA
2014	170	163	183	173	192	179
2015	176	162	183	171	188	179
2016	170	161	183	171	190	179
2017	173	164	183	174	186	181
2018	171	162	177	174	187	181
2019	166	162				
First Grade Reading	Fall		Winter		Spring	
	Dailey	NWEA	Dailey	NWEA	Dailey	NWEA
2014	172	160	185	171	190	177
2015	175	160	175	169	186	176
2016	169	159	169	169	187	176
2017	174	174	183	172	189	177

2018	174	174	179	172	186	178
2019	166	161				

Table 5: Second Grade NWEA Comparison of Dailey to National Norms Within Testing Windows

Second Grade Math	Fall		Winter		Spring	
	Dailey	NWEA	Dailey	NWEA	Dailey	NWEA
2014	190	178	200	186	215	191
2015	195	176	201	184	207	190
2016	194	176	201	184	210	190
2017	193	177	199	186	204	192
2018	190	177	197	186	208	192
2019	190	177				
Second Grade Reading	Fall		Winter		Spring	
	Dailey	NWEA	Dailey	NWEA	Dailey	NWEA
2014	189	176	200	184	203	190
2015	192	174	192	184	199	187
2016	191	173	191	182	201	187
2017	190	175	197	184	199	189
2018	190	175	196	184	201	189
2019	189	175				

Table 6: Third Grade NWEA Comparison of Dailey to National Norms Within Testing Windows

Third Grade Math	Fall		Winter		Spring	
	Dailey	NWEA	Dailey	NWEA	Dailey	NWEA
2014	197	192	205	199	213	203
2015	199	190	205	196	206	202
2016	199	189	205	196		
2017	198	190	202	198		
2018	195	190	200	198		
2019	196	190				
Third Grade Reading	Fall		Winter		Spring	
	Dailey	NWEA	Dailey	NWEA	Dailey	NWEA
2014	199	190	205	195	211	199
2015	205	188	205	194	208	198
2016	202	187	202	194		
2017	200	188	205	196		
2018	198	188	206	196		
2019	199	188				

Third Grade Language	Fall		Winter		Spring	
	Dailey	NWEA	Dailey	NWEA	Dailey	NWEA
2014	200	191	208	197	213	200
2015	206	189	207	195	209	199
2016	204	188	208	195		
2017	203	189	207	197		
2018	199	189	205	197		
2019	201	189				

Table 7: Fourth Grade NWEA Comparison of Dailey to National Norms Within Testing Windows

Fourth Grade Math	Fall		Winter		Spring	
	Dailey	NWEA	Dailey	NWEA	Dailey	NWEA
2014	211	204	216	209	221	213
2015	208	202	215	207	219	212
2016	208	201	215	207		
2017	209	202	211	209		
2018	207	202	211	209		
2019	204	202				
Fourth Grade Reading	Fall		Winter		Spring	
	Dailey	NWEA	Dailey	NWEA	Dailey	NWEA
2014	205	200	212	203	215	207
2015	212	198	212	203	215	205
2016	208	197	208	203		
2017	211	198	214	204		
2018	208	198	215	204		
2019	206	198				
Fourth Grade Language	Fall		Winter		Spring	
	Dailey	NWEA	Dailey	NWEA	Dailey	NWEA
2014	210	208	214	204	216	207
2015	213	205	214	203	214	206
2016	210	205	213	203		
2017	212	206	214	204		
2018	209	206	212	204		
2019	209	199				

Table 8: Fifth Grade NWEA Comparison of Dailey to National Norms Within Testing Windows

Fifth Grade Math	Fall		Winter		Spring	
	Dailey	NWEA	Dailey	NWEA	Dailey	NWEA
2014	220	213	226	218	229	221
2015	225	211	229	216	230	220
2016	221	211	229	216		
2017	219	211	219	217		
2018	216	211	221	217		
2019	213	211				
Fifth Grade Reading	Fall		Winter		Spring	
	Dailey	NWEA	Dailey	NWEA	Dailey	NWEA
2014	211	207	216	210	217	212
2015	218	205	218	209	217	211
2016	216	205	216	209		
2017	215	206	217	210		
2018	215	206	218	210		
2019	214	206				
Fifth Grade Language	Fall		Winter		Spring	
	Dailey	NWEA	Dailey	NWEA	Dailey	NWEA
2014	216	208	218	211	220	213
2015	218	205	221	209	220	211
2016	216	205	220	209		
2017	214	206	216	210		
2018	215	206	216	210		
2019	213	206				

Analysis of Comparison Schools Data (Education Code Section 47607(b)(4))

Figure 2: English Language Arts CAASPP Data for 2015-2018 comparing Dailey, Fresno Unified, and California (grades 3-5 only)

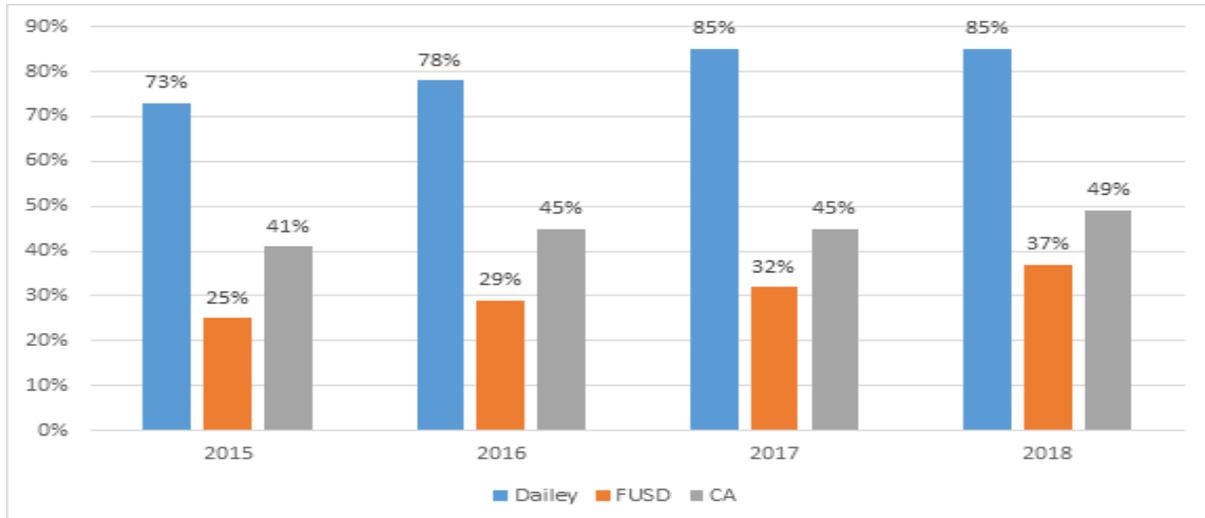


Table 9: CAASPP Comparison to Demographically Similar Schools in Fresno Unified

	2015		2016		2017		2018		2019	
	ELA	Math	ELA	Math	ELA	Math	ELA	Math	ELA	Math
Dailey	73%	71%	78%	75%	85%	77%	85%	73%	80.72%	73.34%
Bullard Talent	45%	40%	46%	49%	52%	50%	61%	57%	58.60%	51.11%
Forkner	62%	48%	67%	55%	64%	56%	61%	54%	59.20%	53.62%
Malloch	34%	24%	43%	36%	41%	38%	53%	48%	57.40%	56.95%
Manchester GATE	93%	90%	92%	95%	92%	91%	92%	92%	95.63%	93.60%

Table 10: CAASPP Comparison to Fresno Unified Schools that Dailey Students Would Attend (5 ore more students)

	2015		2016		2017		2018		2019	
	ELA	Math								
Dailey	73%	71%	78%	75%	85%	77%	85%	73%	81%	73%
Addams	14%	13%	16%	14%	22%	15%	26%	19%	23%	20%
Ayer	18%	15%	21%	19%	25%	20%	34%	30%	29%	29%
Centennial	17%	17%	21%	19%	22%	18%	32%	21%	35%	30%
Del Mar	18%	11%	24%	16%	33%	24%	36%	30%	39%	33%
Figarden	31%	23%	29%	25%	34%	30%	41%	37%	44%	44%
Fremont	39%	32%	43%	34%	37%	31%	47%	38%	56%	45%

Gibson	40%	31%	48%	36%	46%	41%	46%	38%	50%	46%
Hamilton	33%	20%	34%	18%	35%	23%	35%	20%	30%	22%
Heaton	10%	7%	12%	12%	16%	12%	20%	14%	21%	12%
Homan	13%	5%	20%	13%	23%	21%	31%	27%	35%	31%
Kratt	37%	22%	42%	33%	35%	29%	41%	39%	45%	41%
Lawless	23%	14%	23%	19%	30%	24%	33%	26%	33%	33%
Malloch	34%	24%	43%	36%	41%	38%	53%	48%	57%	57%
Muir	14%	4%	18%	12%	16%	7%	23%	18%	23%	20%
Powers	30%	32%	32%	29%	29%	27%	35%	34%	38%	31%
Pyle	14%	13%	19%	16%	18%	16%	25%	19%	24%	16%
Roeding	15%	10%	17%	20%	28%	25%	23%	25%	30%	27%
Starr	41%	31%	42%	34%	47%	44%	50%	42%	55%	57%
Williams	16%	9%	23%	18%	24%	20%	27%	20%	27%	21%
Wilson	20%	12%	22%	15%	21%	17%	26%	22%	26%	20%
FUSD	25%	20%	29%	25%	32%	28%	37%	32%	39%	37%

Conclusion

As demonstrated by the data above, Dailey students’ academic performance has been increasing steadily, and Dailey has been outperforming the two sets of comparison schools, in addition to the District and the state averages. As such, Dailey meets the charter renewal criteria as outlined under the Education Code as listed above.

Dailey’s strength is in creating a culture of success through an academically rigorous and challenging program for neighborhood students. The instructional program teaches at and above grade level with an emphasis on writing and inquiry, which builds in supports that enable all students to have equal access to the educational program. For nine years, Dailey has shown no disproportionality in academics or behavior for any of their subgroups. Teachers and administration accept nothing less than what students are capable of and are creating internationally-minded scholars. In order to do so, multiple exposures to the CCSS are embedded across all curriculum areas and are evident in each lesson taught. The rigorous conceptually-based standards lend themselves to creating critical thinking skills while giving students real-world connections to what they are learning. Dailey Charter’s success within these two modalities is evident in the teaching, the overall knowledge that students gain, and students’ ability to apply this knowledge to the world around them.

Element A: The Educational Program

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an ‘educated person’ in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” Ed. Code Sec. 47605(c)(5)(A)(i).

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” Ed. Code Sec. 47605(c)(5)(A)(ii).

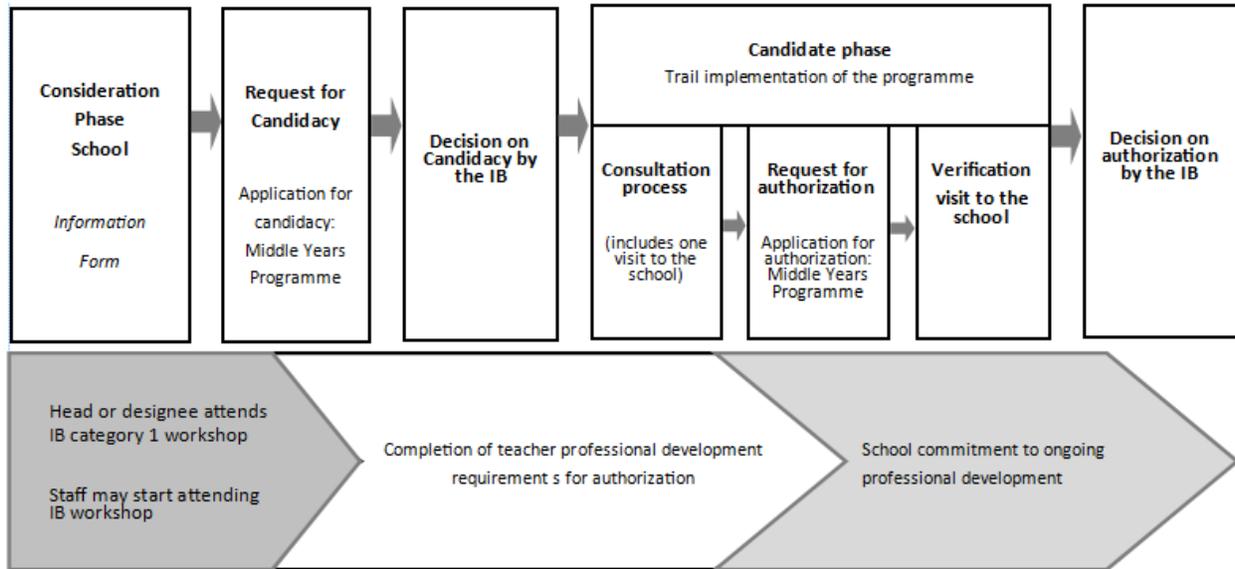
History of Dailey

Dailey Elementary Charter School opened its doors in August of 2010 with an enrollment of 220 students. Since 2010, Dailey has grown to over 400 students, putting the Charter School at full capacity. From inception, Dailey was created to implement the International Baccalaureate Primary Years Program with an extended instructional day for students and extended professional learning for students and extended professional learning experiences for teachers. With the IB middle and high schools already in place, the establishment of Dailey completed the IB continuum in the Fresno area, allowing students the opportunity to graduate with an IB diploma and create more college and career opportunities for students.

The Fresno Innovative Charter Schools (“FICS”), Inc. Board of Directors envisioned Dailey to provide a comprehensive program to neighborhood students that would work to close the achievement gap with an innovative inquiry-based approach to instructional practices. Since opening, Dailey has been utilized as a model program by sharing instructional practices to impact educational programs for other charter and district schools.

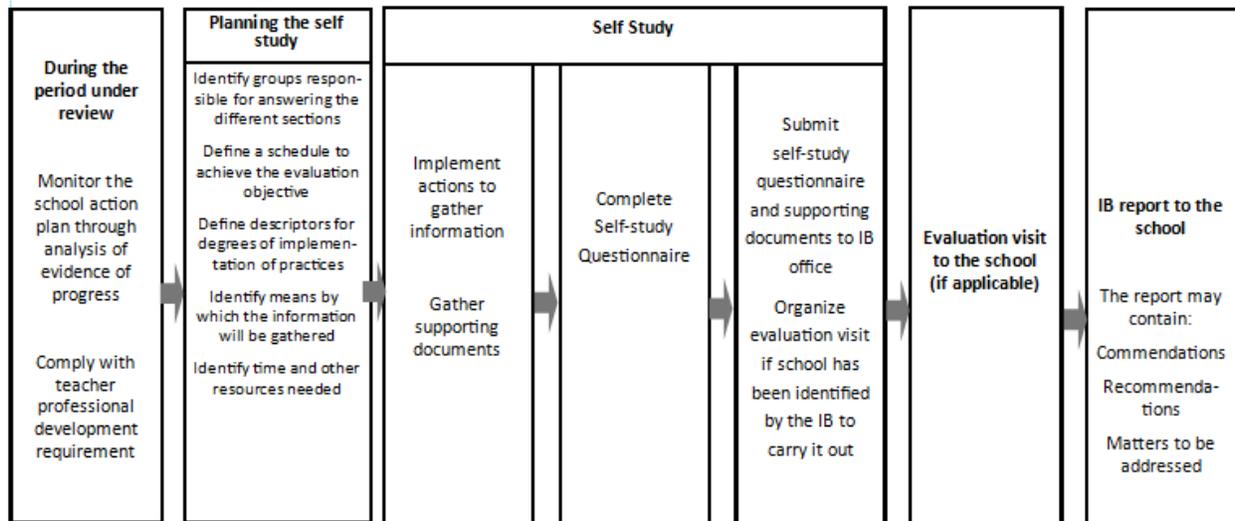
Upon opening, Dailey began implementing the IB Primary Years Program. Dailey underwent the four-phase authorization process (Figure 3). The first two phases included the Consideration phase and Candidacy phase. Within this process, Dailey had to ensure that the philosophy, practices, and sustainability would be implemented at the Charter School and adhere to all expectations and requirements set forth by the International Baccalaureate Organization (“IBO”). The initial phase called for trainings for the teaching staff and administration through the IBO. Dailey provided extensive training to its teachers through on-site training, IB trainings in Colorado, Louisiana, and throughout California. These IB trainings covered topics such as IB continuum, leadership, concepts, exhibition, and IB PYP implementation. Within the Candidate phase, Dailey had a consultant from the IBO visit the Charter School who provided implementation feedback. Once the Request for Authorization was processed, a verification visit was scheduled. This visit occurred over a two-day period in March 2013 in order to determine if all necessary actions had been taken to become an IB World School and all educational principles, standards, and practices that the IB program is based upon were maintained and sustainable. Within this two-day visit, the Authorization team visited each classroom, met with administration, teachers, parents, and the Board of Directors. After completing this thorough and intensive authorization process, Dailey was named an official IB World School in April 2013.

Figure 3: IB Authorization Process



Four years after a school is authorized, the IB requires schools to complete an Evaluation process (Figure 4). This phase requires schools to show growth within the program’s standards and practices since the Authorization visit. Schools are required to complete a yearlong reflection and action plan through the self-study document. Each standard and practice is reviewed by the teaching staff with strengths, weaknesses, and next steps identified. Staff members are required to receive ongoing professional development from the IBO in order to grow the program at school sites. Every staff member attended training in Oregon and California. Once the Self-Study is submitted the school received a two-day site visit from IBO staff in February of 2016. During this time the Evaluation team met with each member of the teaching staff, administration team, students, parents, and Board of Directors. They also observed classrooms and school-wide systems. At the conclusion of the visit the school received written feedback on where they were meeting standards, areas of growth, and matters that needed to be addressed immediately in order to keep the program. Dailey did not receive any matters to address and has been referred to as a model Primary Years Program. Dailey will repeat the process in 2021-2022.

Figure 4: IB Evaluation Process



Mission

Dailey Elementary Charter School aims to develop, empower, and foster internationally minded students, through the balancing of the International Baccalaureate Primary Years Program and the State Standards, to become life-long learners and leaders.

As part of the K-12 continuum, students will be equipped with the critical life skills necessary for college and future global opportunities. Students will be empowered through critical thinking, creativity, and collaboration to make connections with the world around them and to become active global citizens that are inspired to take action within their local and global communities.

The overarching goal of the Charter School is to produce “internationally-minded” students who are college and career ready. As a school of choice, Dailey is able to provide all students with access to a rigorous and well-rounded curriculum. Dailey Elementary Charter School continues to reflect its mission in its educational practices and policies on a daily basis.

The Common Core State Standards promote critical thinking skills and real world application through rigorous texts, questioning strategies, and conceptually-based instruction. Dailey Charter integrates the Common Core State Standards across the curriculum disciplines through teacher created IB units of study.

Dailey promotes the education of the whole person, emphasizing intellectual, personal, emotional, and social growth through all domains of knowledge. Beyond intellectual rigor and high academic standards, a strong emphasis is placed on the ideals of international understanding and responsible citizenship. To emphasize the importance of being a positive contributor to their community, students are taught the Attributes of the IB Learner Profile.

Through the program implementation, Dailey continues to prepare students to be active participants in a lifelong journey of learning. Through comprehensive and balanced curricula, coupled with challenging assessments, the Charter School aims to develop the individual talents of young people and teach them to relate the experience of the classroom to the realities of the world around them. Students are expected to

become critical and compassionate thinkers, lifelong learners and informed participants in local and world affairs.

IB Vision

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Target Population

Students and parents of Dailey are committed to achieving educational excellence and seeking an educational program that provides a well-rounded education. Dailey services students in grades Kindergarten through 5th grade. Projected enrollment through the 2024-2025 school year is displayed in Table 11 below.

Table 11: Projected Enrollment and Number of Classes Through 2025

Grade Level	# of Classes	Projected Enrollment through 2024-2025
Kindergarten	3	75
1 st	3	75
2 nd	3	75
3 rd	3	66
4 th	2	62
5 th	2	52
Total Enrollment		405

Demographics

The demographics for Dailey Charter have changed since the opening of the Charter School, but are currently on an upward trend to more closely reflect the neighborhood in which it resides and FUSD as a whole, as indicated through the following chart. In light of this data, Dailey has made this its first priority goal in the LCAP to ensure that this is an ongoing priority of the Charter School. Nearly 60% of Dailey’s student population resides within a 2-mile radius of the Charter School. 78% of students are from the Fresno Unified attendance area and 22% of the student population is from out of the District, private schools, or other charter schools.

Table 12: Demographics Data from 2014-2015 to 2019-2020 in Comparison to Fresno Unified.

Ethnicity	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	FUSD 2018-2019
Hispanic	46%	47.1%	50.1%	48.7%	53.6%	53%	68.4%
White	35.9%	36.2%	32.9%	31.2%	26.8%	27%	9.2%
African-American	8%	6.6%	5.1%	5.8%	5%	5%	8.2%
Multiple Races	5.9%	5.7%	5.4%	7.0%	7.4%	7%	2.2%
Asian	3.2%	2.9%	4.4%	4.3%	4%	5%	10.6%
Pacific Islander	0.5%	0.9%	1.0%	1.8%	2%	2%	0.4%
Filipino	0%	0%	0.8%	1.0%	1.0%		0.4%
American Indian or Alaska Native	0.5%	.06%	0.3%	0.3%	0.2%	<1%	0.6

Table 13: Special Populations Data from 2014-2015 and 2019-2020

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Unduplicated Count	35.9%	35.3%	34.7%	38.4%	40.69%	N/A
Special Education	1.3%	0.9%	1.5%	2%	4.5%	5%
English Learners	6.6%	4.3%	6.7%	5.3%	5.3%	6.4%

Dailey's demographic data has seen changes throughout the past five years in that there has been an increase of 7.6% in the Hispanic population, which is closer to the District's Hispanic enrollment. Also, there has been a decline in the White population category, a decrease of 9.1%. In terms of the Multiple races, Dailey shows that this group is 7.4% of its population, which is significantly higher than in the District.

Each fall, family income data is collected and/or updated through a confidential income survey. This survey is provided by the District and is processed through its offices. Dailey receives its final unduplicated count percentages from Fresno Unified School District.

Figure 5: Student Enrollment Movement

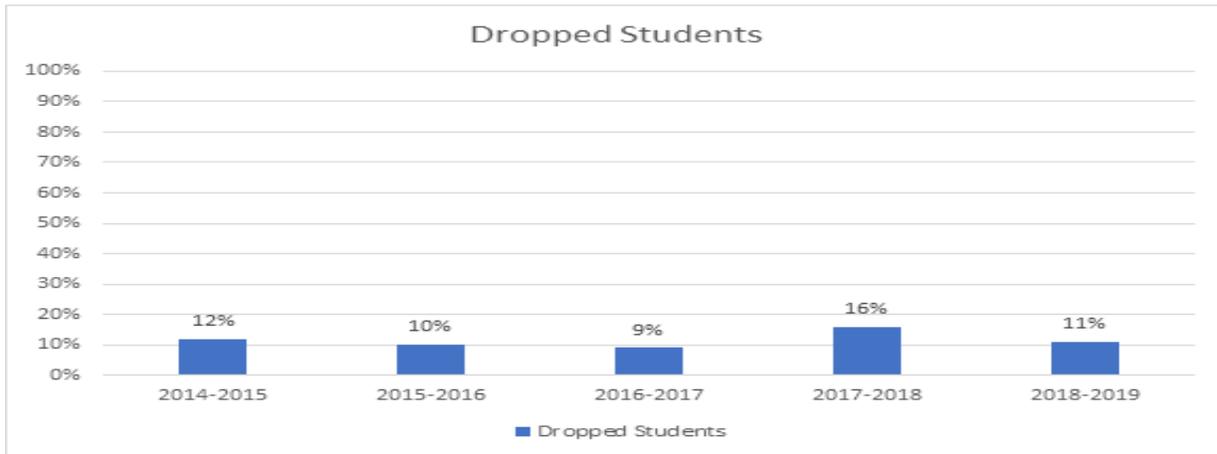


Table 14: Reasons for Student Enrollment Movement

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Moved	40%	25%	43%	38%	20%
School Options	20%	47%	26%	41%	56%
Program/Academics	7%	13%	11%	6%	9%
Unknown	33%	16%	20%	16%	16%

Education Model

Being a 21st Century Learner Philosophy

Dailey views an educated person in the 21st century as exemplified by both the Attributes of the Learner Profile as well as a series of educational expectations placed upon each learner as they travel along their educational path.

- Interpersonal communication and collaborative groupings
- Personal expression of the arts across multiple modalities
- Critical thinking and problem solving skills
- Taking action within the community
- Awareness of world issues and being able to debate said issues
- Being technologically sound

As the world becomes more globally connected, Dailey believes it is crucial for an educated person in the 21st century to be able to communicate and collaborate in ever-changing global society. At Dailey Charter, students are given the opportunity to work individually, within small and large groupings, and within different age and grade levels. In these groupings, students take real world problems and challenges and think of

multiple solutions to address these issues. Students are taught social norms for collaborative groupings and are taught how to communicate precisely and articulately both verbally and in written word.

Program Schedule

Dailey Charter’s learning setting is classroom-based. The instructional day is lengthened to provide students with an increase of instructional time. Dailey has been designed to serve approximately 400 students beginning in Kindergarten and ending in fifth grade. First through Fifth grade students attend school from 7:45 a.m. until 3:30 p.m. This day also includes one fifteen-minute morning break, a forty-minute lunch, and a ten-minute afternoon break. Kindergarten students attend school from 7:45 a.m. to 1:30 p.m. This day includes a forty-minute lunch. During the school day, students are engaged in integrated learning through all of the disciplines including language arts, writing, math, science, social studies, and digital literacy. Additionally, each classroom attends specialty classes: Spanish, P.E., Music, Art, and GLOBAL (Generating Learning Opportunities By Achieving Life Skills) class. Kindergarten spends thirty minutes in specialty classes, first and second spend 45 minutes, and third, fourth, and fifth spend fifty-five minutes in specialty classes.

The school calendar mirrors a traditional school with some exceptions. Dailey has an extended day that is one hour and twenty minutes longer per day than Fresno Unified. (Table 15). Dailey follows the FUSD school year calendar minus three teacher planning days for a total of 177 days. The school year begins in August and ends in June. During this time period there are four grading periods, which are eight weeks long, as determined by the Fresno Unified School District calendar.

Table 15: Instructional Minutes by Grade Level

Kindergarten			
7:45	10:50	Instruction	185
10:50	11:30	Lunch	40
11:30	1:30	Instruction	120
			305
1 st -2 nd			
7:45	9:50	Instruction	125
9:50	10:05	Break	15
10:05	11:30	Instruction	85
11:30	12:10	Lunch	40
12:10	2:15	Instruction	125
2:15	2:25	Break	10
2:25	3:30	Instruction	65
			400
3 rd -5 th			
7:45	10:10	Instruction	145
10:10	10:25	Break	15
10:25	12:15	Instruction	110
12:15	12:55	Lunch	40
12:55	2:30	Instruction	95

2:30	2:40	Break	10
2:40	3:30	Instruction	50
			400

Table 16: Dailey Instructional Minutes

	Instructional minutes per year	Required instructional minutes	Additional days for students Based on required vs. Dailey instructional minutes
Kindergarten	51,330	36,000	64
1st-3rd	69,820	50,400	49
4th-5th	69,820	54,000	40

Curriculum and Instruction

Dailey Elementary Charter School is implementing the International Baccalaureate Primary Years Program. PYP incorporates the best educational practices from throughout the world. Its premise is based on conceptual, inquiry-based units of instruction which focus on structured questioning, methods that promote high-level questioning and global mindedness that encourages and enhances a child’s natural curiosity. The PYP provides an opportunity for learners to construct meaning, principally through concept-driven inquiry. Traditional academic subjects are part of the program; however, an emphasis is on the interrelatedness of knowledge and skills through a transdisciplinary program of inquiry. The PYP focuses on the heart, as well as the mind, and addresses social, physical, emotional and cultural needs as well as academic ones. Through a comprehensive and balanced curricula coupled with challenging summative assessments, Dailey develops the individual talents of young people and teaches them to relate the experiences of the classroom, to the realities of the world outside. Beyond intellectual rigor and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship.

To emphasize the importance of being a positive contributor to their community, students are taught the IB Learner Profile. (See Appendix B). The Learner Profile Attributes are infused into units of study as well as discussed in stand-alone disciplinary lessons. The Learner Profile is evident through posters and quotes throughout the campus, library displays, reflective conversations with students, morning announcements, peer to peer recognition, and Learner Profile trees in each classroom. In addition, school rules and expectations are grounded in the Learner Profile. Students are also exposed to the Learner Profile on a monthly basis through assemblies, lessons, and discussions that teach students how to practice the Attitudes and Attributes in and out of school. To recognize students demonstrating the Attributes, Dailey holds a monthly Learner Profile Luncheon where one student is recognized for their demonstration of the monthly attribute. Students have an ice cream sundae in the front of the cafeteria with administration and share with their peers how they demonstrated the Learner Profile. Dailey recognizes students on a weekly basis through the Super Dragon program. Super Dragons are nominated by staff for their display of one or more of the Attributes. Student’s names and why there were selected are read once a week on the morning announcements and their photo and nomination card are posted in the office. Teachers at Dailey hold students not only to high expectations academically, but also promote positive citizenship through the Learner Profile.

As a school of choice, Dailey is able to expand student and parent choice options and to provide all students with access to a rigorous well-rounded curriculum. Teachers at Dailey implement the Common Core State Standards, Next Generation Science Standards, English Language Development (“ELD”) Standards, History-Social Science Framework, and all other applicable state content standards and frameworks (hereinafter, collectively “State Standards”), promoting a well-rounded rigorous approach to the curriculum. The Common Core State Standards promote critical thinking skills with real world application through rigorous texts, questioning strategies, and conceptually-based instruction. Dailey Charter continues to integrate the Common Core State Standards across curriculum areas within Dailey’s IB units of study to create college and career ready learners.

Teachers utilize a variety of instructional strategies to ensure the curriculum reaches all students and types of learners. For example, teachers incorporate strategies such as:

• Partner share	• White boards	• Choral reading
• Learning charts	• Note-taking	• Songs/chants
• Partner work	• Group work	• Hands-on materials
• Videos	• Technology integration	• Student projects
• Student presentations	• Text talker frames	• Computer research (students)
• Engaging inquiry stations	• Real world connections	• Questioning strategies
• Modeling/Think alouds	• Direct instruction	• Graphic organizers
• Noticing charts	• Immersion	• Mentor Text
• See –Think-Wonder	• Chalk Talk	• Check lists

To incorporate narrative/fictional text, Dailey utilizes Core Novels beginning in First grade. Teachers utilize these novels for fiction instruction, as well as embedding standard-based skills, questioning strategies, comprehension strategies, discussions, and text-dependent questions. Novels are aligned to the IB units of study that build and enhance what is being learned through all the content areas.

Rigorous Curriculum

Rigor is defined and measured in multiple ways to meet the State Standards and school expectations at Dailey. Teachers create lessons with strategies that require higher level thinking and questioning skills which in turn creates critical thinkers. These skills include analyzing text, making inferences, writing from different perspectives, and reflecting on learning. The expectation at Dailey is that students are always working with more than one standard or skill and focused on the thinking behind the skill and its application in a real world setting. These connections are deeply rooted in the six IB units of study and the State Standards. Inquiry-based lessons and community involvement expand the concepts and standards within these two elements of the program to make it applicable to students in today’s world. Strategies used to build enthusiasm and promote critical thinking within the subject matter include provocations, question walls, inquiry stations, and a variety of engagement strategies. These strategies facilitate the deeper thinking skills that are heavily rooted in the IB program and the rigorous Common Core State Standards.

Rigor requires students to make connections through their prior learning, apply learning to real world situations, match their learning to professional experiences, and foster curiosity (wonder). Students experiencing a rigorous curriculum at Dailey apply their knowledge gained through these connections in order to practice self-initiated action in and out of school. Taking action is taught across grade levels in all units of study. By making connections and taking action, students find relevance in their learning while being active in their community.

Dailey students have a voice and the ability to choose their pathway into inquiry in order to build cognitive rigor. Coupled with student choice, teachers at Dailey design units of inquiry that move at a steady pace while still meeting the needs of the students and addressing the standards. Rigor at Dailey is measured by student usage of higher level vocabulary, multiple assessments which include free response and multiple choice examinations, writing to explain, projects, and frequent teacher-created summative assessments and performance tasks that assess the student in a variety of ways. Another component to the rigorous curriculum at Dailey is the high expectations that staff holds for ALL learners. These expectations do not waiver, but move through various levels to support students in meeting those expectations. In all, rigor is promoted at Dailey through setting high standards for every student and making sure students experience the curriculum in different ways in accordance to the progressions of the State Standards. Examples of high standards are as follows:

- Higher level questioning
- Academic language: Teacher and student
- Challenging curriculum
- Students thinking about their thinking
- All students engaged in the learning
- Inquiry based
- Variety of assessments / performance tasks
- Pushing students to challenge themselves
- Curriculum on and above grade level
- Learning through perseverance

Specialty Classes

Dailey's educational program also includes specialty teachers for all students in grades K-5 in the areas of: Spanish, Art, Music Appreciation, and Physical Education. Additionally, students in First through Fifth grade participate in weekly GLOBAL class. All Specialty classes design their own IB units of inquiry. Within Spanish, students are focused on learning about the various cultures that speak Spanish throughout the world. Students also learn basic words, songs, and vocabulary terms in Spanish. Music Appreciation class focuses on rhythms, songs, musical instruments, appreciation, and movement. Physical Education class focuses on grade level appropriate gross motor skills. Lessons begin in the classroom with direct instruction such as form, space, light, etc., that help build a robust Art program. Students create multiple projects that use the various Art elements and at the end of the year students select one art piece to showcase at the Art show during Open House. The GLOBAL class allows for a multitude of areas of instruction such as: digital literacy, Office programs, digital research, citing sources, and coding.

IB Units of Study and Common Core State Standards Integration

Through the instructional program, Dailey incorporates teacher created inquiry-based units of instruction which focus on structured questioning methods that promote high-level thinking and global mindedness. The curriculum encourages and enhances the student's natural curiosity and engages them in the learning process. Teachers provide opportunities for learners to construct meaning, principally through concept-driven inquiry.

IB PYP is based on six teacher developed concept-based units of study per grade level. Students are able to gain knowledge through concepts that are connected to the world they live in. The units of study are created using the central idea (overarching outcome / "big idea"), the lines of inquiry (the objectives of the unit) and the approaches to learning and concepts associated with the particular unit. The instructional strategies utilized in teaching a unit are centered around student centered project-based learning and engagements, infusion of the Learner Profile and reflection on the learning and its process. Projects that are embedded into the curriculum vary from creating charts, presentations, models, posters, PowerPoints, mind maps, songs, and art models. Students are given criteria for success within the form of a rubric or check list for each project assigned.

The units integrate all of the subject area disciplines and are fully aligned to the State Standards. Teachers utilize a variety of instructional strategies to deepen the learning within the unit.

The strategies that Dailey has focused on are:

- A. Complex Text
 - a. Using a variety of complex texts that are both non-fiction and fiction. Teachers spend planning time gathering a variety of different texts from articles, videos, songs, poems, websites, journals., etc.
- B. Close Reading
 - a. Close reading supports students in accessing the dense and vocabulary rich documents. Through close readings and engagement strategies, students are able to productively struggle through complex text and gain meaning of text.
- C. Accountable Talk
 - a. Students are engaged in accountable talk throughout the day. Classrooms are student centered with teachers as facilitators. Teachers are very deliberate in using a variety of strategies to engage students in talking to each other and making connections to their learning.
- D. Annotating Text
 - a. This strategy serves to allow students to "read with a pencil" to better understand the meaning of a text and its vocabulary. Students use symbols, which are school-wide, in order to interpret what they are reading and how they are understanding the text's meaning on a deeper level.
- E. Text Talk Time
 - a. Once they have read a text independently, Text Talk Time is utilized to discuss the meanings within multiple texts. Two strategies that are used to interact with the text are sentence frames and tiered vocabulary words. Sentence frames are used to assist students in discussing and analyzing the text on a deeper level. These frames include phrases like, but

are not limited to “According to the text...”, “On page ___ of the text...”, and “I can infer from the text that...”

- F. Academic Vocabulary
 - a. Across all classrooms at Dailey, tiered vocabulary is taught within context. Tier two vocabulary words are explicitly taught to students to build their understanding of commonly used vocabulary across all disciplines.
 - b. All students and teachers are expected to use academic language and vocabulary in all subject areas.
- G. Foundational Reading Standards
 - a. Across all grade levels foundational reading standards are taught and assessed weekly. Students use hands on activities and core novels to interact and observe how these standards are implemented in real-life text.
- H. Reading for Meaning
 - a. This strategy is utilized to provide students with general statements which then students complete a close reading to pull textual evidence to support or refute the statement.
- I. Conceptual Math Instruction
 - a. Students learn a variety of strategies that help students develop a conceptual understanding of how numbers and operations work. Both classroom instruction and homework have been aligned to encompass the mathematical practices and fluencies.
- J. Depth of Knowledge (“DOK”)
 - a. Extensive professional development has been in the area of Webb’s Depth of Knowledge which identifies four levels of understanding. Classroom instruction at Dailey focuses at a DOK 3, but also dips down to a level 1 or 2 as needed for foundational skills then reaches back to a DOK Level 3. Extended learning opportunities are also incorporated to move students to level 4.
- K. Questioning Strategies
 - a. Providing open-ended, conceptual questions is a foundation at Dailey. With an inquiry-based program, students both ask and answer higher-order questions.
- L. Conferencing
 - a. Providing one-on-one time for teacher and student to review, discuss, and goal set on individual pieces of work in all disciplines supports all students in growth and better understanding of themselves as learners.
- M. Inquiry
 - a. Inquiry is the foundation for all lessons. It requires students to be engaged and persevere in their learning, while critically thinking and developing conceptual understanding of topics and standards. Teachers are the facilitators of learning through inquiry-based instruction.
- N. Learning Intentions and Success Criteria
 - a. For each lesson students are provided a clear understanding of what they are learning and how they will be successful both short-term and long-term within the unit of study.
- O. Growth Mindset

- a. Across all classrooms at Dailey students are taught and supported in overcoming obstacles and in the belief that challenges help you grow as a learner. Students use this mindset in all learning areas inside and outside of the classroom.
- P. Making Visible Thinking
 - a. Extensive professional development has been done on all the Making Visible Thinking strategies and are expected to be used in all classrooms at Dailey when appropriate. These strategies help students learn different ways of processing information and forming conclusions.

Teachers at Dailey revise their units of inquiry on a regular basis. Fitting the needs to students, matching units to the most up-to-date standards, incorporating parent feedback, and reflecting upon their teaching practices within the goals and practices in the IB program.

Extended Learning Opportunities

With every unit of study, there are a variety of extended learning opportunities which include field trips, guest speakers, realia, layering of texts, multimedia, community service projects etc. to attract the interests of all students. These extended learning opportunities build lifelong learners and help to address the needs of our gifted to struggling learners.

Table 17: Extended Learning Opportunities

Enhanced Learning	On-Campus Experiences such as:	Events/Programs tied to concepts such as:	Community Service Projects such as:
Field Trips	Science Mobile	Exhibition	Traffic Valets
Student use of technology	Zoo Mobile	Sound Museum	Wreaths Across America
Expanded digital literacy	Evo Bluestein folk dancing	Mother Tongue Week	Canned Food, Coat, and Blanket Drive
Specialty Classes	Guest speakers	Literacy Week	Can Tabs Collection
Action Committee	Author presentations	Champions of Change	Decorations for San Joaquin Retirement Home
Specialty Classes	Skype virtual field trips and guest speakers	Native American Showcase	Community Thank You Cards
Science Olympiad	Bricks for Kids (Lego Engineering)	Night of the Notables	Kindness notes

Professional Development

In order to create a school with well-qualified and effective teachers, Dailey created professional development and collaboration plans that are considerably different from the neighborhood schools. In order to craft and

implement the type of program necessary to significantly impact student achievement, teachers needed to be in a space with each other and provided intense and purposeful professional learning. As a charter school, Dailey is able to implement a longer school year for the instructional staff in order to meet those needs. The additional planning and professional development time for staff allows for deep training of the staff on a variety of topics: project-based instruction, inquiry strategies, higher level thinking skills, concept-based instruction, curriculum development, CCSS, engagement strategies, IB practices, and positive behavior supports. Dailey continues to make a commitment to create a high achieving school led by well-qualified and skilled teachers.

When developing the plan to train, retain, and support teachers to be highly skilled in an array of new and innovative teaching methods, Dailey created two succinct groupings: maximizing planning and professional development time and prioritized areas of focus (Table 18). Teacher collaboration time has been maximized to provide planning a week and a half before the school year starts, one week after the school year ends, and five full days during the year. Additionally, grade levels are given 3 full and 3 half planning days during the year to design and score summative assessments, develop curriculum, and calibrate current implementation of practices. Dailey also has weekly one-hour professional learning and weekly one-hour planning time which is grade level collaboration and horizontal planning. A new PD platform that was launched in the 2016-2017 year was through Google Communities. Staff members and Administration share videos, articles, and learning activities. Videos, articles, strategies, dialogue of lessons are given to the staff with an open-ended questions that teachers respond to on Google Communities every few weeks.

Table 18: Key Professional Development Structures at Dailey.

8 planning days before school year	4 planning days after school year	5 teacher training non-student school days annually
Monthly vertical articulation meetings	Additional 3 full days per grade level	IB World Conferences
Team teaching for GL calibration	Additional 3 half days per grade level	Conferences
School visitation	Weekly common prep by GL	Article reading and professional learning conversations
Email video professional learning conversations	Weekly GL collaboration meetings	On-line webinars
Peer Observations	Video Observation	Model Lessons
Teacher lead professional development	Grade level goals, measures, actions and research	Grade level research presentations

Planning time focuses on the development of common curriculum and alignment of instructional strategies. Teachers are given quality time to create the units of study and common assessments which is evidenced by the Charter School’s Program of Inquiry, summative assessments, formative assessments, grade level projects, common rubrics, writing continuum, on-demand writes, and essential agreements. There are school-wide agreements such as: all students use complete sentences K-5th, universal hand signals for group

discussions, universal expectations for text talk time, aligned annotating text symbols, usage of academic vocabulary, and State Standards aligned homework across the grade levels.

Throughout the school year, teachers are given multiple opportunities to observe each other to further refine their instruction as a form of professional development. Teachers are provided time to watch peers to gain ideas for implementation of innovative strategies and curriculum delivery that directly connect to a California Standard of Practice. This practice develops skills and the teacher-to-teacher learning creates a safe and collaborative culture amongst staff. The byproduct of this strategy is that teachers build a high level of trust and respect for each other which allows them to be open to coaching and growing in their craft. This also furthers the collaborative spirit and teamwork approach at Dailey. In addition, Dailey teachers participate twice a year in video filming of lessons. Teachers will then watch their video and reflect with the Executive Director.

Teachers also engage in intense IB trainings on how to teach conceptually, how to embed higher level questioning, and how to let student inquiry drive curriculum. The professional development supports the creation and implementation of the written, taught, and assessed requirements of IB and have provided an innovative and forward-thinking skill set for Dailey's teachers. Staff has visited other IB schools, attended IB world trainings, receives support from the IB Coordinator, and is provided ongoing and consistent feedback on their implementation progress. Through the Learner Profile, teachers embrace what it means to be a global learner. Teachers seek out opportunities to connect students to the world around them and model how to be an internationally-minded person both within the school and outside community.

Upon opening, classroom and school environment expectations were designed with an understanding that school culture was the foundation for the Charter School's success. All staff members collaborated and agreed on what a culture of success would look like for the students and community. Teacher expectations were created that addressed room environment, classroom environment, behavior standards, instructional agreements, and common understandings. For the classroom environment, four essential questions guide the work that is posted in the classrooms to show what is valued and to guide instructional decisions. Teachers walk each other's rooms on a regular basis to provide feedback on the four essential questions listed below.

1. How do you know this is a program of rigor?
2. How do you know it is student centered?
3. How do you know what students are learning?
4. How do you know that Common Core and IB come to life in this room?

The school environment expectations follow Dr. Randy Sprick's Safe and Civil Schools initiative. Professional development included training teachers how to build systems and structures to support the social / emotional needs of students while continuing an academic focus. Staff work together to design a school that feels welcoming and engaging to students. Hallways are filled with Learner Profile sayings, student pictures, community projects, and global mindedness is evident throughout the school. Students at Dailey adhere to all behavioral expectations, structures are enforced by all staff members on a consistent basis, and common phrases such as ending sentences with "... at Dailey" are used to positively redirect students.

The sharing of best and common practices is an ongoing occurrence as evidenced by teachers emailing websites, videos, resources, etc., to one another to build each other's capacity. Teachers bring and share

lessons and resources to staff meetings for others to learn from their practices. Teachers share documents and resources through Google Docs and through a staff Google Community. For the last two years Dailey has had three to four professional development teachers. These staff members select a school goal to focus on, research best practices, and then lead the staff in professional development throughout the year. Dailey has created a collaborative environment where teachers feel empowered to improve their craft. Teacher voice and input is heard in every staff meeting through conversations and whole staff reflection time. Within the daily schedule is built in observation time that allows four teachers a week to observe peers. School wide policies and next steps are decided on by the entire staff at the end of every school year.

Writing is a critical component of the instructional program, therefore, an important piece of professional learning. Dailey has spent 9 years developing a K - 5th grade writing continuum. Teachers designed outline expectations per grade level with rubrics in each State Standards genre to accompany them (Narrative, Expository / Informational, and Argument / Opinion). The writing rubrics are aligned to IB requirements, State Standards, and Dailey’s rigorous expectations. Dailey implements the Writers Workshop model to teach the foundations, skills, and mindsets of a writer, but writing is also done throughout the disciplines in a variety of methods. These methods include:

• Short response	• Quick write	• Note taking
• Structured writing	• Response to literature	• Journals
• Reflections	• Text annotation	• Genre-specific writing
• Writing to explain	• Writing to justify	• Quick thoughts (post-its)
• Critique	• Conversation planning	• Goals
• Action plans	• Presentations	

Of all the academic expectations set for students, writing is of the highest importance. Teachers ensure that vertical alignment with writing occurs from Kindergarten through Fifth grade. Monthly vertical alignment meetings happen across all grade levels to help the teachers build upon the grade level before them and prepare students to progress to the next grade level. Teachers meet once a quarter give student on demand writes as a pre-assessment and to ensure vertical alignment is taking place.

Dailey launched the implementation of the CCSS instructional shifts when it opened as an IB school. The IB principles, units of study, and instructional strategies are all in direct alignment with Common Core State Standards. Dailey’s CCSS focus this year has been on the shifts in math instruction using IB and CCSS strategies (accountable talk, justification, explanation, multiple strategies, mistakes, conferences, perseverance, inquiry, and academic vocabulary). Teachers utilize the deconstructed standards to assist in identifying the DOK level of each standard and vocabulary. Teachers have increased the emphasis of the CCSS Mathematical Practices. The result has been an increase in students’ enthusiasm for math, student talk (explaining, justifying, debate), discovery, fixing mistakes, modeling, and real-world connections. Future areas of CCSS professional development will focus on technology, reading foundational skills, social emotional support and other areas as identified by data, student, and teacher needs.

Ongoing professional learning in the integration of technology is a consistent focus for staff. Teachers train students in using technology in a variety of ways such as students conducting online research, keyboarding programs, creation of student PowerPoints, online assessments, coding, Padlet, FlipGrid, etc. Dailey seeks

opportunities to expand learning in order to keep students on the forefront of 21st century learning as evidenced by the LCAP goal around Digital Literacy which states that students have access to technology and are utilizing technology skills to leverage their learning.

Dailey's LCAP goal of Quality Teaching supports the above professional development structures. The goal states: Students have access to a highly effective teacher that creates a culture of high expectations with a well-rounded curriculum.

Expected Student Learning

The K-12 standards define what students should understand and should be able to do at the end of each grade and correspond to the college and career readiness ("CCR") anchor standards. The CCR and grade specific standards are necessary compliments. The anchor standards are the broad standards that are for all students in grades K-12 and the grade level standards are specific to that particular grade level. The anchor standards and the grade level standards, together, define the skills and understanding that all students must demonstrate. All six units of inquiry are aligned with the CCSS by units. Teachers have mapped out standards with each unit in their grade level matrixes per the State Standards (see Appendix C).

Parent Involvement

Dailey Charter reaches out to parents in a variety of ways. Monthly newsletters are sent home with topics such as: frequently asked questions, attendance reminders, upcoming events, academic news, calendar of events, and IB information. The majority of the material covered in the monthly newsletter is based off of parent feedback. Dailey also has a website that communicates information as well. Parents can find program information, parent news, enrollment paperwork, classroom pages, and school made resource videos. Parents are able to utilize the website to gather information regarding Dailey before and after enrolling. Future parents to Dailey also utilize the website to gain an understanding of the curriculum and practices of the school. In addition to the website and newsletters, Dailey parents are connected to the school through School Messenger, Dailey Facebook page, Dailey Twitter page, Dailey Instagram page, room parent emails, Parent Volunteer Committee ("PVC"), parent communication board, and monthly Director's Chat meetings. Families are also sent home a unit introduction letter that informs parents of what students are learning throughout the next six weeks and how it is all connected with key questions to ask at home.

Parents also have in-person communication with the Charter School. Parent conferences are held on a regular basis regarding topics such as: academic progress, behavior, and attendance. At Dailey, parents are continually kept apprised of their child's progress and how they can support their child at home to be successful in the classroom. Parent volunteers are welcomed at Dailey. Volunteer opportunities are available in the following capacities: assisting teachers and helping students in the classroom, helping in the office, assisting in the library, assisting students in the crosswalks, supervising students in the cafeteria and playground, chaperoning field trips, participating in school events, coordinating special events, community service projects, and other engagements that arise during the year.

Dailey provides numerous opportunities for parents to give feedback through surveys, conversations, websites and community meetings, such as the Local Control Funding Formula ("LCFF") meetings. Parent

feedback is collected during the middle and end of each unit (6 per year) and an end of the year reflection the parent completes with their child on their progress, highlights, and goals for the next year(s). The Dailey staff works diligently to proactively engage parents to participate in their child's education. Dailey welcomes parents and values their input and support.

Table 19: Parent –Family Survey Response Rate by Ethnicity

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
American Indian Alaskan Native	.6%	.7%	1.3%	0.0%	0.0%
Asian	3.6%	3.2%	5.9%	5.9%	4.2%
African American	4.8%	4.7%	5.0%	8.6%	4.2%
Hispanic	29.7%	31.8%	31.5%	34.6%	37%
Filipino	0.0%	0.0%	0.8%	1.1%	0.0%
Pacific Islander	0.0%	0.0%	0.4%		0.0%
White	34.5%	36.8%	35.3%	33.5%	37%
Multiple Races	16.4%	15.2%	12.2%	11.4%	11.5%
Decline to State	10.3%	7.6%	7.6%	4.9%	6.1%

Table 20: Parent –Family Survey Results

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
I am satisfied with my child's school.	94%	99%	98%	98%	99%
My child's school provides a safe and secure environment for students to learn.	98%	99%	99%	98%	100%
My child's teacher communicates with me about my child's progress-emails, work home, phone calls, reflections, progress reports, etc.	92%	93%	88%	96%	96%
I participate in school sponsored activities at my child's school (e.g. open house, fundraising, events, or programs)	96%	99%	96%	95%	98%
I communicate with staff if I have a questions.	94%	99%	98%	98%	98%

Special Populations

Through the PYP curriculum and instruction, Dailey has had the ability to provide all students (special education, gifted and talented, English Learners, and students not meeting grade level expectations) with opportunities to engage in project-based activities and to become deep critical thinkers. Special populations at Dailey experience a full-inclusion, classroom-based instructional model that uses comprehensive teaching strategies. Students are a part of the total school community with equal access to educational opportunities within the school.

English Learners

Dailey Elementary Charter School will hold all students, including English Learners (“ELs”) to high standards. Approximately 5% of the student population are EL identified. Dailey Charter complies with all applicable legal requirements for ELs, including long-term English Learners (“LTELs”) or ELs at risk of becoming LTELs, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements.

The Charter School is dedicated to transitioning students to English proficiency as soon as possible, as evidenced by a 76% reclassification rate in the 2017-2018 school year. ELs are supported and participate in all curricular and extracurricular activities. Parents whose English proficiency is limited receive support in their native language to encourage participation in the Charter School.

ELD Strategies for EL Instruction and Intervention

Dailey implements SDAIE strategies throughout the instructional program every day. EL students are exposed to multi-level texts, use of a variety of modalities, and hands-on experiences that support the ELD standards. Throughout the day, students engage in discussions with peers to support language acquisition, writing in a variety of ways, multiple opportunities to engage in the content, and are assessed using a myriad of ways to demonstrate their learning.

As choice is an integral part of IB, students have options within an assessment that best meets their interest and are assessed in a variety of methods. Students are exposed to daily vocabulary instruction, as they are in a classroom culture that supports making connections to previous learnings and experiences. Curriculum is designed and implemented to create a story of learning throughout the year and elementary experience. By doing this students are able to connect learning and build strategies from year to year. In order to support class discussions, text talk frames are taught and modeled in each room for student access and students are also provided language frames which directly support EL’s in reading and writing in content areas. To ensure students are reading to grade level and above foundational reading skills are taught and assessed in all grade levels. Also embedded in the curriculum are chants, dances and songs that support students in remembering foundational concepts. Students are taught through mini lessons how to think like a reader and how to use word letter sound relationships and the morphology of words. This allows students to access to grade level and above text and the strategies to attack unknown words and their meanings. Reading instruction also includes mini lessons that teach students the thinking moves behind comprehending what they are reading. Students have one-on-one reading conferences with teachers and peers. Writing also contains a consistent,

school-wide expectations , such as mini lessons, graphic organizers, mentor texts, and one-on-one conferencing, EL students are successful at organizing and expressing their ideas through writing. . In order to support class discussions, text talk frames are taught and modeled in each room for student access and students are also provided language frames which directly support ELs in reading and writing in content areas School-wide hand signals are in place at Dailey to give students equal opportunities to express their thoughts and ideas as well as keep them accountable in their learning. Students are engaged in daily choral reading as well, to support their fluency in order to support access to complex text, math text and core novels.

Students are supported with in-depth math lessons that focus on both conceptual and foundational understanding. Concept development begins with students learning different visuals that demonstrate how the math works and then builds to developing understanding of the use of standard algorithms. All lessons incorporate elements of exploration that allow for students to use their background knowledge to solve problems, along with discussion and reading and writing. Students are taught how to use manipulatives along with annotation to help break apart and model problems. Teachers provide one-on-one math conferences and reflection time that encourages students to learn from mistakes.

Each child experiences learning through a transdisciplinary lens. This teaching approach allows students to apply the strategies and skills they learn in an authentic way. Students are also able to experience and use their learning in a real world situations. To further support EL learners, Dailey provides an extra hour and a half of learning each day which provides additional time for learning experiences.

English Learner Identification

A home language survey form is required from each family as part of the enrollment process. A student meeting any criterion requiring testing will be given the English Language Proficiency Assessments for California (“ELPAC”) initial assessment to determine English Proficiency level. All parents/guardians of students classified as EL have been notified in writing of the EL assessment and placement procedures for their child. All teachers are responsible for observing each student throughout the class day with an eye towards detecting limited English proficiency. EL students are assessed annually with the ELPAC summative assessment in the spring.

EL Parent Notification

All parents or guardians of students classified as ELs are notified in writing of all EL assessment and placement procedures for their child. The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Monitoring and Re-classification of EL Students

English language proficiency of ELs are monitored by teachers on an ongoing basis throughout the year and using the ELPAC (once per year). An EL student may be considered as having acquired a “reasonable level of English proficiency” and may be reclassified as Fluent English Proficient utilizing the following four criteria

(or as defined by the authorizing district): 1) assessment of English language proficiency utilizing the ELPAC, 2) comparison of performance in basic skills, and 3) teacher evaluation.

Prior to reclassification, all parents have received a re-classification meeting notification letter, which has invited them to a meeting to discuss their child's English proficiency and academic achievement, and possible re-designation to Fluent English Proficient (R-FEP). Teachers regularly monitor the achievement and progress of R-FEP students to ensure that they receive appropriate instruction and support. Dailey Charter has evaluated each student's performance in academic content areas to measure the student's progress in core subjects. If an EL student fails to show appropriate progress in these academic areas, appropriate supports are put into place to ensure the student's success. In addition, Dailey Charter has evaluated the progress of its EL students as a group to determine if any broader programmatic accommodations are necessary. However, no disproportionality has been identified and Dailey's re-classification rate is more than double the rate at Fresno Unified.

Academically Low Achieving Students

When a student demonstrates achievement significantly below expectations, a meeting with the parent(s), teacher(s), and an administrator will be scheduled to identify supports and scaffolds for the student. Additional meetings may be scheduled to review the impact of these actions. For low achieving students, the inquiry-based and conceptual instructional approach of the international studies program will provide motivation and practice in skills not previously learned. The extended school day has provided additional time and opportunities to bring students up to grade level. Student and parent contracts have emphasized appropriate home support necessary to increase student achievement and support the school program. Teachers have worked with parents to develop and implement home support learning packets which have included assigned weekend and vacation work to build skills. Students are exposed to multi-level texts, use of a variety of modalities, and hands-on experience alongside their learning. Students have procedures in place, school-wide, that give them support in their learning (hand signals, pair-share, partner work, hands-on learning, conferencing, and exposed to a variety of math strategies connected to real world, etc.). Through the use of exceptional first teaching and innovative teaching strategies, struggling students are able to quickly reach the expectations in the educational program as evidenced by Dailey's academic data and student success.

Academically High Achieving Students

Students at Dailey are provided with enrichment opportunities, acceleration or other educational challenges appropriate to the student. The richness of the IB PYP curriculum creates opportunities for high achieving students on a regular basis. The teaching staff has been recruited based upon their interest in teaching a rigorous inquiry-based curriculum and their interest in working with internationally minded students. With the nature of the curriculum, each child's interests and talents have been cultivated and each has been provided with numerous opportunities to engage in challenging and enriching activities. Dailey expects all students to be high achieving and to always push their personal best.

Special Education Services

The Charter School intends to continue to be categorized as a public school of the District in accordance with Education Code Section 47641(b) for special education purposes. Special education instruction and/or

services will be provided to all eligible students in accordance with the FUSD SELPA. No student will be denied enrollment in the Charter School due to a disability or the Charter School's inability to serve the student. A reasonably comprehensive description of how special education and related services are delivered is detailed in the memorandum of understanding between the Charter School and the District.

Dailey Elementary Charter School shall cooperate fully with the District in the identification and referral of students, special education assessments, development of individualized education programs ("IEPs"), and the provision of special education services to students. Dailey Charter shall comply with all regulatory special education requirements of the Individuals with Disabilities Education Act ("IDEA"), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U. S. Department of Education Office for Civil Rights. Dailey Charter has complied with AB 602, chartering authority SELPA guidelines, and all California laws pertaining to special education students. Dailey will continue to work in cooperation with FUSD SELPA to ensure that a free and appropriate education is provided to all students with exceptional needs. All students with disabilities have access to the variety of educational programs and services available to non-disabled students including nonacademic and extra-curricular services and activities.

Teachers systematically monitor all student progress to ensure that instruction is appropriately differentiated to provide full access to all curricular areas. Professional learning on research-based best instructional practices, collaboration based on data, differentiated instruction, and focused lesson planning have resulted in an instructional program that meets the needs of all learners. All staff has participated and regularly continue to participate in professional learning, planning, and other activities that promote the effective use of available resources to meet the educational needs of all students.

Prior to the determination of a student's need for specially designed instruction or services in the least restrictive environment, a pre-referral intervention will occur. The Charter School will then implement appropriate interventions through a Student Success Team ("SST") meeting for a student at the earliest indication of student need in order to ensure the student's success. The SST will consider all pertinent information and the unique needs of the child in order to generate strategies for meeting the child's needs in a non-special education setting. The SST will tailor appropriate interventions to meet the unique needs of each student identified in conjunction with Dailey's educational program.

Upon identification of a need for formalized assessments, a meeting will be held with the parent / guardian, SPED representatives, teacher, and administrator. After the completion of the administration of tests and other assessment materials, an IEP team meeting will be held, including the parent or guardian and his or her representatives, to discuss the assessment results. IEPs will be developed, reviewed and revised for each child with a disability who requires special education and related services in order to benefit from his/her individualized education program. Students identified as needing 504 accommodations or IEPs will be provided with appropriate environments, instruction, and/or assistance. Instruction is provided through an appropriately credentialed FUSD staff member who is assigned to Dailey.

An IEP team determines the appropriate special education service for each student (e.g., Speech, RSP,OT). A review of the IEP will then be conducted at least annually to review progress and make appropriate revisions. Students must receive all services indicated on their IEPs. In the case of a special education student whose behavior impedes his or her learning or that of others, appropriate positive behavioral

interventions, strategies, and supports will be developed to address the behavior, including, when appropriate, the development of a positive behavior support plan.

Dailey's Special Education team will be responsible for conducting all initial evaluations and re-evaluations, obtaining written parental consent for evaluations, tracking required timelines, scheduling, and facilitating eligibility determination meetings. If a child is determined to be eligible for special education, the Charter School's special education team will obtain written parental consent for initial placement. Dailey Charter will be responsible for tracking IEP annual, triennial, and other review meeting timelines. The Dailey special education team will coordinate scheduling and facilitation of IEP meetings. Dailey will coordinate with the District's special education office to ensure that an appropriately constituted IEP team is assembled for each IEP meeting. Any disputes over eligibility or services will be handled by the FUSD Special Education staff. Dailey will be responsible for preparing and delivering legally compliant Notice of Meeting to parents.

Charter School Goals and Actions to Achieve the State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's Local Control and Accountability Plan ("LCAP"). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the District and is also available on our website at <http://fics.us/dailey/about/local-control-funding-formula-lcff/>, and in Appendix D. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the District and County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Conclusion

Teachers at Dailey deliver a challenging IB curriculum through integrating the CCSS, implementation of the IB Learner Profile and practices, strong professional development and by setting high expectations of students. The high expectations at Dailey and the CCSS-driven instruction ensure that students are exposed to fiction and non-fiction text as a way for students to become more aware to the world around them. Overall, the rigorous curriculum and multiple exposures of various worldly-based concepts help promote lifelong learners beyond their time at Dailey, helping them become college and career ready.

Element B: Measurable Student Outcomes

“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” Ed. Code Sec. 47605(c)(5)(B).

Goals, Actions, and Measurable Outcomes Aligned with the State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the State Priorities as described in Education Code Section 52060(d), can be found in the Charter School’s LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

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The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by the Charter School at the school site.

Dailey Charter will meet all statewide content and performance standards and targets. (Ed. Code Sec. 47605(c)(1) and 60605.) Dailey Charter will comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), and will continue to as they may amended from time to time, including all requirements pertaining to pupil outcomes.

As a California charter school, Dailey assumes an increased level of accountability for all aspects of its programs and for achieving the goals described within the vision and mission of the Charter School. It has adopted a comprehensive set of benchmarks for student and school outcomes that support the achievement of the Charter School’s vision and mission, based on the State Standards, state priorities, and out definition of an educated person in the 21st Century and the Charter School’s goals. On an annual basis, the Charter

School engages stakeholders to prepare the annual update to the LCAP that details specific goals aligned with each of the state's priorities, along with specific actions to realize each goal and fiscal allocations to support those efforts.

Full implementation of the educational program and frequent monitoring of student and school outcomes ensures that Dailey is an academic success and is achieving all of its overarching goals.

Overview

Dailey is able to provide all students with access to a rigorous and well-rounded curriculum. The overarching goal of the school is to produce "internationally-minded" students who are prepared for college and careers through the implementation of the IB PYP in conjunction with the State Standards. Through the IB PYP, Dailey incorporates teacher created inquiry-based units of instruction which focus on structured questioning methods that promote high-level thinking and global mindedness. The curriculum encourages and enhances Dailey's student's natural curiosity and engages them in the learning process. Teachers provide opportunities for learners to construct meaning, principally through concept-driven inquiry. Dailey's curriculum is based on six teacher developed concept-based units of study per grade level. The units integrate all of the subject area disciplines (language arts, science, math, social studies, and technology) and are fully aligned to the Common Core State Standards. Students are able to gain knowledge through concepts that are connected to the world they live in.

Students eagerly participate in weekly specialty classes that consist of Spanish, Music, Art, PE, and GLOBAL that focus on the IB concepts taught within the current units. Embedded throughout the curriculum is the Learner Profile which is the foundation of the IB program. The Learner Profile describes a list of Attitudes and Attributes that promote academic rigor and the establishing of a personal value system leading to international-mindedness (refer to Element A). Explicit instruction of the Learner Profile is at the foundation of the IB program as it encourages students to become aware of the world around them and that they have a part in making that world and community a better place.

Students are assessed using the IB Learner Profile Report Card. This assessment gauges a student's progressional growth towards being college and career ready based on the 10 Attributes the IB program listed on the report card. The focus on the Learner Profile throughout grade levels, prepares students to complete their 5th grade exhibition. IB exhibition is a year-long process where students are measured using a rubric that assesses their learning in the K-5 Primary Years Program as a whole.

Students at Dailey are expected to perform at grade level or above. All students have access to the full range of the PYP program. In 1st – 5th grades, students receive quarterly report cards with letter grades (A-F). Half way through each quarter, all students receive a progress report or deficiency that is reviewed by students and their parents, with parent signature returned to acknowledge their child's progress. In Kindergarten, students are assessed quarterly using a State Standards based report card. In 1st-2nd grade, students are also tested on their reading fluency monthly and/or quarterly. Each grade level administers common assessments in all subject areas. As a school, student academics are measured utilizing a variety of assessments which include summative and formative assessments, performance tasks, NWEA MAP, Smarter Balanced Assessment Consortium ("SBAC") assessments and Eureka Math Affirm. Writing is a critical component of the instructional program, therefore, an important piece of assessment. As a school,

three on-demand writes are administered, where every student is given a prompt which connects to a specific writing genre. Students are expected to write individually to show their current understanding of writing. Grades are based on calibrated anchor papers and grade level rubrics.

California State Dashboard

Beginning in 2017, California reports on how districts, schools, and student groups are performing across state and local metrics through the California School Dashboard. For state metrics, performance is based on the current year results and whether results improved from the following year.

Performance on the state metrics is represented by five colors, with Red being the lowest performance, and Blue being the highest performance. A performance color is not indicated when there are fewer than 30 students in any year. Additionally, data is not provided if there are less than 11 students in any given subgroup.

Retrieved from <https://www.caschooldashboard.org/about/accountability> on November 14, 2019.

Academic Performance

This area on the Data Dashboard includes how well students perform on the Smarter Balanced Summative Assessment in English Language Arts and Mathematics, progress of English Learners, and Implementation of State Standards. These area metrics also address State Priorities 2, 4, and 8.

Table 21: State Indicators for English Language Arts

English Language Arts	2017	2018
Dailey	Blue	Blue
Bullard Talent	Yellow	Green
Forkner	Green	Green
Malloch	Orange	Green
Manchester Gate	Green	Blue
Hamilton	Orange	Yellow
Roeding	Yellow	Red
Williams	Red	Yellow
Wilson	Red	Yellow
Powers	Orange	Yellow
Fresno Unified	Orange	Yellow

Table 22: Mathematics

Math	2017	2018
Dailey	Blue	Blue
Bullard Talent	Yellow	Green
Forkner	Green	Green
Malloch	Yellow	Green
Manchester Gate	Green	Blue
Hamilton	Orange	Orange
Roeding	Orange	Orange
Williams	Yellow	Yellow
Wilson	Yellow	Yellow
Powers	Orange	Yellow
Fresno Unified	Yellow	Yellow

Table 23: English Learner Progress (2017)

English Learner Progress 2017	Data Dashboard	Percent Making Progress
Dailey		83.3%
Bullard Talent		93.1%
Forkner		80.0%
Malloch		66.7%
Manchester Gate	No Data	No Data
Hamilton	Red	48.2%
Roeding	Yellow	64.1%
Williams	Red	52.8%
Wilson	Orange	65.7%
Powers	Red	53.1%
Fresno Unified	Yellow	70.0%

Table 24: English Language Proficiency Assessments for California Results

2018	Well Developed	Moderately Developed	Somewhat Developed	Beginning
Dailey	81.0%	14.3%	0%	4.8%
Bullard Talent	58.3%	47.1%	0%	0%
Forkner	26.1%	47.8%	17.4%	8.7%
Malloch	35.0%	45.0%	5.0%	15.0%
Manchester Gate	No Data	No Data	No Data	No Data
Hamilton	33.1%	37.1%	13.7%	16.1%
Roeding	24.1%	42.1%	19.5%	14.3%
Williams	31.4%	29.9%	21.9%	16.8%
Wilson	40.9%	37.1%	14.4%	7.6%
Powers	29.5%	48.7%	14.1%	7.7%
Fresno Unified	24.0%	35.9%	24.1%	16.0%

Table 25: Implementation of State Standards (Local Indicator)

	2017	2018
Dailey	Standard Met	Standard Met
Fresno Unified	Standard Met	Standard Met

Academic Engagement

This area on the Data Dashboard includes how students are engaged through attendance and access to a range of courses and study. These area metrics also address State Priorities 5 and 7.

Table 26: Chronic Absenteeism 2018 (not reported on Data Dashboard in 2017)

	2018
Dailey	Blue
Bullard Talent	Yellow
Forkner	Orange
Malloch	Green
Manchester Gate	Blue
Hamilton	Yellow
Roeding	Orange
Williams	Red
Wilson	Yellow
Powers	Orange
Fresno Unified	Yellow

Table 27: Access to a Board Course of Study Local Indicator (not reported on Data Dashboard in 2017)

	2018
Dailey	Standard Met
Fresno Unified	Standard Met

Culture and Climate

This area on the Data Dashboard includes pupil suspension rates, local measures including surveys of pupils, parents, and teachers, parental involvement, and the basic conditions needed for learning. This area metrics also address State Priorities 1, 3, and 6.

Table 28: Suspension Rates

	2017	2018
Dailey		
Bullard Talent		
Forkner		
Malloch		
Manchester Gate		
Hamilton		
Roeding		
Williams		
Wilson		
Powers		
Fresno Unified		

Table 29: Basics – Teachers, Instructional Materials, Facilities (Local Indicator)

	2017	2018
Dailey	Standard Met	Standard Met
Fresno Unified	Standard Met	Standard Met

Table 30: Parent Engagement (Local Indicator)

	2017	2018
Dailey	Standard Met	Standard Met
Fresno Unified	Standard Met	Standard Met

Table 31: Local Climate Survey (Local Indicator)

	2017	2018
Dailey	Standard Met	Standard Met
Fresno Unified	Standard Met	Standard Met

Previous Pupil Outcomes

Pupil Outcomes					
Academic Goals	Assessments Used	Frequency	Proficiency Goal/Exit Outcomes	Periodic Progress Targets (annually)	
75% of tested students will receive a passing	California Assessment of Student	Annually	70% passing in ELA	2015	73%
				2016	78%
				2017	85%

score in English language Arts as measured by CAASPP.	Performance and Progress			2018	85%
				2019	81%
Originally, the 75% academic goal was set prior to the implementation of SBAC. Due to the complexity and variety of assessment items and skill sets required by students to take the assessment, the exit outcome was set to 70%. With that in mind, Dailey Charter as met and exceeded this outcome over the course of five years. In addition. Dailey outperforms neighboring schools, the district, and the state.					
75% of tested students will receive a passing score in Mathematics as measured by CAASPP.	California Assessment of Student Performance and Progress	Annually	70% passing in Mathematics	2015	71%
				2016	75%
				2017	77%
				2018	73%
				2019	73%
Originally, the 75% academic goal was set prior to the implementation of SBAC. Due to the complexity and variety of assessment items and skill sets required by students to take the assessment, the exit outcome was set to 70%. With that in mind, Dailey Charter as met and exceeded this outcome over the course of five years. In addition. Dailey outperforms neighboring schools, the district, and the state.					
EL students will increase in Language Proficiency each year through redesignation and / or ELPAC movement.	California Assessment of Student Performance and Progress	Annually	EL students will increase in Language Proficiency each year through redesignation and / or ELPAC movement	<i>Well Developed:</i> 81.0%	
				<i>Moderately Developed:</i> 14.3%	
				<i>Somewhat Developed:</i> 0.0%	
				<i>Beginning:</i> 4.8%	
				Year	Rate
2019	76.2%				
2018	38.5%				
2017	6.7%				
2016	40%				
During the course of the previous Charter Petition, the State of California switched from the CELDT assessment to the ELPAC assessment. Due to the significant different of the assessments, comparative data cannot be provided. When reviewing the Data Dashboard, ELPAC results are reported differently for the past two years of implementation. However, English Learner progress and growth is monitored regularly. In terms of redesignation, Dailey has surpassed District's rates, with the exception of the 2017 year, which was the launch of the new assessment.					

Performance Goals

- 90% or better attendance rate as measured by daily attendance records.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
96%	96%	97%	96%	96%

- 85% of parents/guardians who respond to the Parent/Family survey will agree or strongly agree to: My child’s school provides a safe and secure environment for students to learn.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
98%	99%	99%	98%	100%

- 85% of parents/guardians who respond to the Parent/Family survey will agree or strongly agree to: The school provides a challenging curriculum for my child.

2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
95%	99%	99%	99%	98%

LCAP Goals

- High Enrollment of Central Fresno Students
- Parent and Community Engagement Around Student Achievement and Attendance
- All Students Have Access to High Quality Teaching
- Closing the Achievement Gap with High Expectations for All Students
- All Students Acquire Digital Literacy Skills
- All Students Have Access to a Safe and Well-Maintained Facility
- Provide Services for All Students to Support All 6 Goals

Pupil Outcomes

Table 32: LCAP Goal 1 – High Enrollment of Central Fresno Students

State Priority	Metric	Measurement Tool(s)	Frequency	Expected Outcome
3	Percentage within FUSD boundaries (authorizer)	Student Information System	Quarterly	80% of students enrolled within Fresno Unified boundaries
3	Marketing practices	Student enrollment applications	Annually	Marketing practices account for 50% of new enrollments

Table 33: LCAP Goal 2 – Parent and Community Engagement Around Student Achievement and Attendance

State Priority	Metric	Measurement Tool(s)	Frequency	Expected Outcome
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3,6	Parent perception data	Parent-Family Survey	Annually	95% or higher in identified areas
5	Attendance Rate	Attendance reports	Quarterly	98% or higher
5	Chronic absenteeism	Data Dashboard	Annually	Less than 5%; Green or Blue Indicators; Less than or equal to comparable schools and/or authorizer

Table 34: LCAP Goal 3 – All Students Have Access to High Quality Teaching

State Priority	Metric	Measurement Tool(s)	Frequency	Expected Outcome
1	Qualified Teachers	Employee Records	Annually	All teachers are qualified
1	Misassigned teachers	Employee Records	Annually	Standards Met on Data Dashboard
1	Access to standards-aligned classroom materials	Inventory lists, classroom observations	Annually	Standards Met on Data Dashboard
6	Staff perception data	Staff Survey	Annually	95% or higher in identified areas
2, 4, 6	Professional development structures	Data Dashboard; Instructional Calendar	Annually	Green or Blue Indicators and/or Standards Met; Greater than or equal to comparable schools and/or authorizer

Table 35: LCAP Goal 4 – Closing the Achievement Gap with High Expectations for All Students

State Priority	Metric	Measurement Tool(s)	Frequency	Expected Outcome
1,7	Sufficient materials for learning	Data Dashboard	Annually	Standards Met
4	Student Achievement	Data Dashboard, NWEA	Annually (SBAC) 2-3 times per year (NWEA)	Blue or Green Indicators; Number of grade levels at or above grade level norms; SBAC

				data greater than or equal to comparable schools and/or authorizer
2, 4	English Learner Progress	Data Dashboard NWEA	Annually (ELPAC, SBAC); 2-3 times per year (NWEA)	Blue or Green Indicators; No disproportionality; SBAC/ELPAC data greater than or equal to comparable schools and/or authorizer
8	English Learner Progress	ELPAC	Annually	Percentage of students increasing a level or remaining the same
2,4	Socioeconomically Disadvantaged	Data Dashboard	Annually	Blue or Green Indicators; SBAC data greater than or equal to comparable schools and/or authorizer
2,4	Foster Youth	Data Dashboard	Annually	Blue or Green Indicators; SBAC data greater than or equal to comparable schools and/or authorizer

Table 36: LCAP Goal 5: All Students Acquire Digital Literacy Skills

State Priority	Metric	Measurement Tool(s)	Frequency	Expected Outcome
2	Student access to technology resources	Ratio of student to device; Availability of technology resources	Annually	All students have access to digital devices and subscriptions

Table 37: LCAP Goal 6: All Students Have Access to a Safe and Well-Maintained Facility

State Priority	Metric	Measurement Tool(s)	Frequency	Expected Outcome
3,6	Parent perception data on safety	Parent-Family Survey	Annually	95% or higher in identified areas
6	Student perception data on culture and climate	Student Survey	Annually	90% or higher in identified areas
5,6	Suspension rates	Data Dashboard	Annually	Blue or Green Indicators; Less than or equal to comparable schools and/or authorizer
5,6	Expulsion rates	Expulsion data	Annually	No student expulsions
1	Facilities	Safety Plan, Data Dashboard	Annually	Standards Met on Data Dashboard

Table 38: LCAP Goal 7: Provide Services for All Students to Support All 6 Goals

State Priority	Metric	Measurement Tool(s)	Frequency	Expected Outcome
1-8	Student Achievement	Data Dashboard	Annually (SBAC)	Blue or Green Indicators; SBAC data greater than or equal to comparable schools and/or authorizer

Element C: Methods to Assess Pupil Progress Towards Outcomes

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” Ed. Code Sec. 47605(c)(5)(C).

Dailey Elementary administers a variety of meaningful assessments to document and analyze student academic progress over time. Student achievement data gathered through internal and external assessments provide teachers the opportunity to modify classroom instruction in response to student outcomes and allow the school to modify its program to best address student needs.

Dailey complies with all regulations, reporting and processes associated with the state’s Local Control Accountability Plans under the Local Control Funding Formula. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

Data Driven Instruction

Dailey teachers and school leaders analyze student achievement data on a continuous basis in order to identify individual student needs, trends across groups of students or classes, and longitudinal growth over time. Grade levels are provided with common planning time that they use to examine data at least monthly. The Director monitors the progress of all subgroups (particularly language learners and special education students), and patterns of academic achievement that may indicate declining progress or inequitable outcomes among subgroups. Any problematic data trends are directly addressed through meetings with staff and through the examinations of policies, practices, and or curriculum that may be contributing to declining achievement or inequities.

Data review also is used by school leaders to assess teacher efficacy in real-time, ensuring that teachers who are struggling to achieve intended outcomes in specific subject areas, or with specific students, receive targeted training, support and professional development to improve their teaching practices.

Assessments Administered

Assessments are ongoing and varied to ensure overall mastery. The purpose of assessing what has been learned is to: determine what the student knows and understands about the world (academic content); inform and differentiate teaching and learning; monitor student progress in terms of the CCSS and Learner Profile; provide feedback to teachers, students and parents; monitor the effectiveness of the program; and inform the professional learning of teachers. These various assessments allow Dailey to gauge the student progression of the CCSS content and anchor standards.

Dailey Charter uses a variety of assessment tools and contracts with the District to access and use available student achievement data bases (e.g., Parent Portal, EduText, ATLAS Mobile, etc.). Dailey will continue to utilize comparison data (as applicable) with Fresno Unified as its authoring agency in order to provide a benchmark for student achievement. Dailey also monitors student progress in academic achievement through grade level created summative assessments that are written to align to the IB units of study and the

CCSS. These assessments are measured through the use of rubrics and checklists that are written in conjunction with the summative assessments. The use of rubrics and checklists allows teachers and students to analyze growth through a lens that sees several components to an assignment (e.g., conventions, subject area content, written language, etc.). This data is then used to ensure that teachers are implementing the appropriate instructional strategies to meet the needs of all students. Dailey will continue to work in conjunction with FUSD to assign student identifiers and all appropriate information will be reported to the California Department of Education per the California Longitudinal Pupil Achievement Data System (CALPADS).

Table 39: Assessments Administered at Dailey Charter.

Assessment	Population Assessed	Frequency
ELPAC	EL Students	Annually
Common Assessments	Grades K - 5	Weekly
Summative Assessments	Grades K - 5	6 times per year
On Demand Writes	Grades K - 5	4 times per year
Affirm Math Assessments	Grades 2 - 5	12 times per year
IB Exhibition	Grade 5	Annually
Fitnessgram	Grade 5	Annually
Northwest Evaluation Association MAP	Grades K – 2 Grades 3-5	3 times per year 2 times per year
NWEA Fluency Assessment	Grades K-3	2 times per year
Parent-Family Survey	Grades K - 5	Annually
SBAC	Grades 3 - 5	Annually
California Science Test (CAST)	Grade 5	Annually
Student Portfolio	Grades K - 5	Annually

In addition to the above assessments, teachers use a range and balance of school-based assessment strategies and feedback techniques, including: writing samples, structured observations, anecdotal records, performance tasks, rubrics or guiding descriptors, and student/teacher/parent conferences and portfolios of student work. Portfolios are a method of documenting student learning every six weeks and progress through the curriculum for the duration of their time at Dailey. Students select material for inclusion in an individual portfolio, which may include: samples of the student’s work showing development over time, information about any IB based extracurricular achievements undertaken by the student, and self-assessments carried out by the student. These varied and frequent assessments provide effective means of recording students’ responses and performances in real-life situations where there are genuine problems to solve. These authentic assessment strategies will be used in conjunction with other forms of assessment, such as standardized tests, in order to assess both student performance and the effectiveness of the PYP.

Another form of assessment is through parent, student and teacher reflections. In the middle and at the conclusion of each unit, parent and student reflections provide teachers with examples of the student’s extended learning at home and what the student’s learning was during the course of the unit. Teachers also complete unit reflections with their grade level colleagues and IB Coordinator. This provides time to assess

what students were most interested in, inquiries that were created by students and implemented in class and how curriculum matched to the instructional strategies chosen to teach the standards in the units of study. It also provides teachers an opportunity to revise and make adjustments for the following year with that particular unit of study in order to best serve student learning.

Teachers assess students on both the IB Standards and Practices and grade level standards. Assessments include quizzes, culminating tasks (6 per year), performance tasks, quick writes, student-led presentations, essays, open-ended questions and responses, teacher-made tests that require students to explain their thinking/reasoning/process. Teachers also assign projects that require students to demonstrate their learning and understanding through synthesizing and analyzing concepts. Students regularly participate in discussions or text-talk time which helps students collaborate before they are formally assessed. Student discussions provide teachers an opportunity to evaluate student understanding. Students also learn how to appropriately critique themselves and peers in kindergarten through fifth grade. Students provide each other both verbal and written critique on a daily basis. This information is then used by students to improve their work and or end product.

Assessing the process of inquiry as well as the result of inquiry is recognized as an important objective of the PYP. Teachers, therefore, record the detail of the inquiry initiated by the students in order to seek an increase in substance and depth. In particular, teachers will consider whether:

- The nature of the students' inquiry develops over time; whether they are, in fact, asking questions of more depth, which will continue to enhance their learning substantially
- Students have gained awareness that real problems require solutions based on the integration of knowledge that spans and connects several subject areas
- Students are mastering skills and accumulating a comprehensive knowledge base in order to conduct their inquiries successfully and find solutions to problems
- Students are demonstrating both independence and an ability to work collaboratively
- Student progression within the IB PYP will be measured quarterly utilizing the IB Learner Profile Report Card

Culminating IB PYP Exhibition

Fifth grade students who are in their final year of the PYP program are expected to carry out an extended, collaborative inquiry PYP project, known as the Exhibition, under the guidance of their teachers and mentors. The exhibition is a culminating activity that transitions 5th graders from the PYP program, into the

6th grade IB MYP program. Students review evidence from every unit throughout their PYP education (Kindergarten – Fifth grade) to identify local and global issues that are of interest to them. Students select a topic that they are passionate about and perform four to six weeks of research. During this time groups are crafting central ideas, lines of inquiry, and essential questions that help guide their research and development of an action plan. Each group takes a form of action within the community. Students present their learning and action to the community during the night of Exhibition. Students facilitate a learning environment for fifteen minutes that engages, informs, and inspires their audience. It is an opportunity for students to exhibit the Attributes of the Learner Profile that have been developing throughout their engagement with the program. Student assessment outcomes are reviewed on a continuous basis by exhibition mentors on both

an individual basis and at grade level meetings. Dailey's exhibition goal is for student led conferences with parents to monitor the progress of the Exhibition project. The results of student assessment will be used to guide differentiated instruction, revise classroom/school strategies, and provide support to students as appropriate. The IB Exhibition is a student's culminating assessment of the entire educational program at Dailey Charter.

Element D: School Governance

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” Ed. Code Sec. 47605(c)(5)(D).

Non-Profit Public Benefit Corporation

Dailey Elementary Charter School is a directly funded independent charter school that is operated by Fresno Innovative Charter Schools, Inc., a California Public Benefit Nonprofit Corporation pursuant to California law (“nonprofit corporation”).

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(d), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law. The nonprofit corporation and the Charter School shall hold harmless and indemnify the Board of Directors and the Charter School administration to the extent permitted by law. The nonprofit corporation shall hold harmless and indemnify the Fresno Unified School District from any liability claim or demand.

Attached, as Appendix E, please find the Articles of Incorporation, Bylaws and Conflict of Interest Code.

Board of Directors

All corporate affairs are governed by a Board of Directors, in accordance with its adopted bylaws, which shall be consistent with the terms of this charter. The Board of Directors strongly supports the educational program at Dailey and has demonstrated the ability to be fiscally solvent in order to continue long-term funding of the current educational program.

The Board shall have seven (7) directors, unless changed by amendments to the Bylaws, and all directors shall be designated by the existing Board. The Board of Directors composition is as follows: the current Superintendent of FUSD or his/her designee from the FUSD District Office; and two representatives from the FUSD School Board. These two representatives must be active FUSD School Board members at the time of their appointment to the FICS, Inc. Board and will be appointed by the FUSD Board on an annual basis. The four additional Board members are representatives from the community. Up to two of these four representatives from the community must be a parent/guardian of a school-age child attending an IB school in Fresno. The other representatives from the community are to be any individual with a focus in fundraising, finance, education, legal, and marketing. The Charter School, including its corporate officers, employees, and Board Directors shall comply with Government Code Section 1090 *et. seq.*, as set forth in Education Code Section 47604.1.

The Board of Directors acts as the governing body of the public benefit nonprofit corporation and the Charter School. The Board of Directors and the employees of the Charter School comply with all applicable conflict of interest laws applicable to charter schools, including but not limited to the provisions of the Political Reform Act, Government Code section 1090, *et seq.*, as set forth in Education Code Section 47604.1, Corporations Code conflict of interest rules, and any charter school-specific conflict of interest laws or regulations. The Charter School and the Charter School Board shall comply with the California Public Records Act (Government Code §§ 6250 *et. seq.*).

The Fresno Unified School District, as the chartering authority, provides additional oversight of the operations of the school through the charter review process. Governance, policy-making authority, and fiduciary responsibility for the nonprofit corporation and the Charter School rests with the Board of Directors. The Charter School is deemed a “school district” for the purposes set forth in Education Code section 47612(a), in accordance with Section 47612(c).

Board Duties and Responsibilities

The Board of Directors directs the school administration and staff in the daily operation of the Charter School, and is solely responsible for all aspects of the budgeting, accounting, payroll, purchasing, and debts or obligations incurred. Directors may also be appointed to serve on various executive committees for the nonprofit corporation and on any special committees formed to develop bylaws and policies.

Directors appointed to this board must share the:

- Dedication to furthering the vision and mission of the nonprofit public benefit corporation and Dailey Elementary Charter School;
- Willingness to volunteer for board committee appointments and contribute to assigned tasks;
- Ability to work as a constructive member of a team;
- Expectation that all children can and will excel as demonstrated by high academic achievement;
- Knowledge, experience and interest in governance of the charter corporation and Dailey Elementary Charter School.

Board Director duties shall include:

- Approval of all bylaws and policies established to guide the daily operations of the nonprofit corporation and the Charter School;
- Approval of all changes to the bylaws and policies;
- Approval of all actions in the daily operations of the nonprofit corporation and the Charter School as specified in the bylaws and policies to be established;
- Periodic review of the academic progress of students;
- Periodic review of the fiscal expenditures and financial status of the Charter School and the nonprofit corporation;
- Periodic review of the progress toward the implementation of the Charter School’s mission and vision;
- Hiring and evaluating the Executive Director;

- Hiring of all employees of the Charter School after consideration of a recommendation by the Executive Director;
- Approving and monitoring the Charter School's annual budget;
- Acting as fiscal agent. This includes the receipt of funds for the operation of the school in accordance with charter school laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contracting an external auditor to produce an annual financial audit according to generally accepted accounting practices;
- Development or approval of Board policies and procedures as deemed necessary;
- Participation in the dispute resolution procedure and complaint procedures when necessary;
- Approval of any changes or revisions to the charter.

Regular meetings of the Board shall be held in accordance with Board adopted calendar approved during the annual meeting. A Board director shall not vote or participate in a discussion relating to a matter in which he/she has a direct personal financial interest. The Board may execute any powers delegated to it by law and shall discharge any duty imposed by law upon it and may delegate to an employee of the school any of those duties. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated.

The Charter School Board meetings shall be conducted in accordance with and pursuant to the Ralph M. Brown Act (Brown Act) (California Government Code §§ 54950-54963), Education Code Section 47604.1(c), and applicable open meeting laws.

Board Agreements

Additionally, all Board Directors are held to the following Board Agreements, which are reviewed annually and adjusted as needed.

- Attend FICS Board meetings on a regular basis
- Be engaged during Board meetings
- Understand and demonstrate the qualities of the Learner Profile
- Hold Dailey accountable for high academic and behavioral expectations
- Support the IB continuum
- Create policy in alignment with the IB philosophy
- Attend Dailey events on a frequent basis
- Visit classrooms on a frequent basis
- Communicate opportunities to Executive Director regarding; business partnerships, grants, publicity opportunities, etc.
- Be a public supporter of Dailey Charter: Able to speak on behalf of the Charter School and program

Board Meeting Structure

At each Board Meeting, the Board receives information regarding the Charter's operational functions, finances, and policies, as stated above. In addition, the Board hears student presentations (approximately 4

– 6 students) regarding their learning from their current unit of study. The Board also hears the Executive Director’s report, including but not limited to, discussion on classroom instruction, IB units of study, CCSS implementation, special events, extended learning, parent trainings / meetings, and Specialty class instruction. Furthermore, the Board receives training and information regarding IB implementation and program components, teaching practices, curriculum development, and staff training updates. There is also always an opportunity for community comments. Meetings are typically 1-2 hours in length.

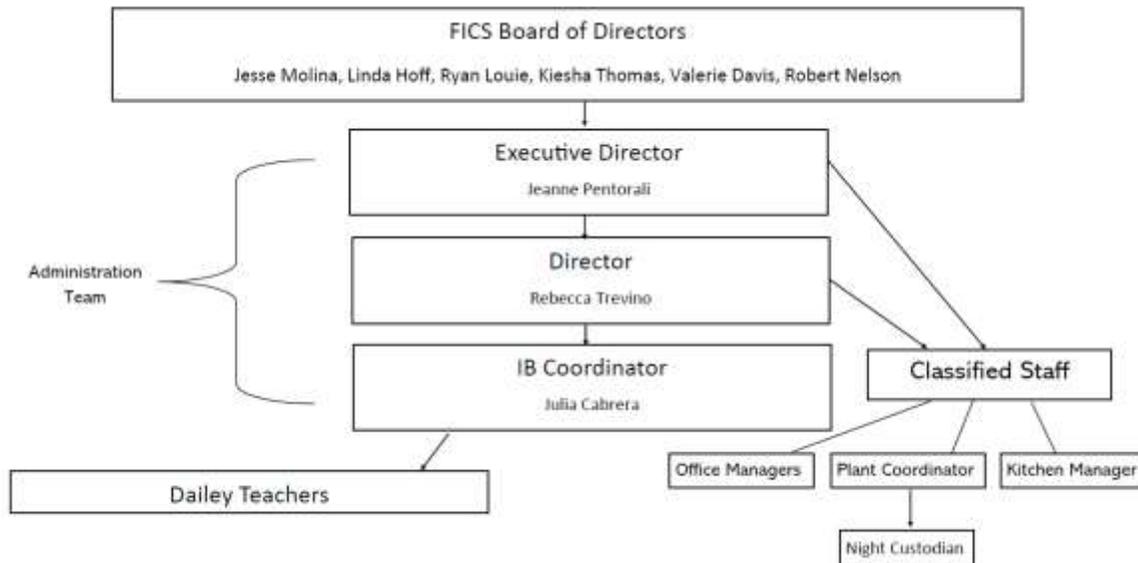
Executive Director

The Executive Director is responsible for overseeing all school operations and providing leadership and vision for the Charter School. While the Board “monitors” the Executive Director “acts”. In general, the Executive Director is hired by the Board and is then expected to run the Charter School as effectively and efficiently as possible and to develop or carry out programs that support the vision of the Charter School. The Executive Director may be given authority by the Board to act as its designee in certain select functions.

A list of responsibilities includes, but is not limited to, the following:

- Supervise, motivate and reward faculty and staff performance.
- Coordinate student recruitment and retention efforts.
- Ensure student progress and respond to parent inquiries.
- Monitor academic progress, standardized testing, and student advising.
- Oversee curriculum and compose annual reports.
- Report to and work with the Governing Board.
- Manage fiscal and human resources, grounds, and facilities.
- Serve as liaison with the community.
- Approve fiscal expenditures.
- Recruitment and hiring of the highest caliber staff members
- Hire and retention of staff members
- Recommend release of staff members.

Figure 6: Dailey Organizational Chart



Parent Involvement

Parent involvement is a valued and necessary part of the school program. Admission to Dailey Charter requires a long-term commitment from both parents and students to the Charter School's mission and vision, goals, policies and procedures. Dailey Charter sees learning as a partnership between students, parents and the school.

Parents are expected to:

1. Maintain regular contact with the Charter School
2. Share books with children, reading to their children or listening to their children read; minimum of 30 minutes per day
3. Support the child's language learning efforts
4. Assist and support the child's research projects
5. Attend student led conferences, school events, Director's Chat
6. Provide an appropriate setting for completing homework
7. Follow all policies and requirements, stated and parent initialed, in the new and continuing enrollment paperwork

The Dailey Charter Parent Volunteer Committee is comprised of Dailey parents who are taking an active role in the Charter School's activities. The Parent Volunteer Committee meets directly after the Director's Chats to assist with running school activities. They will also serve as room parents if needed. However, while the Charter School may encourage parental involvement, it shall also notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.

Director's Chats provide parents the opportunity to hear the Executive Director's report from the most recent Board Meeting. Other topics are presented as well, such as testing information, safety updates, volunteer opportunities, Q&A, and parent trainings.

Parents are also invited to attend Board Meetings to hear Student Presentations, Executive Director's Report, Open Session items, or to share in the public comments section. Parents of students who are presenting to the Board of Directors also attend the Board Meeting to hear their child's presentation.

Additionally, Dailey's second LCAP goal is Parent and Community Engagement Around Student Achievement and Attendance, which states:

- Parents and community members are engaged and work within and across schools to support student learning.
- Measurement will include data from the annual parent survey

Please see the "Parent Involvement" section in Element A for an additional description of parent involvement and engagement at the Charter School.

Element E: Employee Qualifications

“The qualifications to be met by individuals to be employed by the charter school.” Ed. Code Sec. 47605(c)(5)(E).

All employees shall be employees of Fresno Innovative Charter Schools, Inc., an equal employment opportunity employer. Unlawful discrimination or harassment on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military or veteran status or any other characteristic protected by state or federal law is strictly prohibited.

Employees’ job duties and work basis are negotiated in individual employment agreements, and general job descriptions have been and will be developed for each staff position in alignment with this charter petition. FICS, Inc. is committed to recruiting and hiring a community of professionals who are dedicated to the education of all students and the mission of the Charter School.

Dailey Charter is a school of choice, and no employee will be forced to work at Dailey or any other charter school operated by Fresno Innovative Charter Schools, Inc.

FICS, Inc. complies with all applicable state and federal laws regarding background checks and clearance of all personnel, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony, as outlined in Element F below. The Charter School complies with all state and federal laws concerning the maintenance and disclosure of employee records. The Charter School complies with all applicable state and federal mandates and legal guidelines, including the ESSA.

Instructional Staff

Dailey Elementary Charter serves students in Kindergarten through Fifth grades.

Table 40: Number of Classes Per Grade Level and The Number Of Teachers.

Grade Level	Number Classrooms	of	Number of Classes	Number of Teachers
Kindergarten	3		3	3
First	3		3	3
Second	3		3	3
Third	3		3	3
Fourth	2		2	2
Fifth	2		2	2

Teachers

The Charter School shall ensure that all teachers, hold the California Commission on Teacher Credentialing certificate, permit, or other document required for the teacher’s certificated assignment, including English Learner authorization. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing

board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment.

Each student will be assigned to a “teacher of record” who is responsible for overseeing the student’s academic progress and who monitors and is responsible for all grading and matriculation decisions as specified in the Charter School’s operational policies. The Charter School will maintain a current copy of teacher certificates on file and ready for inspection. In addition, all teachers are committed to the concept of Dailey’s PYP program.

Administrative Staff

Dailey’s administrative staff employs an Executive Director and Director, and IB Coordinator who are responsible for overseeing all school operations and providing leadership and vision for the Charter School. The Executive Director oversees all of the school business operations and running of the charter. In addition, all administrators carry out duties such as; facilitate professional learning opportunities, provide instructional coaching, work with parents, monitor curriculum, and monitor student learning. These individuals are selected based upon sufficient experience, appropriate training, leadership skills, vision and energy to work with the students, the parents/guardians, the staff, and the Board to lead the Charter School successfully.

Non-Instructional Staff

Non-instructional staff are utilized to maintain the smooth daily operation of the Charter School. The office is maintained through two full-time Office Managers. In addition, a Librarian, Health Aid, Plant Coordinator, Night Custodian, and Food Services Manager are employed. All staff have the background and experience to work in their respective positions and are trained in charter operations.

Recruitment, Selection, and Professional Learning

Notices of employment opportunities are posted on professional education web sites (EdJoin), the Charter School’s web site, recruitment outreach, and disseminated by word of mouth. Dailey Elementary Charter School partners with California State University Fresno, and Fresno Pacific University for purposes of recruitment.

The Charter School strives to hire staff that is representative of the community to be served and that is committed to the ideals and expectations of the International Baccalaureate Organization. Prospective teachers go through a rigorous selection process. Applicants are interviewed in a leveled system: 1) Teacher panel and Director interview, 2) Applicants are observed teaching a lesson, 3) Applicants are taken on a tour of the school and into several classrooms to see what will be expected as a teacher at Dailey, 4) Reference checks, 5) Executive Director (ED) interview, 6) Board approval based on ED recommendation.

Instructional staff are selected based upon the following key skills, attributes and abilities that include, but are not limited to:

Curriculum and Instruction

- Passion for the International Baccalaureate mission and its Primary Years Program curriculum

- Provide quality, well-planned instruction that engages students and delivers results
- Teach and hold students accountable for the school's culture and standards for behavior
- For students with special needs, work to ensure that all IEPs and student needs are met both within and outside of the classroom
- Be present and willing to work above and beyond during the school year, including 2-4 weeks during the summer to ensure that all students are on track with the IB curriculum

Data, Reflection, and Continued Learning

- Ensure compliancy with state requirements
- Participate in coaching and professional growth opportunities
- Collaborate closely with others to align curriculum across subjects
- Be driven to improve own and others' instructional practices and share best practices
- Meet with Administration to provide student progress update and curriculum feedback

School Culture and Professionalism

- Help to envision and create a foster a positive learning environment and exhibit positive rapport with students, parents and staff
- Hold high expectations for each student
- Model the values of FICS and setting the standard for professional behavior
- Participate actively in faculty and staff meetings
- Participate actively in professional learning community activities, both on-site and off-site

Commitment for Excellence

- Be willing to engage in other after-school or weekend activities with students
- Any additional duties as assigned by the Executive Director and / or Director in furthering the school's mission and vision
- Be prepared to take all necessary measures to ensure that all students excel

Comprehensive professional learning is provided and supported for staff to maintain and upgrade their skills. The Charter School was authorized as a Primary Years Program from the International Baccalaureate Organization ("IBO") in April 2013 and reauthorization occurred in the 2016-2017 school year. Dailey's second evaluation will take place in the 2021-2022 school year. In addition to site professional learning, staff also participates in training provided by the IBO. All employees receive training covering sexual harassment, mandated child abuse reporting, health and safety procedures, school safety plan, community resources, and referral processes.

Onboarding New Staff

Teachers new to Dailey also receive specialized professional development in IB and CCSS strategies. This is to provide additional support in their "onboarding" into the culture of Dailey. New teachers meet monthly (or more as needed) with the Director and IB Coordinator to review past professional development, answer questions, complete classroom observations of CCSS practices and strategies, and IB unit planners /

instruction. Additionally, new teachers have mentors that will assist them in their transition to teaching at Dailey and will work in conjunction with the Director to provide ongoing support and ensure success.

Teacher Evaluation

The Executive Director and Director complete formal evaluations twice a year, once at Mid-Year in January and an End-of-Year evaluation in June. Both evaluations are comprised of data based on the following:

- Formal observations
- Informal observations
- Conferences
- Student Work
- Lesson Plans
- IB Unit Planners
- Technology use
- Communications
- Reflections
- Website
- Parent Communications
- Extracurricular Participation
- Documentation
- Classroom environment in support of student learning

Teachers also receive on-going classroom observation feedback via email and / or conferences that encompasses literal notes, reflective questions, strategies / suggestions, and comments.

Element F: Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.”

Ed. Code Sec. 47605(c)(5)(F).

Dailey Charter works closely with Fresno Unified School District, the California Risk Management Authority (“CRMA”) and Non Profit Insurance Alliance of California (“NIAC”) to provide a safe environment for its students and employees. Each year, Dailey Charter provides an update of its comprehensive safety plan to Fresno Unified School District. Dailey Charter works with the risk management department at Fresno Unified School District in cooperating on issues of campus safety. Dailey Charter also works with appropriate agencies to ensure the safety of its campus (e.g., Fresno Police Department, Fresno Unified Safety Office). The District’s Maintenance Operations assists Dailey Charter in making repairs to the facility in a timely manner through contracted services. The California Risk Management Authority guides Dailey Charter in providing appropriate liability coverage and recommendations for procedures and policies to maintain our safe environment.

Dailey Charter will comply with all California guidelines regarding health and safety practices, including, but not limited to: 1) seismic safety (structural integrity and earthquake preparedness), 2) natural disasters and emergencies, 3) immunizations, health screenings, administration of medications, 4) drug, alcohol and tobacco use, 5) staff training on emergency and first aid response, and 6) child abuse reporting. The school safety plan will be reviewed and updated annually by March 1 of each year. Provisions for maintenance of the facility in safe conditions will comply with statutes governing health and safety requirements.

Staff Responsibilities

All employees are responsible for their own safety, as well as that of others in the workplace. Dailey Charter will rely upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees will report any unsafe conditions or potential hazards to their supervisor immediately. If an employee suspects a concealed danger is present on Dailey Charter premises, or in a product, facility, piece of equipment, process, or business practice for which Dailey Charter is responsible, the employee will bring it to the attention of a school administrator immediately. Employees will be encouraged to report any workplace injury or accident to administration as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

Criminal Background Checks

Employees and contractors of Dailey Charter will be required to submit to a criminal background check and finish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Volunteers who volunteer outside of the direct supervision of a credentialed employee are asked to be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Dailey Charter will comply with the provisions of Education Code 44237 and shall require that each applicant for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary from the Department of Justice and the Federal Bureau of Investigation. This requirement is a condition of employment. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1.

The Executive Director shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Board Chairperson shall monitor the fingerprinting and background clearance of the Principal.

Immunizations and Screenings

All enrolled students will be required to provide records documenting immunizations to the extent required for enrollment in non-charter public schools, pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. Records of student immunizations shall be maintained at the Charter School.

All enrolled students will be screened for vision, hearing, and scoliosis to the same extent as would be required of the pupils attended a non-charter public school. The Charter School will adhere to Education Code Section 49450 *et seq.* as applicable to the grade levels served by the Charter School.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis (TB) prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Facility Safety

Dailey Charter shall comply with Education Code Section 47610 by utilizing facilities that are compliant with the State Building Code. Dailey Charter agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facility to ensure that they are maintained in an operable condition at all times.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day.

School Safety Plan

The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents

Policies for Response to Natural Disasters And Emergencies

Dailey Charter has a crisis response plan delineating the roles of administrators, staff, and teachers, for fires, earthquakes, bomb threats, and other crisis. This plan will be updated and reviewed by all personnel annually.

Staff Responsibilities

All employees are responsible for their own safety, as well as that of others in the workplace. Dailey relies upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees are required to report any unsafe conditions or potential hazards to their supervisor immediately. If an employee suspects a concealed danger is present on the premises, or in a product, facility, piece of equipment, process, or business practices for which Dailey is responsible, the employee will bring it to the attention of their supervisor or Director immediately and will contact the Executive Director regarding the problem.

Employees are required to report any workplace injury or accident to their supervisor as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

Periodically, FICS, Inc. may issue rules and guidelines governing workplace safety and health. All employees will familiarize themselves with the rules and guidelines, as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated.

First Responder Training

All instructional and administrative staff receive training in emergency response, including appropriate “first responder” training or its equivalent. Additional training is provided as needed.

Blood Borne Pathogens

Dailey Charter shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Administration of Medications

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing school staff to administer medication. Designated staff will put medications in a locked cabinet or refrigerator as needed for medications requiring refrigeration. Designated staff will log times of administering medications for each student ensure that medications are dispensed at the appropriate times. Designated staff will call students to receive medications at the appropriate times if needed.

The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Drug and Alcohol and Smoke Free Environment

Dailey Charter shall function as a drug, alcohol and smoke free environment.

Mandatory Child Abuse Reporting

All employees will be mandated child abuse reporters and will follow all applicable reporting laws. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

Dailey Charter is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the school site and in public areas at the school site that are accessible to, and commonly frequented by, pupils.

Bullying Prevention

The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Auxiliary Services

The Charter School staff conduct annual reviews to ensure all auxiliary services are safe by developing appropriate policies and awareness training.

FERPA

FICS, Inc., employees and officers, will comply with the Family Educational Rights and Privacy Act ("FERPA") at all times.

Student Records

Dailey will adhere to procedures related to confidentiality and privacy of student records. Dailey keeps student records in a locked file cabinet to which only designated staff have keys, in accordance with policies. Student special education files are kept in separate locked cabinets to which only staff designated to have access have keys. Electronic student information systems use password protected accounts to ensure the same limits on access to student files. In the event that a student enters the school upon transfer from an existing district school, the student's records are requested from the respective district.

Element G: Student Population Balance

“The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school.” Ed. Code Sec. 47605(c)(5)(G).

Dailey Elementary Charter School is located in the heart of the City of Fresno and the Fresno Unified School District boundaries. Dailey serves students from an ethnically diverse background. Dailey continues to serve a larger percentage of students within the District boundaries, including over 50% of students from within a two-mile radius of the Charter School (Table 36).

Table 41: Student District of Residence From 2013-2014 and 2018 – 2019.

	2013-2014	2018 – 2019
Neighborhood Students	59%	54%
Students within FUSD Boundaries	81%	78%
Outside of District	19%	21%

The student enrollment at Dailey Charter is reflected below (Tables 42 and 43). The purpose of the recruitment plan and outreach efforts is to provide equitable access for all students and to recruit students from diverse backgrounds to the school. Recruitment efforts are made throughout the school year. Banners advertising that the school is a free, public, K-5th school are posted on all fences with the school’s phone number during the summer and spring months. In the fall banners advertising school tours are posted, and in the spring banners advertising open enrollment and Community Night are hung. Flyers are placed in local businesses, daycares, and after school programs that are located within a five-mile radius of the school. In the spring admission applications are also placed in local business, daycares, and preschools. During open enrollment flyers are delivered to homes within a two-mile radius of the school. School tours are given throughout the school year at different times and days in order to accommodate a variety of work schedules. The school’s marquee also advertises school tours and open enrollment. Dailey also has three social media accounts that are used as a form of recruitment. Pictures, videos, and other school information is posted on a regular basis to gather people’s interest. In addition, Dailey will be using sponsored advertisements on these platforms. The school also has an active website that is updated regularly with school information. A video has been created that has students, parents, and staff members sharing why they love Dailey. The staff and Dailey Families participate in community events such as hosting a meal at Terry’s House, maintenance work at Woodward Park, Zoo Boo, Wreaths Across America, and participating in local parades

in order to get the school's name out across the community. Dailey shirts and sweatshirts have also been made available for students and adults. During open enrollment Dailey hosts a Community Night event where interested families can meet the staff, tour the school, have support in completing the admission application, and speak to current Dailey families. In addition, application and enrollment applications are available in English, Spanish, and Hmong. The Charter School's ethnic and racial balance has remained steady for the past three years.

Table 42: Impacts of Outreach Efforts on 2019-2020 Enrollment

Outreach Effort	Number of Applicants
Word of Mouth	138
Website	50
School	16
Flyer	2
Area	15
Driving	25
Other	11

Table 43: Demographic Data From 2014 - 2015 to 2019 – 2020 in Comparison to Fresno Unified.

Ethnicity	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	FUSD 2018-2019
Hispanic	46%	47.1%	50.1%	48.7%	53.6%	68.4%
White	35.9%	36.2%	32.9%	31.2%	26.8%	9.2%
African-American	8%	6.6%	5.1%	5.8%	5%	8.2%
Multiple Races	5.9%	5.7%	5.4%	7.0%	7.4%	2.2%
Asian	3.2%	2.9%	4.4%	4.3%	4%	10.6%
Pacific Islander	0.5%	0.9%	1.0%	1.8%	2%	0.4%
Filipino	0%	0%	0.8%	1.0%	1.0%	0.4%
American Indian or Alaska Native	0.5%	.06%	0.3%	0.3%	0.2%	0.6

Table 44: Special Populations Data from 2014-2015 to 2019-2020

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	FUSD 2019-2020
Unduplicated Count	35.9%	35.3%	34.7%	38.4%	40.69%	N/A	84.5%
Special Education	1.3%	0.9%	1.5%	2%	4.5%	5%	10.5%
English Learners	6.6%	4.3%	6.7%	5.3%	5.3%	6.4%	18.1%

Dailey continuously strives and seeks opportunities to recruit and build diversity in student populations through hosting community events, Dailey website and social media outlets, and word of mouth.

The International Baccalaureate Organization and Dailey Charter value language diversity. Cultural diversity is celebrated and respected throughout the school with several cultural events held during the year, including International Mother Tongue Day. The first LCAP goal for Dailey is:

- High Enrollment of Central Fresno Students
 - Parents/guardians of Central Fresno children enroll at Dailey as their first choice because of the high-quality educational program, a positive school climate, and student achievement results.
 - This will be measured in the growth of Central Fresno students attending Dailey.

Element H: Admission Policies and Procedures

“Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e).” Ed. Code Sec. 47605(c)(5)(H)

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

Dailey Elementary Charter School is an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) Enrollment shall be open to any resident of the State of California. Dailey Charter enrolls all pupils who wish to attend to the extent that space allows. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools.

If the number of students who wish to attend the school exceeds capacity, entrance shall be determined by single random public drawing in accordance with Education Code 47605(e)(2) and all applicable federal requirements. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Dailey ensures that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youth.

Dailey Charter shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admissions or enrollment. It does not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, or as a condition of admission or enrollment. It may request information necessary to apply specific admissions preferences set forth in this charter.

No test or assessment shall be administered to students prior to acceptance and enrollment into the school. Post-matriculation, various assessments may be administered to further determine readiness or maintenance of the said grade. Post-matriculation testing is done for all students.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as

determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Public Random Drawing

Dailey Charter has established an annual recruiting and admissions cycle, which includes reasonable time for all of the following: (1) outreach and marketing; (2) information sessions for students and parents; (3) an application period; (4) a lottery, if necessary; and (5) enrollment. The Charter School may fill vacancies or openings that become available after this process using either a waiting list or any other non-discriminatory process.

Dailey uses a standardized application form required of all prospective students. Included with the application form is an information sheet detailing the educational philosophy and other information about Dailey, along with details about the lottery procedures and timing (if necessary).

Admission Process and Open Enrollment

In order to be included in the admission lottery (if a lottery is necessary), families must submit an Admission Application form by the stated deadline that includes the student's name, grade, birthday, and contact information for the family. Application materials are available in English, Spanish, and Hmong. All interested families are required to submit a completed Admission Application directly to the Charter School before 4:30 p.m. on the date of the annual deadline, which will be clearly indicated on the form and in all communications and notices (websites, flyers, etc.). Submitted Admission Applications will be date- and time-stamped and student names will be added to an application roster to track receipt.

The open application period is advertised through flyers, posters in prominent locations throughout the community, during informational meetings for parents, and announced on the Charter School's website and social media pages.

Following the open enrollment period, applications are counted to determine if any grade level has received a number of applications that exceed available seats. If the number of students who have applied for any grade exceed capacity as of the date of the application deadline, the Charter School will hold a public random lottery to determine enrollment for the impacted grade level(s). In the event there are fewer Admission Applications submitted than spaces available for a particular grade as of the application deadline, all applicants will be admitted and sent Enrollment Packets; the Charter School will continue to conduct outreach.

All admission timelines will be subject to annual review and adjustments by the Board of Directors to meet the needs of the Charter School while providing ample time for applicants. Changes will be reflected in adopted Board policies.

Public Random Drawing Procedures

Current students enrolled in the Charter School shall be exempt from the lottery and shall be guaranteed admission in the following school year.

Admission preferences in the case of a lottery shall be given to the following students in the following order:

1. Siblings of students admitted to or attending the Charter School, including foster siblings;
2. Children of Charter School staff or Board directors
3. Residents of the District
4. All other applicants

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

No other admissions exemptions or preferences are assigned. The FICS, Inc. Board may review and revise this admission preference policy as necessary for the well-being of the Charter School.

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are drawn in order of grade level by the Executive Director-designated lottery official and recorded by a Dailey employee. Once a grade level is drawn to capacity, applications continue to be drawn for position on a wait list. Students who are not granted enrollment for the next school year remain on the waiting list until the end of the school year for which the lottery was conducted unless otherwise requested by the parent to be taken off. Non-admitted students must reapply for the following year.

Admission Applications are the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents are physically filed on campus, and lottery results and waiting lists are readily available in the Charter School's main office for inspection upon request. Each application is kept on file for the academic year with the applicant's assigned lottery number in the school database and on his or her enrollment application.

Parents are informed of lottery results in writing within 10 days of the lottery. Each student offered a space is required to complete an enrollment packet within two weeks of receiving the letter indicating that a spot is available for the student. The Charter School will hold an information session after the lottery and before the Confirmation Deadline to supply additional information and to assist families in filling out forms.

The enrollment packet is comprised of the following:

- Completion of a Student Enrollment Form
- Proof of Immunizations
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of Age Requirements

- Parent/Student Handbook
- Release of records¹

Dailey Charter staff are available to assist families in completing the enrollment forms. An orientation meeting is held during the enrollment period (between notification and the confirmation deadline) to provide parents and students with more information about the Charter School and answer their questions. Attendance is not required. Should a family decline the position, the next family on the waitlist will be contacted until the open position is filled.

Should families not submit their enrollment forms within two weeks after acceptance from a lottery (at the end of the confirmation deadline), their acceptance shall be forfeited.

Wait List

The lottery is used to determine applicants' waitlist status. Vacancies that occur during the school year will be filled according to the wait list. When an offer occurs during the school year, families are contacted in the order of the wait list and typically will be given 48 hours to decide whether or not to accept a space at the school. In the event that no such wait list exists where the space is available, the space will be made available to the next interested family at the appropriate grade level.

The wait list for the current school year remains active until Dailey's open enrollment period commences for the following year. Applications are only valid for the current year. Applicants must reapply for the lottery annually if the Charter School is unable to offer them admission for the current year. In no circumstance will a wait list carry over to the following school year.

Policies and Requirements

Upon submitting an enrollment packet, parents / guardians read and initial each section item verifying that they understand, accept, and will follow Dailey Charter's policies and expectations for continued enrollment.

- Parents understand that Dailey provides a challenging and academically rigorous IB program that moves at an accelerated pace for students ready to work at grade level and above.
- Parents will actively support their student's education and school community by attending parent conferences, school events, communicating with staff, and ensuring completion of nightly homework.
- Parents must inform the Charter School of address and contact information changes. The Charter School must be able to reach a parent/guardian/adult during school hours.
- Students will be held to strict behavioral standards. Any behavior in or out of the classroom that is disruptive to the learning environment or school culture will not be tolerated.
- Parents will hold the responsibility of reinforcing Dailey's high academic and behavioral standards and hold their children to the highest expectations of achievement.
- Parents understand Dailey Charter actively protects instructional minutes and will follow all procedures that support this policy.

¹ The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

- Students will follow the current Board Approved Dress Code policy every day without exception.
- Students will arrive at Dailey Charter by 7:40 a.m. every day prepared and ready to learn.
- Students will be picked up from Dailey Charter on time at the end of every day. Kindergarten: 1:30p.m. & 1st-5th 3:30 p.m.
- Parents and students will follow *all other* policies and procedures as outlined in the Parent/Student Handbook.

Parent / School Compact

Each year, parents, students, and teachers sign the Parent / School Compact. These are a set of agreements that each party agrees to abide by in order to ensure the success of the student.

Supporting New Students

Families that are new to Dailey receive a summer work packet that assists with skills needed for the grade in which the student is enrolling. Parents also attend a separate meeting in the spring that explains the applicable policies and procedures for the Charter School, as well as provide staff introductions. Students who transition to Dailey during the school year have the option to attend a conference with a teacher or the Executive Director prior to the student beginning class. Teachers also provide information to the parents/guardians about skills needed after observing the student in the classroom, regardless of entry time. The skills focused on are based on the IB program. Tutorial videos created by staff are also located on the Charter School's website to help parents/guardians support their students at home.

Element I: Financial Audit

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Ed. Code Sec. 47605(c)(5)(l).

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(l) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The FICS Board of Directors oversees the selection of an independent auditor and the completion of an annual audit. This audit will be conducted by an auditor with experience in educational finance, and will verify the accuracy of financial statements (including Balance Sheet, Income Statement and Cash Flow Statement), attendance and enrollment accounting practices, and review internal controls. To the extent required by federal law, the scope of the audit will be expanded to include any relevant items or processes identified by the Office of Management and Budget.

The Charter School’s audit committee will review any audit exceptions or deficiencies and report to Dailey’s Board of Directors with recommendations on how to resolve them. The Board will report to the District regarding how the exceptions and deficiencies have been or will be resolved. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process (see Element N). Annually by December 15, an audit report will be submitted to FUSD, the California Department of Education, the County Superintendent, and the State Controller. It is anticipated that the annual audit will be completed within six months of the close of the fiscal year, and that a copy of the auditor’s findings will then be forwarded to FUSD. The Dailey Board will submit a report to the District describing how the audit exceptions or deficiencies have been, or will be, resolved to the satisfaction of the District, along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Element J: Student Suspension/Expulsion Policy and Procedures

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

- (i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

- (ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
 - (I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.
 - (II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

- (iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” Ed. Code Sec. 47605(c)(5)(J).

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. Dailey Charter has developed and maintains a comprehensive set of student discipline policies and procedures for suspendable and expellable offenses as outlined in California Education Code Sections 48900, 48900.2, 48900.3, 48900.4, 48900.7, and 48915. These policies are printed and distributed as part of the Charter School’s Parent - Student Handbook, which also clearly describe the Charter School’s expectations regarding a multitude of topics including: attendance, safety, rules, consequences, and academic expectations.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School has a Zero Tolerance Policy with regards to non-discretionary suspension and expellable offenses, as outlined below.

With all other enumerated offenses listed below for discretionary suspension and expulsion offenses, in accordance with Education Code Section 48900, it is within the discretion of the Executive Director to determine whether or not a suspension and/or recommendation for expulsion is appropriate, consistent with the policy and procedures below. Students violating rules or regulations of Dailey Charter or violating state/federal law are subject to disciplinary action.

Suspended or expelled students are excluded from all school and school-related activities unless otherwise agreed upon during the period of suspension or expulsion.

The Charter School will seek to remedy misconduct, in appropriate cases, by allowing for a variety of in-house disciplinary actions that include but are not limited to: additional assignments to be completed at home and at school, loss of recess or privileges, reflection sheets, restorative justice practices, and immediate parent conferences. Dailey Elementary Charter School will contract with FUSD to administer student expulsion requests.

All students and their parents/guardians are given a revised student handbook each year that outlines all discipline policies and the consequences for violations of the policies.

Schoolwide Discipline Policies

School Rules:

1. Be on time and prepared to learn.
2. Be courteous, respectful, and cooperative.
3. Respect personal and public property.
4. Cooperate in the learning environment.
5. Use all school equipment properly.
6. Demonstrate the qualities of the Learner Profile

Fighting is unacceptable.

Disciplinary Actions:

1. Verbal warning.
2. Time out/Parent phone call by the teacher.
3. Administrative Referral: Student Conference
4. Administrative Referral: Parent Conference; restorative practices / interventions
5. Administrative Referral: Suspension
6. Serious or multiple offenses could result in a Parent Conference with Administration and/or recommendation for expulsion.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Students with Disabilities

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Involuntary Removal

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the student is being involuntarily removed and the student's right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses: Students may be suspended for any of the following acts when it is determined the pupil:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.

- b. Willfully used force or violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby

causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:

- (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
- (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - v. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object, as defined in Non-Discretionary Expellable Offenses below, unless in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
- b. Brandished a knife, as defined in Education Code Section 48915(g), at another person.

- c. Unlawfully sold any controlled substance, as defined in Health and Safety Code Sections 11053-11058.
- d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force or violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

- p. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- v. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b. Brandished a knife, as defined in Education Code section 48915(g), at another person.
- c. Unlawfully sold any controlled substance, as defined in Health and Safety Code Sections 11053-11058.
- d. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason

including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Executive Director or Executive Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the pupil, or the affected pupil, a teacher shall provide to a pupil in any of grades 1 to 12, inclusive, who has been suspended from school for two or more schooldays, the homework that the pupil would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the pupil either upon the pupil's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Charter School Board following a hearing before it or by the Charter School Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the pupil nor a member of the Charter School Board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the pupil has committed an expellable offense.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. Consistent with Education Code section 47605(b)(5)(J), the notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Expulsion Hearing

The Charter School may contract with Fresno Unified School District (“FUSD”) to administer the expulsion hearing of a student. If the Charter School contracts with FUSD to administer the expulsion of a student, FUSD shall follow the procedures set forth herein and make a recommendation to the neutral and impartial Charter School Board, which shall make the final determination of whether to expel.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

H. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

I. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board, which will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel or Board decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

J. Written Notice to Expel

The Executive Director or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board’s adopted findings of fact, to the student and/or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

L. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

M. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

O. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

P. Notice to the District of Residence

If a pupil is expelled or leaves Dailey Charter without completing the school year for any reason, Dailey Charter shall notify the superintendent, or designee, of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, a report card and health information.

Q. Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or the District would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element K: Retirement System Coverage

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Ed. Code Sec. 47605(c)(5)(K).

All eligible staff will receive coverage by the State Teachers’ Retirement System (“STRS”), Public Employees’ Retirement System (“PERS”), and/or federal Social Security as appropriate. Dailey Elementary Charter School will contract with the District to process payroll and will make all employer contributions as required by PERS, STRS, Social Security, unemployment insurance, health insurance, and any other payroll obligations.

Element L: Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Ed. Code Sec. 47605(c)(5)(L).

Enrollment at Dailey Elementary Charter School is voluntary; no student may be required to attend the Charter School. A student who resides within the District who chooses not to attend Dailey, may seek to attend either the local public school in the student’s attendance zone, or other charter schools, or pursue an inter-district transfer in accordance with applicable enrollment and transfer policies of the District. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

As reflected in the school’s LCAP plan, Goal 2 focuses around attendance as well:

- Demonstrated growth in attendance rates
- Decrease in tardies

Dailey’s attendance policies are designed to provide early intervention and supports to students not adhering to Education Code policies as outlined below:

- Initial “truancy” is defined as three (3) or more absences from school within a single school year (Education Code section 48260)
- Habitual “truant” is defined as six (6) absences or tardies without a valid excuse for thirty (30) minutes on six (6) separate occasions
- Excessive excused absences are considered as truant
- Requirements of enrollment at Dailey Charter include no more than 3 absences or tardies per year

Table 45: Attendance Concerns Steps and Consequences.

ATTENDANCE PROCESS	CONSEQUENCES
Step 1: 2 or more Tardies / Unexcused absences	Attendance notice sent to parents
Step 2: Continued Attendance concern	Attendance notice sent to parents Phone conference / Meeting with school official
Step 3: Attendance has not improved	Attendance notice sent to parents Student Attendance Review Conference (SARC) with Administration
Step 4: Attendance has not improved	Attendance notice sent to parents Student Attendance Review Conference (SARC) with Administration
Step 5: No improvement of attendance	Attendance notice sent to parents

	Student released at the end of the quarter / school year
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During the phone conference and SARC meetings, parents / guardians are presented with their child(ren)'s current attendance profile that includes tardies, absences (excused and unexcused), early pick-ups, and late pick-ups. In addition, strategies for improved attendance are discussed, along with possible consequences if attendance does not improve. Dailey holds multiple phone conferences and SARC meetings in order to ensure that the parent is well-informed of their child(ren)'s attendance patterns. Weekly reports are prepared by the office indicating trends and patterns of student attendance, as well as individual students. Furthermore, attendance notices are sent to parents on a continuous basis that require a signature on the notice and again states Dailey's attendance expectations and consequences of poor attendance.

Element M: Employee Return Rights

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Ed. Code Sec. 47605(c)(5)(M).

No District employee shall be required to work at the Charter School. Employees of Fresno Unified School District do not have any automatic or special employment rights with respect to Dailey, nor do Dailey Elementary Charter employees have any automatic or special employment rights in FUSD. All employees of Dailey Charter are at-will employees.

Any FUSD teacher or other employee who leaves the employment of FUSD to accept employment with Dailey Charter will not have any automatic right to return nor will have any years of service credit, sick, or vacation time carried over, unless specifically granted by the District through a leave of absence or other agreement. Without a leave of absence approval, FUSD teachers or other FUSD employees who resign from FUSD to work at Dailey Charter and who wish to return to FUSD employment will be considered in accordance with the regular FUSD recruitment and selection process. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

Element N: Dispute Resolution

“The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.” Ed. Code Sec. 47605(c)(5)(N).

Disputes with the District

Should a conflict or dispute arise between the District and the Charter School, the parties will endeavor to resolve the conflict or dispute through negotiations between each party’s designated representative(s), the Charter School Executive Director and the District Superintendent, or their respective designees, within fifteen (15) business days from the conflict or dispute being identified.

If the negotiations do not result in a resolution of the matter, then the parties may agree to resolve the dispute utilizing third party mediation. The parties shall jointly identify a neutral third party mediator and shall jointly develop the format of the mediation session. The costs of the mediator shall be split equally between the District and the Charter School. Mediation shall be held within sixty (60) business days of the conflict or dispute being identified. If mediation does not resolve the dispute, either party may pursue any other legal remedies available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the District and the Charter School.

Notwithstanding anything in this charter to the contrary, participation in any dispute resolution procedure is entirely voluntary for FUSD to the extent the District is carrying out its oversight responsibilities, up to and including revocation of the charter. Participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the District’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations

Internal Dispute Resolution

The FICS Board of Directors have adopted policies and processes for airing and resolving internal disputes. The Board of Directors agrees to refer all complaints regarding the Charter School’s operations to Dailey’s Executive Director for resolution in accordance with the Charter School’s adopted policies. Parents, students, Board Members, volunteers and staff at Dailey Elementary Charter will be provided with a copy of the Charter School’s policies and dispute resolution process and will agree to work within it. The FICS Board of Directors shall maintain a Uniform Complaint Policy and Procedures as required by state law. Parents/guardians and students are notified of the internal dispute resolution process through the Parent / Student handbook that is distributed each year. Board members, staff, and volunteers shall also be informed of all applicable internal dispute resolution procedures. Copies of the internal dispute resolution policies and procedures, including any applicable complaint forms are available in the main office.

Element O: School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Ed. Code Sec. 47605(c)(5)(O).

The following are closing procedures that abide by California Education Code section 47605(c)(5)(O), should the Charter School close for any reason. The decision to close the Charter School will be documented by official action of the FICS Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities. In the event of such a closure action, the following steps are to be implemented:

1. Dailey Elementary Charter School and the FICS Board of Directors shall cooperate and assist the District in all matters pertaining to the closure of Dailey Charter, including, without limitation, working with the District in creating and implementing a Charter School Closure Agreement, attending meetings with the District, Fresno County Office of Education, and/or the State Department of Education, preparing a schedule of closing tasks with dates, obtaining and providing additional information and documentation, and interpreting and explaining any ambiguous records or information.
2. The FICS Board of Directors will promptly issue written notification by registered mail to parents/guardians and students of Dailey Charter, the District, the Fresno County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., State Teachers' Retirement System, Public Employees' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.
 - a. The FICS Board of Directors will ensure that the written notification to the parents/guardians and students of Dailey Charter of the closure provides information to assist parents/guardians and students in locating suitable alternative programs. The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records.
3. The FICS Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.
4. Dailey Charter shall provide written notification to FUSD of the list of returning students and their home schools, to be made promptly upon the closure action.

5. As applicable, Dailey Charter will provide parents/guardians, students and the District with copies of all appropriate student records, including grade reports, discipline records, immunization records, completed coursework, and credits that meet graduation requirements, and will otherwise assist students in transferring to their next school. The process for transferring student records to the receiving schools shall be in accordance with FUSD procedures for students moving from one school to another. Dailey Charter shall transfer student records to the receiving schools, within seven calendar days from the determination of an action to close or when parents notify Dailey Charter of the receiving school. Records of students who have not notified Dailey Charter in writing of a receiving school will be sent to the student's school of residence. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. Dailey Charter will ask the District to store and maintain original records of Dailey Charter students. All records of Dailey Charter shall be transferred to the District upon the Dailey Charter's closure. If the District will not or cannot store the records, Dailey Charter shall work with the County Office of Education to determine a suitable alternative location for storage.
6. All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.
7. As soon as reasonably practical, Dailey Charter will prepare final financial records. Dailey Charter will also have an independent audit completed within six months after Dailey Charter's closure. Dailey Charter will pay for the final audit. This final audit can also function as the annual audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Dailey Charter. The audit will be conducted using Generally Accepted Accounting Principles. The audit will be provided to the District promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.
8. Dailey Charter will complete and file any annual reports required pursuant to Education Code section 47604.33.
9. On closure of Dailey Charter, all assets of Dailey Charter, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the nonprofit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof.
 - a. Any assets originally acquired from the District or District property will be promptly returned upon Dailey Charter's closure to the District.
 - b. The Charter School shall return any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any

required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

10. On closure, Dailey Charter shall remain solely responsible for all liabilities arising from the operation of Dailey Charter. The District shall not assume, in any way, responsibility or liability for any debts, obligations, or liabilities of the Dailey Charter, including, without limitation, liability for any and all claims, damages, losses, causes of action and demands, including reasonable attorneys' fees and costs, liability for claims of any employees for unpaid wages or other damages, liability for "start-up" loans received by Dailey Charter, "bridge" loans received by Dailey Charter, liability for personal injury or property damage, or liability to any vendors, lessors, creditors, or parents.
11. As Dailey Charter is operated by a non-profit public benefit corporation, should the corporation dissolve with the closure of Dailey Charter, the Board will follow the procedures in the non-profit public benefit corporations bylaws and as set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.
12. The Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.
13. For six calendar months from the closure action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the FICS Board of Directors will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.
14. This Element O shall survive the revocation, expiration, termination, or cancellation of this charter or any other act or event that would end Dailey Charter's right to operate as a charter school or cause Dailey Charter to cease operation. Dailey Charter and the District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should the Charter School breach any obligation under this Element O. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element O or any provision of this Element O or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Miscellaneous Charter Provisions

Budget and Financial Reports

“The petitioner or petitioners also shall be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cashflow and financial projections for the first three years of operation.” Ed. Code Sec. 47605(h).

Attached, as Appendix F, please find the following documents:

- Budget narrative
- Projected budget
- Financial projections and cash flow for five years of operation

These documents are based upon the best data available to the petitioners at this time.

The Charter School shall provide reports to the District and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, a local control and accountability plan and an annual update to the local control and accountability plan required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School’s receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the District as required by law and as requested by the District including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

The Charter School agrees to and submits to the right of the District to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the District.

Funding

Dailey Charter will receive funding pursuant to Education Code Section 47613.5 and its successor provisions and may opt to receive its funding directly from the state or through any other available mechanism. In the event that the regulations to create a charter school funding system authorized by Education Code Section 47613.5 are not adopted or not fully implemented, the District and Dailey Charter agree to take all reasonable steps to ensure that the Charter School is funded pursuant to the principles and standards contained in Section 47613.5. Any funds due to the Charter School that flow through the District shall be forwarded to the Charter School as soon as practical. The Charter School and District will negotiate in good faith on an annual basis to develop a memorandum of understanding that establishes the specific financial and service relationship between the two parties.

Administrative Services

“The manner in which administrative services of the charter school are to be provided.” Ed. Code Sec. 47605(h).

Dailey may provide or may contract with the appropriate outside agencies as necessary for the provision of administrative services should they be needed. Dailey Charter may also hire independent providers.

The specific services may include, but are not limited to, the following:

- Accounting, payroll, and fiscal support services.
- Student information, assessment, and other data processing services.
- Child nutrition services.
- Categorical programs management and grant development and compliance services.
- Legal counsel and insurance services.
- Purchasing, delivery, and warehousing services.

Dailey intends to continue to purchase back office services from the District.

Oversight

Pursuant to California law, the District shall be required to provide and/or perform the oversight and performance monitoring tasks and duties, which shall include, but are not necessarily limited to, the following:

- The initial review, negotiations, hearing, and approval of this charter contract.
- Good faith efforts to develop any needed additional agreements to clarify or implement this charter.
- Regular review, analysis, and dialogue regarding the annual performance report of the Charter School.
- Performing annual site visits.
- Monitoring of compliance with the terms of this charter and related agreements.

- Good faith efforts to implement the dispute resolution and related processes described in Element N of this charter.
- Timely and good faith review of requests to renew or amend this charter as permitted under law.

In accordance with Education Code Section 47613(a), the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed one (1) percent of the revenue of the Charter School. The District may charge up to three (3) percent of the revenue of the Charter School if the Charter School is able to obtain substantially rent free facilities from the District. Pursuant to Education Code Section 47613(f), "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03.

Facilities

"The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate." Ed. Code Sec. 47605(h).

The Charter School is located at 3135 N. Harrison Avenue, Fresno, CA 93704. The Charter School leases the property through Fresno Unified School District pursuant to Proposition 39. The campus underwent modernization prior to Dailey's opening in 2010, and the facility supports the FUSD technology standard and has ample space for the current student enrollment at Dailey.

Potential Civil Liability Effects

"Potential civil liability effects, if any, upon the charter school and upon the school district." Ed. Code Sec. 47605(h).

The Charter School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School intends to enter into a memorandum of understanding with the District, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

Insurance amounts shall be determined by recommendation of the District and the Charter School's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Insurance Policies

Dailey Elementary Charter maintains in force all necessary or desirable general liability and board errors and omissions insurance policies.