Dailey Elementary Charter School

Fresno Innovative Charter Schools, Inc.

"Inspiring Global Thinkers"

LEA: Fresno Unified / Dailey Charter   **Contact: Gia Shirley, Executive Director, <u>Gia.Shirley@fics.us</u>, 559-248-7060**   **LCAP Year: 2015 – 2016**

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
- Dailey Charter held a LCFF community meeting / workshop on May 14th. Community was notified informational letters home, website, Facebook, Twitter, and school messenger - LCFF presentation and community feedback was posted online - Solicitation and reminders for community feedback form were posted via school messenger, website, Facebook, Twitter, and parent PVC meeting. - The community workshop was outlined as below: - Review of the Local Control Funding Formula and LCAP - Eight state priority areas - Review of current LCAP goals - Review of mid-year updates - Student data - Parent / Student engagement opportunities - Next steps / Input - Input form was used to collect feedback. Forms were able to be submitted in person, faxed, or emailed to the school. The form requested that stakeholders give thoughts about new and / or continued thoughts for investments around five guiding questions: - How can Fresno Innovative Charter Schools help more students attend school regularly? - How can Fresno Innovative Charter Schools help more students prepare for college and careers? - What can Fresno Innovative Charter Schools do to help more parents become involved in our school? - What additional resources (technology, teacher training, hardware, technology software, after school clubs, etc.), could Fresno Innovative Charter Schools provide to support the current academic program? - With the amount of students with asthma / food allergies, small injuries, parent volunteers, phone calls, etc.., what other support could Fresno Innovative Charter schools provide to the office? - Teachers and staff were also involved throughout the process in providing an analysis of current instructional materials and needs for professional development. This was in compliance with Education Code 47606.5	- Goals for outreach efforts were to: - Provide a student outcome focused presentation that was transparent and informational for stakeholders - A clear overview of LCFF funding - Provide needs assessment with specific school data from a scope of areas (academics, social/emotional, attendance, parent involvement, staffing, etc.) - Documentation of feedback - Process for ongoing feedback - During the LCFF community meeting in May, members outlined key concerns for student attendance, extended opportunities such as Science Olympiad, continuing the current program of instruction, continuing the current methods of parent communication, continuing and expanding professional development for staff, etc. - As feedback was evaluated, there was a consistent theme of *continuing current practices* in many areas: attendance policies, parent outreach, instructional program, professional development in CCSS, teacher planning days, and positive school climate. - As a result of teacher feedback, staff has continued to pursue additional CCSS resources and staff development which is reflected in the LCAP draft. - Even with new revenues received by the school as a result of the Local Control Funding Formula, prioritizing investments is a necessity. Evaluating the feedback from the stakeholders

• The LCFF presentation was delivered to staff on May 14th. School staff were also encouraged to complete the feedback form.
• Preliminary feedback from the five guiding questions were compiled together and ranked according to the frequency of the recommendation. This feedback was summarized for the Board at the May 20th Board Meeting. Additional feedback will be communicated to the Board in June.
• The draft LCAP was presented to the Board on May 20th for review. The draft will also be placed on the school website for community feedback following the Board meeting. Outreach for draft feedback will continue via school newsletter, website, Facebook, Twitter, parent PVC meetings, and school messenger.
	needed to be balanced with staffing, budget, data, and planning needs.
	  o The involvement of the stakeholders outlined in this document has ensured continued quality instruction for at-risk populations by ensuring a high-quality, inquiry-based curriculum for all students. This curriculum contains embedded supports and differentiation for EL learners and students with Individualized Education Plans. Additionally, the intensive, targeted professional development has allowed teachers to examine student data and identify at-risk students in order to better support them. Staff development has centered on Common Core implementation and providing rigorous instruction to all students. The communication with stakeholders helped us to identify new opportunities to continue supporting our students in foster care, with IEPs and students who are EL learners.
	  o In the onset of budgeting discussions and prior to budgeting decisions, the school had the perspective of the stakeholder feedback.
	• As a result, in May of 2015, the Board received a draft budget that accommodated additional CCSS curriculum, health aide and professional development opportunities for teachers.
	• Dailey will increase efforts in future years to create interest in generating engagement in the LCAP process.

Annual Update:
 	
• Provided opportunities for stakeholders to hear progress on LCAP initiatives and investments
  o Board of Directors were provided with an update in January 2015
  o Parents reviewed LCAP progress at Director's Chat in January 2015
	Annual Update:
	
	• Data based decision making allows for targeted focus on next steps and / or progress on current goals
	• Allowed for conversations around student needs as new funding has allowed for targeted areas

• Ongoing communication regarding attendance (Goal 3) in parent newsletters, school messenger, and parent PVC meetings • Student data (DRP, NWEA) shared at Board meetings and parent PVC meetings • Sharing of implementation of State Standards via school newsletters in connection to LCAP goals • Budget updates provided to the Board at the May 20th meeting • Reviewed January 2015 updates at the May 14th LCFF Community Meeting • Board presentation to be presented at May parent PVC meeting.	• Updating stakeholders on investments creates accountability for all in implementing the goals and actions outlined

Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Goals, Actions, Expenditures, and Progress Indicators

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is district wide, school wide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL 1	High Enrollment of Neighborhood Students	Related State and/or Local Priorities: 1_X_ 2_X_ 3_X_ 4_X_ 5_X_ 6_X_ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Strengthen IB pathways and increase the amount of neighborhood students	
Goal Applies to:	Schools:	Dailey Elementary Charter
	Applicable Pupil Subgroups:	All

LCAP Year 1
2015 – 2016

Expected Annual Measurable Outcomes:	It is expected that parents / guardians of neighborhood children enroll at Dailey as their first choice because of the high quality educational program, positive school climate, and student achievement results through: • Practices to recruit neighborhood students with no less than 60% neighborhood students enrolled • Marketing Dailey using Dailey's website and word of mouth For the 2014 – 2015 school year: • 77% of students were within FUSD boundaries • 61% of students were neighborhood boundaries

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Monitor neighborhood enrollment, including reasons for increase or decrease.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Set and monitor goals of neighborhood enrollment.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Monitor new enrollments for how they heard of Dailey based		_X_ALL	

on their enrollment application.

	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____

LCAP Year 2
2016 – 2017

Expected Annual Measurable Outcomes:	It is expected that parents / guardians of neighborhood children enroll at Dailey as their first choice because of the high quality educational program, positive school climate, and student achievement results through: • Practices to recruit neighborhood students • Marketing Dailey using Dailey's website and word of mouth

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Monitor neighborhood enrollment, including reasons for increase or decrease.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Set and monitor goals of neighborhood enrollment.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Monitor new enrollments for how they heard of Dailey based on their enrollment application.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year 3
2017 – 2018

Expected Annual Measurable Outcomes:	It is expected that parents / guardians of neighborhood children enroll at Dailey as their first choice because of the high quality educational program, positive school climate, and student achievement results through: • Practices to recruit neighborhood students • Marketing Dailey using Dailey's website and word of mouth

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Monitor neighborhood enrollment, including reasons for increase or decrease.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Set and monitor goals of neighborhood enrollment.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Monitor new enrollments for how they heard of Dailey based on their enrollment application.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

GOAL	Parent and Community Engagement Around Student Achievement	Related State and/or Local Priorities:

2	1__ 2__ 3_X_ 4_X_ 5_X_ 6_X_ 7__ 8__
	COE only: 9__ 10__
	Local : Specify _____

Identified Need :	Parents and community are a vital component of Dailey's success in supporting the school and instructional program.
Goal Applies to:	**Schools:** Dailey Elementary Charter
	Applicable Pupil Subgroups: All

LCAP Year 1
2015 – 2016

Expected Annual Measurable Outcomes:	It is expected that parents and community members are engaged and work within and across schools to support student learning through:
	• 95% of parents responding they are satisfied with their child's school on the annual Parent Survey
	• 95% of parents responding that they are aware of their child's progress on the annual Parent Survey
	• Monitoring student academic progress through
	   ○ 10% of parents using ATLAS Parent Portal
	   ○ 40% of parents registered with EduText
	• Ongoing communication with parents and community members
	
	For the 2014 – 2015 school year:
	• 98% of parents responding they are satisfied with their child's school on the annual Parent Survey
	• 93% of parents responding that they are aware of their child's progress on the annual Parent Survey
	• 4% of parents were using ATLAS Parent Portal
	• 25% of parents were registered with EduText

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Monitor results of how many parents are responding that they are satisfied with their child's school.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Monitor the amount of parents logging into ATLAS Parent Portal and EduText.	All	_X_ALL OR: __Low Income pupils __English Learners	

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		__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
Provide opportunities for parents to support their children's education at home and their role in preparing their children for high school, college, and career.	All	_X_ALL _____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
Improve communication strategies and structures for timely and easy access to information, support, and resources.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
Provide family engagement opportunities that are attentive to and supportive of neighborhood culture, circumstance, and needs.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
Administer parent interest survey of topics that would support their learning to benefit their children.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____

LCAP Year 2
2016 – 2017

Expected Annual Measurable Outcomes:	It is expected that parents and community members are engaged and work within and across schools to support student learning through: • Increase in parents responding they are satisfied with their child's school on the annual Parent Survey • Increase in parents responding that they are aware of their child's progress on the annual Parent Survey

	• Monitoring student academic progress through
	  o An increase in parents using ATLAS Parent Portal
	  o An increase of parents registered with EduText
	• Ongoing communication with parents and community members

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Monitor results of how many parents are responding that they are satisfied with their child's school.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Monitor the amount of parents logging into ATLAS Parent Portal and EduText.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide opportunities for parents to support their children's education at home and their role in preparing their children for high school, college, and career.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Improve communication strategies and structures for timely and easy access to information, support, and resources.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Provide family engagement opportunities that are attentive to and supportive of neighborhood culture, circumstance, and needs.	All	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Administer parent interest survey of topics that would support their learning to benefit their children.	All	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

	LCAP Year 3 **2017 – 2018**
Expected Annual Measurable Outcomes:	It is expected that parents and community members are engaged and work within and across schools to support student learning through: • Increase in parents responding they are satisfied with their child's school on the annual Parent Survey • Increase in parents responding that they are aware of their child's progress on the annual Parent Survey • Monitoring student academic progress through ○ An increase in parents using ATLAS Parent Portal ○ An increase of parents registered with EduText • Ongoing communication with parents and community members

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Monitor results of how many parents are responding that they are satisfied with their child's school.	All	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Monitor the amount of parents logging into ATLAS Parent	All	_X_ ALL	

Portal and EduText.		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
Provide opportunities for parents to support their children's education at home and their role in preparing their children for high school, college, and career.	All	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
Improve communication strategies and structures for timely and easy access to information, support, and resources.	All	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
Provide family engagement opportunities that are attentive to and supportive of neighborhood culture, circumstance, and needs.	All	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
Administer parent interest survey of topics that would support their learning to benefit their children.	All	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____

GOAL	All students will be in school, on time, and ready to learn.	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4_X_ 5_X_ 6_X_ 7__ 8__

3	COE only: 9__ 10__
	Local : Specify _____

Identified Need :	Students who are chronically absent or tardy miss valuable instructional time that impacts learning.
Goal Applies to:	**Schools:** Dailey Elementary Charter
	Applicable Pupil Subgroups: All

LCAP Year 1
2015 – 2016

Expected Annual Measurable Outcomes:	It is expected that students would arrive on time and ready to learn in order to support academic growth and success through: • An attendance rate of 98% or higher. • A 10% decrease in tardies and early check-outs. For the 2014 – 2015 school year (as of March 30, 2015): • 96% attendance rate • 981 tardies • 390 early pick-ups • 986 absences

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Monitor attendance rates that include absences, tardies, and early check-outs.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Parent education on the importance of attendance and student achievement.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Administration, teachers, and office staff continue parent	All	_X_ALL	

communication using the school SARC process.

	OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____

LCAP Year 2 **2016 – 2017**

Expected Annual Measurable Outcomes:	It is expected that students would arrive on time and ready to learn in order to support academic growth and success through: • Maintaining a 98% attendance rate • A decrease in tardies and early check-outs.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Monitor attendance rates that include absences, tardies, and early check-outs.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Parent education on the importance of attendance and student achievement.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Administration, teachers, and office staff continue parent communication using the school SARC process.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year 3			
2017 – 2018			

Expected Annual Measurable Outcomes:	It is expected that students would arrive on time and ready to learn in order to support academic growth and success through: • Maintaining an attendance rate of 98% or higher. • A decrease in tardies and early check-outs.		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Monitor attendance rates that include absences, tardies, and early check-outs.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Parent education on the importance of attendance and student achievement.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Administration, teachers, and office staff continue parent communication using the school SARC process.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

GOAL 4	All students have access to high quality teaching.	Related State and/or Local Priorities: 1_X_ 2_X_ 3_X_ 4_X_ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need 4A:	Students need access to effective teachers.

FICS Board Approved 6/16/2015

Goal Applies to:	Schools:	Dailey Elementary Charter
	Applicable Pupil Subgroups:	All

LCAP Year 1
2015 – 2016

Expected Annual Measurable Outcomes:	Students have access to a highly effective teacher that creates a culture of high expectations with a well-rounded curriculum through: • 85% of teachers feel the professional learning provided was a) relevant to their teaching and b) increased their pedagogical knowledge • 50% of teachers participating in extended learning opportunities for students and teacher stipend hours • 95% of parents feel Dailey provides a challenging and rigorous curriculum on the annual parent survey • Increase in materials and equipment to support classroom innovation in implementation of the State Standards • Increased implementation of the State Standards to support differentiated instruction for all students to ensure continued closure of achievement gaps • Continue the practice of increased professional learning and teacher planning time with substitute release days For the 2014 – 2015 school year: • 50% of teachers participating in additional activities • 2.5 additional substitute release days for additional teacher planning time and professional development implementation • 95% of parents feel Dailey provides a challenging and rigorous curriculum on the annual parent survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide effective teacher hiring, recruitment, and retention practices and assure that teachers are properly assigned and supported.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide support for beginning teachers and peer assistance to effectively teach diverse student groups.	All	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Provide specialized supports and training for general education staff who teach and support students.	All	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide systems of support to enhance instructional practices, professional learning opportunities and time where teachers works alongside administration and peers to build capacity around the State Standards, IB, and effective instructional practices.	All	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide opportunities to attend IB trainings, both in-person and online, to support professional development.	All	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Create incentives for staff to provide and support extra opportunities for students.	All	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$12,000
Ensure students have proper equipment / materials for specialty classes and extended learning opportunities.	All	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$8,000
Increased professional learning and teacher planning time.	All	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$9,000

LCAP Year 2 2016 – 2017			
Expected Annual Measurable Outcomes:	It is expected that students have access to a highly effective teacher that creates a culture of high expectations with a well-rounded curriculum through: • Increase in teachers responding the professional learning provided was a) relevant to their teaching and b) increased their pedagogical knowledge • Increase in teachers participating in extended learning opportunities for students and teacher stipend hours • Parents responding they feel Dailey provides a challenging and rigorous curriculum on the annual parent survey • Increase in materials and equipment to support classroom innovation in implementation of the State Standards • Increased implementation of the State Standards to support differentiated instruction for all students to ensure continued closure of achievement gaps • Continue the practice of increased professional learning and teacher planning time with substitute release days		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide effective teacher hiring, recruitment, and retention practices and assure that teachers are properly assigned and supported.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide support for beginning teachers and peer assistance to effectively teach diverse student groups.	All	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide specialized supports and training for general education staff who teach and support students.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	

		__Other Subgroups:(Specify)_____
Provide systems of support to enhance instructional practices, professional learning opportunities and time where teachers works alongside administration and peers to build capacity around the State Standards, IB, and effective instructional practices.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
Provide opportunities to attend IB trainings, both in-person and online, to support professional development.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
Create incentives for staff to provide and support extra opportunities for students.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
Ensure students have proper equipment / materials for specialty classes and extended learning opportunities.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
Increased professional learning and teacher planning time.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____

LCAP Year 3
2017 – 2018

Expected Annual Measurable Outcomes:	It is expected that students have access to a highly effective teacher that creates a culture of high expectations with a well-rounded curriculum through: • Increase in teachers responding the professional learning provided was a) relevant to their teaching and b) increased their pedagogical knowledge

- Increase in teachers participating in extended learning opportunities for students and teacher stipend hours
- Parents responding they feel Dailey provides a challenging and rigorous curriculum on the annual parent survey
- Increase in materials and equipment to support classroom innovation in implementation of the State Standards
- Increased implementation of the State Standards to support differentiated instruction for all students to ensure continued closure of achievement gaps
- Continue the practice of increased professional learning and teacher planning time with substitute release days

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide effective teacher hiring, recruitment, and retention practices and assure that teachers are properly assigned and supported.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide support for beginning teachers and peer assistance to effectively teach diverse student groups.	All	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide specialized supports and training for general education staff who teach and support students.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide systems of support to enhance instructional practices, professional learning opportunities and time where teachers works alongside administration and peers to build capacity around the State Standards, IB, and effective	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	

instructional practices.		__Other Subgroups:(Specify)_____	
Provide opportunities to attend IB trainings, both in-person and online, to support professional development.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Create incentives for staff to provide and support extra opportunities for students.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Ensure students have proper equipment / materials for specialty classes and extended learning opportunities.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Increased professional learning and teacher planning time.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

GOAL 5	Closing the Achievement Gap with High Expectations for All Students	Related State and/or Local Priorities: 1_X_ 2_X_ 3_X_ 4_X_ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need 5A:	All students will perform without an achievement gap.	
Goal Applies to:	Schools:	Dailey Elementary Charter
	Applicable Pupil Subgroups:	All

LCAP Year 1
2015 – 2016

Expected Annual Measurable Outcomes:	All levels of the organization work to improve student achievement and close the achievement gap for all underperforming student groups through: • All English Learners remaining the same or increasing a level of language proficiency as measured by the CELDT • 30% or higher redesignation rate based on Fresno Unified criteria • Performance at or above the grade level norms on NWEA assessments • Performance at or above grade level expectations on DRP assessments as set by Fresno Unified For the 2014 – 2015 school year: • All grade levels above the end of year national norms on NWEA assessments • DRP results in October and January exceeded FUSD targets and end of year target • 32% EL redesignation rate • 100% of EL students remained the same or increased a level of language proficiency as measured by the CELDT

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Use multiple assessment measures to gauge student understanding and application of learning and monitors progress for all students and student groups.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Participate in Positive Behavioral Interventions and support processes to develop strategic plans to improve both school climate and student behavior outcomes.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide professional development for teachers directed at inquiry teaching, differentiated instruction, as well as building a culture of data analysis across grade levels.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Improve the outcome for students with disabilities as contracted through the charter authorizer, Fresno Unified School District's SELPA.	All	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year 2
2016 – 2017

Expected Annual Measurable Outcomes:	It is expected that all levels of the organization work to improve student achievement and close the achievement gap for all underperforming student groups through: • English Learners remaining the same or increasing a level of language proficiency as measured by the CELDT • Maintained or increase in redesignation rate based on Fresno Unified criteria • Performance at or above the grade level norms on NWEA assessments • Performance at or above grade level expectations on DRP assessments as set by Fresno Unified

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Use multiple assessment measures to gauge student understanding and application of learning and monitors progress for all students and student groups.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Participate in Positive Behavioral Interventions and support processes to develop strategic plans to improve both school climate and student behavior outcomes.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide professional development for teachers directed at	All	_X_ALL	

| inquiry teaching, differentiated instruction, as well as building a culture of data analysis across grade levels. | | OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____ | |
| Improve the outcome for students with disabilities as contracted through the charter authorizer, Fresno Unified School District's SELPA. | All | X_ALL
OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____ | |

<table>
<tr><td colspan="4" align="center">LCAP Year 3
2017 – 2018</td></tr>
<tr><td>Expected Annual Measurable Outcomes:</td><td colspan="3">It is expected that all levels of the organization work to improve student achievement and close the achievement gap for all underperforming student groups through:
• English Learners remaining the same or increasing a level of language proficiency as measured by the CELDT
• Maintained or increase in redesignation rate based on Fresno Unified criteria
• Performance at or above the grade level norms on NWEA assessments
• Performance at or above grade level expectations on DRP assessments as set by Fresno Unified</td></tr>
<tr><td align="center">Actions/Services</td><td>Scope of Service</td><td align="center">Pupils to be served within identified scope of service</td><td>Budgeted Expenditures</td></tr>
<tr><td>Use multiple assessment measures to gauge student understanding and application of learning and monitors progress for all students and student groups.</td><td>All</td><td>_X_ALL
OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____</td><td></td></tr>
<tr><td>Participate in Positive Behavioral Interventions and support processes to develop strategic plans to improve both school climate and student behavior outcomes.</td><td>All</td><td>_X_ALL
OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____</td><td></td></tr>
</table>

Provide professional development for teachers directed at inquiry teaching, differentiated instruction, as well as building a culture of data analysis across grade levels.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Improve the outcome for students with disabilities as contracted through the charter authorizer, Fresno Unified School District's SELPA.	All	X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Identified Need 5B:	All students have their academic and social-emotional needs met.	
Goal Applies to:	Schools:	Dailey Elementary Charter
	Applicable Pupil Subgroups:	All

LCAP Year 1
2015 – 2016

Expected Annual Measurable Outcomes:	Continue the home-school relationships and collaboration with parents, community members, teachers, and support staff to ensure that academic and social-emotional needs of all students are met though: • 95% of parents indicate their child's school communicates with them on the annual parent survey • 95% of parents indicate their child's teacher communicates with them on the annual parent survey For the 2014 – 2015 school year: • 94% of parents indicate their child's school communicates with them on the annual parent survey • 92% of parents indicate their child's teacher communicates with them on the annual parent survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers build strong relationships between the school and	All	__ALL	

home through strong communication.		OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Administration, teachers, and support staff work collaboratively and diligently to create an inclusive, welcoming climate.	All	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide targeted services and supports including referrals to psychologists, SST's, and special education resource staff as approved by our SELPA, and health services.	All	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
CCSS materials and training for differentiated instructional practices.	All	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000

LCAP Year 2
2016 – 2017

Expected Annual Measurable Outcomes:	It is expected that Dailey continues the home-school relationships and collaboration with parents, community members, teachers, and support staff to ensure that academic and social-emotional needs of all students are met though: • Increase of parents indicate their child's school communicates with them on the annual parent survey • Increase of parents indicate their child's teacher communicates with them on the annual parent survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Teachers build strong relationships between the school and home through strong communication.	All	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
Administration, teachers, and support staff work collaboratively and diligently to create an inclusive, welcoming climate.	All	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
Provide targeted services and supports including referrals to psychologists, SST's, and special education resource staff as approved by our SELPA, and health services.	All	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
CCSS materials and training for differentiated instructional practices.	All	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____

LCAP Year 3
2017 – 2018

Expected Annual Measurable Outcomes:	It is expected that Dailey continues the home-school relationships and collaboration with parents, community members, teachers, and support staff to ensure that academic and social-emotional needs of all students are met though: • Increase of parents indicate their child's school communicates with them on the annual parent survey • Increase of parents indicate their child's teacher communicates with them on the annual parent survey

FICS Board Approved 6/16/2015

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers build strong relationships between the school and home through strong communication.	All	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Administration, teachers, and support staff work collaboratively and diligently to create an inclusive, welcoming climate.	All	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide targeted services and supports including referrals to psychologists, SST's, and special education resource staff as approved by our SELPA, and health services.	All	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
CCSS materials and training for differentiated instructional practices.	All	__ALL OR: _X_Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Identified Need 5C:	Dailey Charter will work to ensure that acquisition of English language skills for all students identified as an English Learner.
Goal Applies to:	Schools: Dailey Elementary Charter
	Applicable Pupil Subgroups: All

LCAP Year 1
2015 – 2016

	Expected Annual Measurable Outcomes:	English Learners will continue to make progress through: • All English Learners remaining the same or increasing a level of language proficiency as measured by the CELDT • 30% or higher redesignation rate based on Fresno Unified criteria For the 2014 – 2015 school year: • 32% redesignation rate • 100% of students increased or remained the same on CELDT test • No disproportionality on NWEA assessments

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Utilize data reporting tools and systems to monitor the progress of English Learners, including long-term English Learners and reclassified English Learners	All	__ALL OR: __Low Income pupils __X__English Learners __Foster Youth __X__Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Teachers participate in high quality professional development designed to support English language development and quality instructional practices for English Learners	All	__ALL OR: __Low Income pupils __X__English Learners __Foster Youth __X__Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide instructional strategies for English Language Development that expands and extends academic language development across disciplines throughout the school day	All	__ALL OR: __Low Income pupils __X__English Learners __Foster Youth __X__Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year 2
2016 – 2017

Expected Annual	It is expected that English Learners will continue to make progress through:

Measurable Outcomes:	• English Learners remaining the same or increasing a level of language proficiency as measured by the CELDT • Maintained or increase in redesignation rate based on Fresno Unified criteria			
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**		**Budgeted Expenditures**
Utilize data reporting tools and systems to monitor the progress of English Learners, including long-term English Learners and reclassified English Learners	All	__ALL OR: __Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Teachers participate in high quality professional development designed to support English language development and quality instructional practices for English Learners	All	__ALL OR: __Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Provide instructional strategies for English Language Development that expands and extends academic language development across disciplines throughout the school day	All	__ALL OR: __Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

LCAP Year 3
2017 – 2018

Expected Annual Measurable Outcomes:	It is expected that English Learners will continue to make progress through: • English Learners remaining the same or increasing a level of language proficiency as measured by the CELDT • Maintained or increase in redesignation rate based on Fresno Unified criteria			
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**		**Budgeted Expenditures**
Utilize data reporting tools and systems to monitor the	All	__ALL		

progress of English Learners, including long-term English Learners and reclassified English Learners		OR: __Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: (Specify)_____
Teachers participate in high quality professional development designed to support English language development and quality instructional practices for English Learners	All	__ALL OR: __Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: (Specify)_____
Provide instructional strategies for English Language Development that expands and extends academic language development across disciplines throughout the school day	All	__ALL OR: __Low Income pupils _X_ English Learners __Foster Youth _X_ Redesignated fluent English proficient __Other Subgroups: (Specify)_____

Identified Need 5D:	Ensure that all students feel connected to school and appropriate supports are in place for Foster Youth.		
Goal Applies to:	Schools:	Dailey Elementary Charter	
	Applicable Pupil Subgroups:	All	

LCAP Year 1
2015 – 2016

Expected Annual Measurable Outcomes:	Foster Youth will have no disproportionality in attendance and academics For the 2014 – 2015 school year: • No foster youth were enrolled

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Monitor attendance, behavior, and school performance	All	__ALL OR: __Low Income pupils __English Learners _X_ Foster Youth __Redesignated fluent English proficient	

		__Other Subgroups:(Specify)_____	
Provide direct and indirect interventions including collaboration with social and community agencies	All	__ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide professional development to all staff on laws pertaining to foster youth and needed information, resources, and services to support the education of foster youth.	All	__ALL OR: __Low Income pupils __English Learners _X_Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<table>
<tr><td colspan="4" align="center">**LCAP Year 2**
2016 – 2017</td></tr>
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Expected Annual Measurable Outcomes:	Foster Youth will have no disproportionality in attendance and academics.		
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Monitor attendance, behavior, and school performance	All	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide direct and indirect interventions including collaboration with social and community agencies	All	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	

		__Other Subgroups:(Specify)_____

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide professional development to all staff on laws pertaining to foster youth and needed information, resources, and services to support the education of foster youth.	All	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year 3
2017 – 2018

Expected Annual Measurable Outcomes:	Foster Youth will have no disproportionality in attendance and academics.		
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**	**Budgeted Expenditures**
Monitor attendance, behavior, and school performance	All	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Provide direct and indirect interventions including collaboration with social and community agencies	All	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Provide professional development to all staff on laws pertaining to foster youth and needed information, resources, and services to support the education of foster youth.	All	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

GOAL 6	All Students Acquire Digital Literacy Skills	Related State and/or Local Priorities: 1_X_ 2__ 3__ 4_X_ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	Students must have 21st Century skills in order to compete in a global workforce.	
Goal Applies to:	Schools:	Dailey Elementary Charter
	Applicable Pupil Subgroups:	All

LCAP Year 1
2015 – 2016

Expected Annual Measurable Outcomes:	Dailey will continue to Increase the availability of technology resources, hardware, and software / programs for all students. For the 2014 – 2015 school year: • Increased tablet inventory by 26% • Purchased headphones for each tablet and desktop computer • Upgraded 16 classroom projectors

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Expand digital resources including timely replenishing of teacher and student devices, as well as maintaining and upgrading technology infrastructures or purchasing additional materials as needed.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000
Provide training for teachers and administration to effectively engage students in using digital resources to leverage learning.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Systemically implement a Scope and Sequence for technology skills.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<table>
<tr><td colspan="4" align="center">LCAP Year 2
2016 – 2017</td></tr>
<tr><td>Expected Annual Measurable Outcomes:</td><td colspan="3">It is expected that Dailey will continue to Increase the availability of technology resources, hardware, and software / programs for all students.</td></tr>
<tr><td align="center">Actions/Services</td><td align="center">Scope of Service</td><td align="center">Pupils to be served within identified scope of service</td><td align="center">Budgeted Expenditures</td></tr>
<tr><td>Expand digital resources including timely replenishing of teacher and student devices, as well as maintaining and upgrading technology infrastructures or purchasing additional materials as needed.</td><td>All</td><td>_X_ALL

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____</td><td></td></tr>
<tr><td>Provide training for teachers and administration to effectively engage students in using digital resources to leverage learning.</td><td>All</td><td>_X_ALL

OR:
__Low Income pupils __English Learners
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__Other Subgroups:(Specify)_____</td><td></td></tr>
<tr><td>Systemically implement a Scope and Sequence for technology skills.</td><td>All</td><td>_X_ALL

OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____</td><td></td></tr>
</table>

		LCAP Year 3 2017 – 2018		
Expected Annual Measurable Outcomes:	It is expected that Dailey will continue to Increase the availability of technology resources, hardware, and software / programs for all students.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
Expand digital resources including timely replenishing of teacher and student devices, as well as maintaining and upgrading technology infrastructures or purchasing additional materials as needed.	All	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		
Provide training for teachers and administration to effectively engage students in using digital resources to leverage learning.	All	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		
Systemically implement a Scope and Sequence for technology skills.	All	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		

GOAL 7	All Students Have Access to a Safe and Well Maintained Facility	Related State and/or Local Priorities: 1_X_ 2__ 3__ 4_X_ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

FICS Board Approved 6/16/2015

Identified Need :	Students feel safe on campus.	
Goal Applies to:	Schools:	Dailey Elementary Charter
	Applicable Pupil Subgroups:	All

LCAP Year 1
2015 – 2016

Expected Annual Measurable Outcomes:	Dailey provides a safe and well-maintained facility and positive learning climate that supports the academic, social, emotional, and physical needs of students through:
	
	• 95% or more of parents responding Dailey provides a safe and secure learning environment on the annual parent survey
	• Based on the student survey (4th & 5th grade):
	   ○ 90% feel supported and a part of the school
	   ○ 90% have knowledge and feel fairness in the discipline rules and norms
	   ○ 85% have a perception of safety on campus
	
	For the 2015 – 2015 school year:
	• 98% of parents responded Dailey provides a safe and secure learning environment on the annual parent survey
	• 7 incidents of suspension at a rate of 1.9 incidents per 100 students
	• Student survey (4th & 5th grade) indicates:
	   ○ 91% feel supported and a part of the school
	   ○ 90% have knowledge and feel fairness in the discipline rules and norms
	   ○ 85% have a perception of safety on campus

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Dailey is developing a culture built on principles of positive interventions and supports. Positive learning climates, safe environments, and clean learning environments positively impact teaching and learning. Key actions designed to support this development include: Assure that the school is attractive and clean.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Assure that school safety is a priority and the School Safety Plan is updated annually.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide opportunities and supports for Dailey to continue to implement restorative justice practices.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Set goals to decrease suspension and expulsion rates, discipline referrals, and removal from classroom incidents and implement positive alternatives.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Office support for student health concerns and issue	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$25,000

LCAP Year 2
2016 – 2017

Expected Annual Measurable Outcomes:	It is expected that Dailey provides a safe and well-maintained facility and positive learning climate that supports the academic, social, emotional, and physical needs of students through: • Increase of parents responding Dailey provides a safe and secure learning environment on the annual parent survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

FICS Board Approved 6/16/2015

Dailey is developing a culture built on principles of positive interventions and supports. Positive learning climates, safe environments, and clean learning environments positively impact teaching and learning. Key actions designed to support this development include: Assure that the school is attractive and clean.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
Assure that school safety is a priority and the School Safety Plan is updated annually.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
Provide opportunities and supports for Dailey to continue to implement restorative justice practices.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
Set goals to decrease suspension and expulsion rates, discipline referrals, and removal from classroom incidents and implement positive alternatives.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
Office support for student health concerns and issue	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient

	__Other Subgroups:(Specify)_____

LCAP Year 3 2017 – 2018	

Expected Annual Measurable Outcomes:	It is expected that Dailey provides a safe and well-maintained facility and positive learning climate that supports the academic, social, emotional, and physical needs of students through: • Increase of parents responding Dailey provides a safe and secure learning environment on the annual parent survey

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Dailey is developing a culture built on principles of positive interventions and supports. Positive learning climates, safe environments, and clean learning environments positively impact teaching and learning. Key actions designed to support this development include: Assure that the school is attractive and clean.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Assure that school safety is a priority and the School Safety Plan is updated annually.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Provide opportunities and supports for Dailey to continue to implement restorative justice practices.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

Set goals to decrease suspension and expulsion rates, discipline referrals, and removal from classroom incidents and implement positive alternatives.	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
Office support for student health concerns and issue	All	_X_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____

GOAL 8	Provide services for all students to support all 7 school goals	Related State and/or Local Priorities: 1_X_ 2_X_ 3_X_ 4_X_ 5_X_ 6_X_ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Services to ensure all seven goals are implemented	
Goal Applies to:	Schools: Dailey Elementary Charter	
	Applicable Pupil Subgroups: All	

LCAP Year 1 **2015 – 2016**		
Expected Annual Measurable Outcomes:	Provide support to each goal 1 – 7	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Instruction for students: All costs associated with the delivery of instruction to students	All	_X_ALL OR: __Low Income pupils __English Learners	$2,472,196 LCFF Block

Professional Learning: Trainings, planning time, and job-embedded learning opportunitites are provided	__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Grant
Parent Outreach: PVC, newsletters, social media, School Messenger, notices home, conferences, etc.		
Prevention and Intervention: Attendance, SST process, school climate, student discipline, etc.		
Attendance: Report cards, stakeholder surveys, student assessments, and state reporting		
Special Education: Contracted through our charter authorizer Fresno Unified's SELPA		
Administration: Executive Director, Director, IB Coordinator, and support staff		
Operational Services: Food services, facilities, maintenance, operations, safety, utilities		

LCAP Year 2
2016 – 2017

Expected Annual Measurable Outcomes:	Provide support to each goal 1 – 7			
Actions/Services		Scope of	Pupils to be served within identified scope of service	Budgeted

	Service		Expenditures
Instruction for students: All costs associated with the delivery of instruction to students	All	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Professional Learning: Trainings, planning time, and job-embedded learning opportunities are provided			
Parent Outreach: PVC, newsletters, social media, School Messenger, notices home, conferences, etc.			
Prevention and Intervention: Attendance, SST process, school climate, student discipline, etc.			
Attendance: Report cards, stakeholder surveys, student assessments, and state reporting			
Special Education: Contracted through our charter authorizer Fresno Unified's SELPA			
Administration: Executive Director, Director, IB Coordinator, and support staff			
Operational Services: Food services, facilities, maintenance, operations, safety,			

utilities			

LCAP Year 3 **2017 – 2018**			
Expected Annual Measurable Outcomes:	Provide support to each goal 1 – 7		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Instruction for students: All costs associated with the delivery of instruction to students **Professional Learning:** Trainings, planning time, and job-embedded learning opportunities are provided **Parent Outreach:** PVC, newsletters, social media, School Messenger, notices home, conferences, etc.	All	_X_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	
Prevention and Intervention: Attendance, SST process, school climate, student discipline, etc. **Attendance:** Report cards, stakeholder surveys, student assessments, and state reporting			

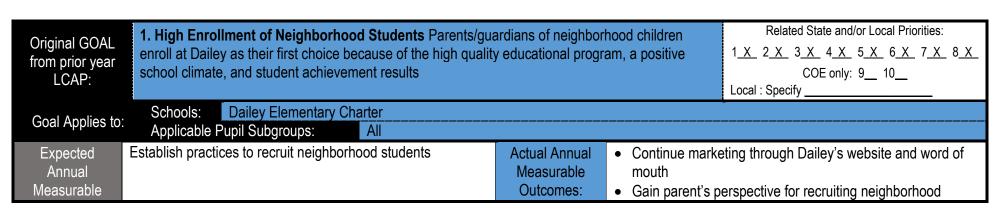|		
Special Education: Contracted through our charter authorizer Fresno Unified's SELPA **Administration:** Executive Director, Director, IB Coordinator, and support staff **Operational Services:** Food services, facilities, maintenance, operations, safety, utilities		

Annual Updates

Annual Update Instructions:

For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original GOAL from prior year LCAP:	**Services for all students support all 7 goals**	Related State and/or Local Priorities: 1_X_ 2_X_ 3_X_ 4_X_ 5_X_ 6_X_ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Dailey Elementary Charter	
	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	See each applicable goal	Actual Annual Measurable Outcomes: See each applicable goal

LCAP Year: 2014 – 2015

Planned Actions/Services	Budgeted Expenditures	Actual Actions/Services	Estimated Actual Annual Expenditures
Instruction for all students: All costs associated with the delivery of instruction to students

Professional learning: Trainings, planning time, and job-embedded learning opportunities are provided

Parent outreach: PVC, newsletters, social media, School Messenger, notices home, conferences, etc.

Prevention and Intervention: Attendance, SST process, school climate, student discipline, etc.

Assessment: Report cards, stakeholder surveys, student assessments and state reporting | $2,643,888

LCFF
Block Grant | Instruction for all students: All instructional staff funded through block funding;

Professional Learning: Provided on-site trainings, additional days of planning time, teacher mentors, peer observations, and attendance at IB conferences

Parent Outreach: Held consistent PVC meetings, monthly newsletters, weekly phone calls, weekly postings on social media, on-going website postings, conferences, parent meetings, flyers, notices home, etc.

Prevention and Intervention: Weekly monitoring of attendance (notices, letters, phone calls, conferences), held SST's for at-risk students, student behavior assemblies, | $2,368,281

LCFF
Block Grant |

Special Education: Contracted through our charter authorizer Fresno Unified's SELPA Administration: Executive Director, Director / IB Coordinator, and support staff Operational Services: Food services, facilities, maintenance, operations, safety, and utilities		training on schoolwide systems and supports for discipline Assessment: Administered parent survey, student survey, ongoing staff surveys, quarterly report cards and progress reports, NWEA assessments, DRP assessments, state assessments (CELDT, SBAC), formative classroom assessments Special Education: Services provided for RSP, Speech, and School Psychologist support provided through Fresno Unified's SELPA Administration: Funded Executive Director, Director / IB Coordinator and support staff Operational Services: Utilized funding for food services, facilities, maintenance, operations, safety, and utilities	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue with previous actions / services. Beginning the 2015 – 2016 school year, Director / IB Coordinator will be split into two positions.	

Original GOAL from prior year LCAP:	**1. High Enrollment of Neighborhood Students** Parents/guardians of neighborhood children enroll at Dailey as their first choice because of the high quality educational program, a positive school climate, and student achievement results	Related State and/or Local Priorities: 1_X_ 2_X_ 3_X_ 4_X_ 5_X_ 6_X_ 7_X_ 8_X_ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Dailey Elementary Charter Applicable Pupil Subgroups: All	
Expected Annual Measurable	Establish practices to recruit neighborhood students	Actual Annual Measurable Outcomes: • Continue marketing through Dailey's website and word of mouth • Gain parent's perspective for recruiting neighborhood

Outcomes:			students at December Director's Chat For the 2014 – 2015 school year: • 77% of students were within FUSD boundaries • 61% of students were neighborhood boundaries

LCAP Year: 2014 – 2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Promote the qualities of neighborhood schools through multiple media sources Monitor neighborhood enrollment, including reasons for any increase or decrease. Set and monitor goals.		• 77% of enrollment in Fresno Unified boundaries. • Dropped student data is being developed for monitoring.	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue with previous actions / services. In order to support monitoring of marketing strategies, begin system to monitor how Dailey families hear of our school, based on student application submissions.		

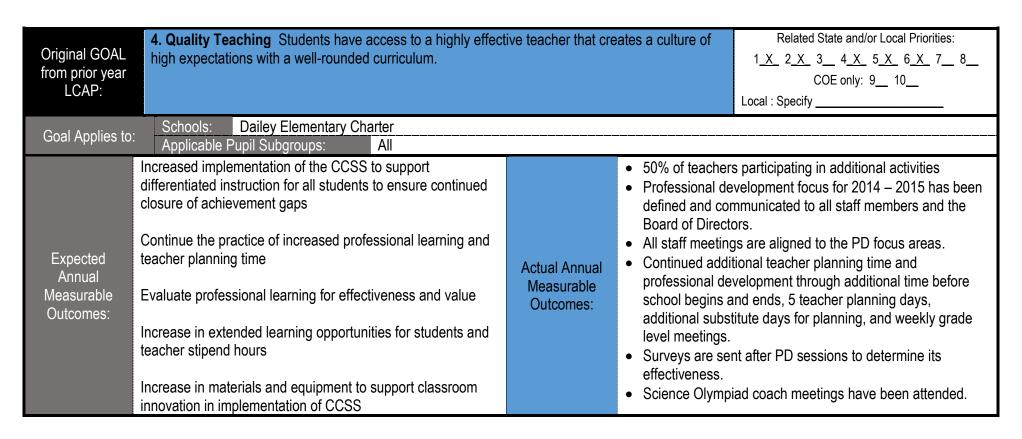| Original GOAL from prior year LCAP:	**2. Parent and Community Engagement around Student Achievement** Parents and community members are engaged and work within and across schools to support student learning	Related State and/or Local Priorities: 1__ 2__ 3 _X_ 4 _X_ 5 _X_ 6 _X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Dailey Elementary Charter	
	Applicable Pupil Subgroups All	
Expected Annual Measurable	Establish baseline measure for parents responding they are happy with the school on the annual parent survey.	Actual Annual Measurable Outcomes:	• 94% of parents responded that they were satisfied with their child's school on the parent survey

Outcomes:	Establish baseline measure for parents logging into Parent Portal and Edutext.		• 4% of parents were using ATLAS Parent Portal • 25% of parents were registered with EduText

LCAP Year: 2014 – 2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide opportunities for parents to support their children's education at home and their role in preparing their children for high school, college and career. Improve communication strategies and strategies and structures for timely an easy access to information, support, and resources. Provide family engagement opportunities that are attentive to and supportive of neighborhood culture, circumstance and needs.		• Continue with ongoing parent involvement opportunities – Back to School Night, parent-teacher conferences, parent nights, Director's Chat. • Continued parent communication through emails, newsletters, flyers, posters, websites, phone calls, and personal communication. • Continue with community events such as Lawn Chair Theater, Community Barn Dance, Day of Service, etc. • Parent survey will be administered in Spring 2015. • Parent Portal visits monitored through ATLAS Mobile via FUSD. • EduText monitoring development in progress with ATLAS team member. January 2015 indicated 4% of parents participating. • Continued with existing process for involving parents – parent teacher conferences, weekly phone calls, newsletters, website, parent / teacher conferences, emails, parent events, Director's Chat, PVC meetings, classroom volunteering opportunities, parent reflections, unit letters, guest speakers, social media.	
What changes in actions, services, and expenditures will be made as a result of	Continue with previous actions / services. Conduct parent interest survey of topics they would be interested in learning about throughout the year during Director's Chats.		

reviewing past progress and/or changes to goals?	

from prior year LCAP:	**3. All students will be in school, on time, and ready to learn**	Related State and/or Local Priorities: 1__ 2__ 3_X_ 4_X_ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: Dailey Elementary Charter
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	Establish baseline measure for attendance rates Establish baseline for tardies and early check-outs	Actual Annual Measurable Outcomes:	First reporting period (August 2014 – January 2015) • WTD Attendance Rate: 98% • Current YTD: 97% • Previous YTD: 96% • Tardies: 626 • Early Check Out: 350 Final reporting period (August 2014 – March 2015) • 96% attendance rate • 981 tardies • 390 early pick-ups • 986 absences

LCAP Year: 2014 – 2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Parent education on importance of attendance and student achievement. Administration, teachers, and office staff continue parent communication using the school SARC process.		• Weekly monitoring of student attendance rates. • Weekly monitoring of individual student attendance trends. • Attendance process in place to notify parents of attendance standings. • Attendance reminders communicated through newsletters and schoolwide weekly parent messages as needed.	

		• Attendance reports ran weekly to include absences, tardies, early and late pick ups. • Progress monitoring done weekly that includes notices home, phone calls, and parent conferences. • New visitor management system provides data for early and late checkouts of students.	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue with previous actions / services.		

Original GOAL from prior year LCAP:	**4. Quality Teaching** Students have access to a highly effective teacher that creates a culture of high expectations with a well-rounded curriculum.	Related State and/or Local Priorities: 1 _X_ 2 _X_ 3__ 4 _X_ 5 _X_ 6 _X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Dailey Elementary Charter	
	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Increased implementation of the CCSS to support differentiated instruction for all students to ensure continued closure of achievement gaps Continue the practice of increased professional learning and teacher planning time Evaluate professional learning for effectiveness and value Increase in extended learning opportunities for students and teacher stipend hours Increase in materials and equipment to support classroom innovation in implementation of CCSS	**Actual Annual Measurable Outcomes:** • 50% of teachers participating in additional activities • Professional development focus for 2014 – 2015 has been defined and communicated to all staff members and the Board of Directors. • All staff meetings are aligned to the PD focus areas. • Continued additional teacher planning time and professional development through additional time before school begins and ends, 5 teacher planning days, additional substitute days for planning, and weekly grade level meetings. • Surveys are sent after PD sessions to determine its effectiveness. • Science Olympiad coach meetings have been attended.

	Parent meeting planned for January / February 2015. • Students in 3rd – 5th grades will be eligible. Student jobs continue to be implemented, along with student council. • Additional materials continue to be purchased to support implementation of CCSS including additional technology equipment, core novels in grades 1-5, supplemental books for Kindergarten, and instructional supplies • Teacher incentives for Olympics, Science Olympiad, Yearbook, Student Council, Exhibition Mentors, Recycling, Writing, and New Teacher Mentors. 50% of staff participating in additional activities. • Funds spent on core novels, technology equipment including projectors, computers, and tablets. • Purchases of instructional supplies (paper, chart paper, post-its, etc.).

LCAP Year: 2014 – 2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Dailey will provide effective teacher hiring, recruitment and retention practices and assure that teachers are properly assigned and supported. Provide support for beginning teachers and peer assistance to effectively teach diverse student groups. Provide specialized supports and training for general education staff who teach and support students. Provide systems of support to enhance instructional	$15,000 $20,000 $9,600	• Open positions are listed on EdJoin. • Interview process includes Director, Teachers, and Superintendent. • Mentor teachers provide support to new staff members. • New teachers meet with Director to assist in their transition. • Ongoing professional development on a variety of strategies that support student learning. • Professional development includes teacher training days, additional planning days, teacher-led professional development, peer observations / feedback, etc.	$10,060 $14,197 $6,120

practices, professional learning opportunities and time where teachers work alongside administration and peers to build capacity around the Common Core State Standards, IB, and effective instructional practices		• Committees with teachers / administration that support the school and / or instructional practices. • Teachers participate in providing extra opportunities for students through the use of stipends. • Utilized fall fundraising monies to invest in music instruments for Music specialty class. • Increased teacher planning time through the addition of teacher release time for planning and scoring / calibrating assessments. • Continuing the implementation of the CCSS. • Use of CCSS Scope and Sequence to monitor implementation of standards and student mastery.	
10What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Continue with previous actions / services. In order to support the IB program and the reauthorization process, include attending IB trainings (in-person and online) for professional development.	
Scope of service:		Scope of service:	
__ALL OR: __Low Income pupils **_X_English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils **_X_English Learners** __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Demonstrated growth in the number of EL's becoming English Proficient as measured on the CELDT Demonstrated growth on the redesignation rate		• CELDT administration was completed in October 2014 • All EL students remained the same or increased a level on the Fall 2014 CELDT • Fall 2014 Redesigation was 20% (FUSD criteria)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue with previous actions / services and monitoring EL progress on CELDT / redesignation measures.		

Original GOAL from prior year LCAP:	**5. Closing the Achievement Gap with High Expectations for All Students** All levels of the organization work to improve student achievement and close the achievement gap for all underperforming student groups		Related State and/or Local Priorities: 1_X_ 2_X_ 3_X_ 4_X_ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Dailey Elementary Charter		
	Applicable Pupil Subgroups: All		

Expected Annual Measurable Outcomes:	Demonstrated Growth in the number of EL's becoming English Proficient as measured on the CELDT
	
	 Demonstrated growth on the redesignation rate
		Actual Annual Measurable Outcomes:	• 100% of EL students remained the same or increased a level on the Fall 2014 CELDT
			 • Fall 2014 Redesigation was 20% (FUSD criteria)
			 • Spring 2015 Redesigation was 32% (FUSD criteria)
			
			 NWEA – September 2014
			 • EL students do not show disproportionality on NWEA assessments
			 • Average of 2 EL students per grade level not meeting targets in Math and Reading
			    o 11 total of 378 students
			 • Average of 1 EL student per grade level not meeting targets in Language (3rd – 5th)
			    o 5 total of 171 students
			
			 NWEA – December 2014
			 • EL students do not show disproportionality on NWEA assessments
			 • Average of 2 EL students per grade level not meeting targets in Math and Reading
			    o 14 total of 370 students (Math)
			    o 10 total of 370 students (Reading)
			 • Average of 1 EL student per grade level not meeting targets

		in Language (3rd – 5th) ○ 4 total of 170 students • All grade levels above national norms on NWEA assessments in September 2014 and December 2014 administrations. • DRP results showed that all grade levels exceeded FUSD end of year targets in January 2 • Professional development focuses on refining skills, strategies, and resources that support student learning and achievement. • Incorporating data results from NWEA and DRP to monitor student learning and address student needs

LCAP Year: 2014 – 2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Use multiple assessment measures to gauge student understanding and application of learning and monitors progress for all students and student groups. Participate in Positive Behavioral interventions and support processes and will develop strategic plans to improve both school climate and student behavior outcomes. Provide professional development for teachers directed at inquiry teaching, differentiated instruction, as well as building a culture of data analysis across grade levels. Improve the outcome for students with disabilities as		• Participation in NWEA assessments. • Participation in FUSD Degrees of Reading Power (DRP). • Conducting data analysis of both NWEA and DRP results to improve instruction. • Ongoing professional development under focus areas aimed at providing a high quality instruction and differentiation strategies for all students to access the curriculum. • Purchase of core novels to provide access to quality complex narrative text. • Monitor growth of students with disabilities with additional administrations of NWEA and DRP.	

contracted through the charter authorizer, Fresno Unified Scholl District's SELPA.			
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue with previous actions / services.		
Teachers build strong relationships between the school and the home through strong communication Principals, teachers, and support staff work collaboratively and diligently to create an inclusive, welcoming climate Provide targeted services and supports including referrals to psychologists, SST's, and special education resource staff as approved by our SELPA, and health services CSSS materials and training for differentiated instructional practices.	$42,316	Communication with parents includes newsletters, weekly phone calls, flyers, emails, phone calls, in-person conversations, conferences, notices, written notes, etc. Ongoing collaboration regarding interactions with all families, students, and guests. Administration of the Parent Survey that includes a metric on providing customer service Conducts ongoing referrals as needed to SST process, school psychologist, and special education resource staff as needed. Ongoing communication regarding the progress of identified students. Ongoing professional development on a variety of strategies that support student learning with the CCSS	$12,668
Scope of service: __ALL OR: _X_ Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)		Scope of service: __ALL OR: _X_ Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to	Continue with previous actions / services.		

goals?			
Data and Monitoring: Utilize data reporting tools and systems to monitor the progress of English Learners, including long-term English Learners and reclassified English Learners. Professional Learning: Teachers participate in high quality professional development designed to support English language development and quality instructional practices for English Learners Program Implementation: Provide instructional strategies for English Language Development that expands and extends academic language development across disciplines throughout the school day.		• 100% of EL students remained the same or increased a level on the Fall 2014 CELDT • Fall 2014 Redesigation was 20% (FUSD criteria) • Current redesignation rate is 32% (FUSD criteria) **English Learners** • Parent conferences with EL students' parents as needed. **Professional Development** • Professional development includes strategies to support EL students to access the curriculum. **Program Implementation** • Instructional strategies are presented during staff meetings and teacher training days to support language development – i.e., multiple opportunities for discussion, close reading, text talk time, etc.	
Scope of service: __ALL OR: __Low Income pupils **_X_ English Learners** __Foster Youth **_X_ Redesignated fluent English proficient** __Other Subgroups:(Specify)_____		Scope of service: __ALL OR: __Low Income pupils **_X_ English Learners** __Foster Youth **_X_ Redesignated fluent English proficient** __Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue with previous actions / services.		
Monitor attendance, behavior, and school performance.		No foster youth at this time.	

Provide direct and indirect interventions including collaboration with social and community agencies.

Provide professional development to all staff on laws pertaining to foster youth.

Provide staff with needed information, resources, and services to support the education of foster youth.

Scope of service:		Scope of service:	
__ALL		__ALL	
OR:		OR:	
__Low Income pupils __English Learners		__Low Income pupils __English Learners	
_X_ **Foster Youth** __Redesignated fluent English proficient		_X_ **Foster Youth** __Redesignated fluent English proficient	
__Other Subgroups:(Specify)_____		__Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue with previous actions / services.

Original GOAL from prior year LCAP:	**6. Digital Literacy** Students have access to technology and are utilizing technology skills to leverage their learning	Related State and/or Local Priorities: 1 _X_ 2__ 3__ 4 _X_ 5 _X_ 6 _X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Dailey Elementary Charter	
	Applicable Pupil Subgroups: All	

FICS Board Approved 6/16/2015

Expected Annual Measurable Outcomes:	Increased availability and use of technology	Actual Annual Measurable Outcomes:	• 14 additional tablets purchased to bring total to 114 • In Spring 2015, increased tablet inventory by 26% • Tablets split into four carts with four teachers assigned to each cart • Students have access 3 times per week to tablets for one hour • 30 desktop computers in computer lab • Purchased additional headphones

LCAP Year: 2014 – 2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Expand digital resources including timely replenishing of teacher and student devices, as well as maintaining and upgrading technology infrastructures. Provide training for teachers, and Administration to effectively engage students in using digital resources to leverage learning.	$40,000	• Fourteen additional tablets were purchased to provide all students weekly access. • Upgraded 5 teacher laptops • Upgraded 6 classroom projectors • Professional development includes digital literacy and skill-based instruction of computer skills. • Website database is updated on an ongoing basis emailed monthly to staff. • Computer lab available for sign up and monitored • Students utilizing computers / tablets for keyboarding, research, online assessments, word processing skills, PowerPoints, online website evaluation, technical skills (drag and drop, mouse navigation, etc.)	$40,205
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Continue with previous actions / services. In order to build sequential skills, implement Digital Literacy scope and sequence for each grade level. Additionally, purchase an additional tablet cart and 30 tablets to provide more frequent access for students. Allocate funds for online subscriptions as needed.	

Original GOAL from prior year LCAP:	**7. Safe and Well- Maintained Facilities** Dailey provides a safe, well- maintained facility and positive learning climate that supports the academic, social, emotional, and physical needs of students	Related State and/or Local Priorities: 1_X_ 2__ 3__ 4_X_ 5_X_ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: Dailey Elementary Charter
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	Establish baseline measure for parents responding Dailey is a safe school on the annual parent survey	**Actual Annual Measurable Outcomes:**
		• 7 suspension incidents • 98% of parents responded Dailey provides a safe and secure learning environment on the annual parent survey • Student survey (4th & 5th grade) indicates: o 91% feel supported and a part of the school o 90% have knowledge and feel fairness in the discipline rules and norms o 85% have a perception of safety on campus

LCAP Year: 2014 – 2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Dailey is developing a culture built on principles of positive interventions and supports. Positive learning climates, safe environments, and clean learning environments positively impact teaching and learning. Key actions designed to support this development include: Assure that the school is attractive and clean.		• Weekly walks with the Plant Coordinator to determine areas of need on campus. • Working with Fresno Unified to redesign Dailey's Peace Garden. • Providing on-going support to struggling students in support of positive behavior choices. • Use of school psychologist to provide short-term	

FICS Board Approved 6/16/2015

Assure that school safety is a priority and the School Safety Plan is updated annually. Provide opportunities and supports for Dailey to continue to implement restorative justice practices. Set goals to decrease suspension and expulsion rates, discipline referrals, and removal from classroom incidents and implement positive alternatives. Office support for student health concerns and issues.	$10, 038	counseling services to at-risk students. • Continue to implement student jobs and employee of the month program to build student connections to the school. • Continue to develop students' social and emotional needs through the Learner Profile. • School Safety Plan updated will be updated in March 2015. • Office Assistant position remains filled through a substitute to provide health services and office support. • Administered School Climate Survey to Grades 4 -5	$4,104
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue with previous actions / services. In addition, utilize this year's School Climate Survey as a baseline for student's perception of safety and bullying.		

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

    A.   In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$_____70,000_____

Dailey Charter expended approximately $87,354 in supplemental and concentration grant funds for the 2014 – 2015 fiscal year. Approximately $70,000 of LCFF Supplemental and concentration grant funds were budgeted for expenditures to improve services for low income, foster youth and English learner students. For the 2014 – 2015 year, Dailey's unduplicated count is 40%.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

7.87	%

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f)   "Expulsion rate" shall be calculated as follows:

(1)   The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2)   The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

01-13-15 [California Department of Education]