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**Dailey Elementary Charter School**  
**Fresno Innovative Charter Schools, Inc.**

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***“Inspiring Global Thinkers”***

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LCAP Year: 2016 – 2017

## **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
<ul style="list-style-type: none"> <li>• Dailey Charter held a LCFF community meeting / workshop on February 25<sup>th</sup>. Community was notified informational letters home, website, Facebook, Twitter, and school messenger</li> <li>• LCFF presentation and community feedback was posted online</li> <li>• Solicitation and reminders for community feedback form were posted via school messenger, website, Facebook, Twitter, and parent PVC meeting.</li> <li>• The community workshop was outlined as below:               <ul style="list-style-type: none"> <li>○ Review of the Local Control Funding Formula and LCAP</li> <li>○ Eight state priority areas</li> <li>○ Review of current LCAP goals</li> <li>○ Review of mid-year updates</li> <li>○ Student data</li> <li>○ Parent / Student engagement opportunities</li> <li>○ Next steps / Input</li> </ul> </li> <li>• 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:               <ul style="list-style-type: none"> <li>○ How can Fresno Innovative Charter Schools help more students attend school regularly?</li> <li>○ How can Fresno Innovative Charter Schools help more students prepare for college and careers?</li> <li>○ What can Fresno Innovative Charter Schools do to help more parents become involved in our school?</li> <li>○ What additional resources (teacher training, materials, supplies, etc.) could Fresno Innovative Charter Schools provide to support the current academic program?</li> <li>○ What additional digital literacy resources (software, programs, hardware, etc.) could Fresno Innovative Charter Schools provide to enhance our current technology structures?</li> </ul> </li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• Goals for outreach efforts were to:               <ul style="list-style-type: none"> <li>○ Provide a student outcome focused presentation that was transparent and informational for stakeholders</li> <li>○ A clear overview of LCFF funding</li> <li>○ Provide needs assessment with specific school data from a scope of areas (academics, social/emotional, attendance, parent involvement, staffing, etc.)</li> <li>○ Documentation of feedback</li> <li>○ Process for ongoing feedback</li> <li>○ 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.</li> <li>○ As feedback was evaluated, there was a consistent theme of <b>continuing current practices</b> in many areas: attendance policies, parent outreach, instructional program, professional development in CCSS, teacher planning days, and positive school climate.</li> <li>○ As a result of parent / community feedback, we will pursue additional outlets in gaining community involvement through parent emails, communication folders, interest surveys, and updates to our website, which are reflected in the LCAP. In addition, our online survey collection indicated a need to expand Dailey's demographics which were reflected in the first</li> </ul> </li> </ul>

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| <ul style="list-style-type: none"> <li>• The LCFF presentation was shared with staff on March 14<sup>th</sup>. School staff were also encouraged to complete the feedback form and provide input.</li> <li>• 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 April 12<sup>th</sup> Board Meeting. Additional feedback will be communicated to the Board in May.</li> <li>• The draft LCAP was presented to the Board on April 12<sup>th</sup> 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.</li> </ul> | <p>goal (marketing practices) in order to reach Dailey's neighborhood and beyond.</p> <ul style="list-style-type: none"> <li>○ As a result of teacher feedback, staff has continued to pursue additional CCSS resources and staff development, along with adding additional technology pieces to enhance digital literacy which is reflected in the LCAP draft.</li> <li>○ 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 needed to be balanced with staffing, budget, data, and planning needs.</li> <li>○ 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.</li> <li>○ In the onset of budgeting discussions and prior to budgeting decisions, the school had the perspective of the stakeholder feedback.</li> </ul> <ul style="list-style-type: none"> <li>• As a result, in April of 2016, the Board received a draft budget that accommodated additional CCSS curriculum,</li> </ul> |
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	<p>health aide and professional development opportunities for teachers.</p> <ul style="list-style-type: none"><li>• Dailey will increase efforts in future years to create interest in generating engagement in the LCAP process.</li></ul>
<p><b>Annual Update:</b></p> <ul style="list-style-type: none"><li>• Provided opportunities for stakeholders to hear progress on LCAP initiatives and investments<ul style="list-style-type: none"><li>○ Board of Directors were provided with an update in January 2015</li><li>○ Parents reviewed LCAP progress at Director's Chat in January 2015</li></ul></li><li>• Ongoing communication regarding attendance (Goal 3) in parent newsletters, school messenger, and parent PVC meetings</li><li>• Student data (DRP, NWEA) shared at Board meetings and parent PVC meetings</li><li>• Sharing of implementation of State Standards via school newsletters in connection to LCAP goals</li><li>• Budget updates provided to the Board at the May 20<sup>th</sup> meeting</li><li>• Reviewed January 2015 updates at the May 14<sup>th</sup> LCFF Community Meeting</li><li>• Board presentation to be presented at May parent PVC meeting</li></ul>	<p><b>Annual Update:</b></p> <ul style="list-style-type: none"><li>• Data based decision making allows for targeted focus on next steps and / or progress on current goals</li><li>• Allowed for conversations around student needs as new funding has allowed for targeted areas</li><li>• Updating stakeholders on investments creates accountability for all in implementing the goals and actions outlined</li></ul>



# 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 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 <u>X</u> 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		
<b>LCAP Year 1 2016 – 2017</b>				
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: <ul style="list-style-type: none"> <li>• Practices to recruit neighborhood students with no less than 60% neighborhood students enrolled</li> <li>• Marketing Dailey using Dailey’s website and word of mouth</li> </ul> For the 2015 – 2016 school year: <ul style="list-style-type: none"> <li>• 80% of students were within FUSD boundaries</li> <li>• 61% of students were neighborhood boundaries</li> <li>• 95% of new enrollments referred by existing parents of Dailey</li> </ul>			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	1A) Monitor neighborhood enrollment, including reasons for increase or decrease.	All	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
	1B) Monitor goals of neighborhood enrollment.	All	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

1C) Monitor new enrollments for how they heard of Dailey based on their enrollment application.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1D) Market enrollment opportunities through outside sources as needed (banner on the fence, postcards, preschool outreach, etc.)		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$12,000
<b>LCAP Year 2 2017 – 2018</b>			
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: <ul style="list-style-type: none"> <li>Practices to recruit neighborhood students</li> <li>Marketing Dailey using Dailey’s website and word of mouth</li> </ul>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
1A) Monitor neighborhood enrollment, including reasons for increase or decrease.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
1B) Monitor goals of neighborhood enrollment.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

		<u>  </u> Other Subgroups:(Specify) _____	
1C) Monitor new enrollments for how they heard of Dailey based on their enrollment application.		<u>  X  </u> ALL OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	
1D) Market enrollment opportunities through outside sources as needed (banner on the fence, postcards, preschool outreach, etc.)		<u>  X  </u> ALL OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	

**LCAP Year 3  
2018 – 2019**

Expected Annual Measurable Outcomes:	<p>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:</p> <ul style="list-style-type: none"> <li>• Practices to recruit neighborhood students</li> <li>• Marketing Dailey using Dailey’s website and word of mouth</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1A) Monitor neighborhood enrollment, including reasons for increase or decrease.	All	<u>  X  </u> ALL OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify) _____	
1B) Monitor goals of neighborhood enrollment.	All	<u>  X  </u> ALL OR: <u>  </u> Low Income pupils <u>  </u> English Learners	

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
1C) Monitor new enrollments for how they heard of Dailey based on their enrollment application.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
1D) Market enrollment opportunities through outside sources as needed (banner on the fence, postcards, preschool outreach, etc.)		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____

GOAL 2	Parent and Community Engagement Around Student Achievement		Related State and/or Local Priorities: 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	
<b>LCAP Year 1 2016 – 2017</b>			
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: <ul style="list-style-type: none"> <li>• 95% of parents responding they are satisfied with their child's school on the annual Parent Survey</li> <li>• 95% parents responding that they are aware of their child's progress on the annual Parent Survey</li> <li>• Monitoring student academic progress through             <ul style="list-style-type: none"> <li>○ 60% of parents using ATLAS Parent Portal</li> <li>○ 25% of parents registered with EduText</li> </ul> </li> </ul>		

<ul style="list-style-type: none"> <li>Ongoing communication with parents and community members</li> </ul> <p>For the 2015 – 2016 school year:</p> <ul style="list-style-type: none"> <li>99% of parents are satisfied with their child’s school</li> <li>99% of parents are aware of their child’s progress</li> <li>52% of parents were using ATLAS Parent Portal</li> <li>21% of parents were registered with EduText</li> </ul>			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2A) Monitor results of how many parents are responding that they are satisfied with their child’s school.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2B) Monitor the amount of parents logging into ATLAS Parent Portal and EduText.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2C) 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	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2D) Improve communication strategies and structures for timely and easy access to information, support, and resources.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	



		<u>  </u> Other Subgroups:(Specify)_____	
2E) Provide family engagement opportunities that are attentive to and supportive of neighborhood culture, circumstance, and needs.	All	<u>  X  </u> ALL OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	
2F) Conduct a variety of community service projects that support the IB philosophy and engage students with local and / or global organizations.	All	<u>  X  </u> ALL OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	\$1,000
2G) Administer parent interest survey of topics that would support their learning to benefit their children.	All	<u>  X  </u> ALL OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	
2H) Conduct a parent interest survey of volunteer opportunities at the beginning of the year and new enrollments.	All	<u>  X  </u> ALL OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	
2I) Create a schoolwide and grade level email database system in order to provide additional communication from the school regarding information, events, and other items that need to be communicated.	All	<u>  X  </u> ALL OR: <u>  </u> Low Income pupils <u>  </u> English Learners <u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient <u>  </u> Other Subgroups:(Specify)_____	

**LCAP Year 2  
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
2A) Monitor results of how many parents are responding that they are satisfied with their child’s school.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2B) Monitor the amount of parents logging into ATLAS Parent Portal and EduText.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2C) 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	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>2D) Improve communication strategies and structures for timely and easy access to information, support, and resources.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>2E) Provide family engagement opportunities that are attentive to and supportive of neighborhood culture, circumstance, and needs.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>2F) Conduct a variety of community service projects that support the IB philosophy and engage students with local and / or global organizations.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>2G) Administer parent interest survey of topics that would support their learning to benefit their children.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>2H) Conduct a parent interest survey of volunteer opportunities at the beginning of the year and new enrollments.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>2I) Create a schoolwide and grade level email database system in order to provide additional communication from the school regarding information, events, and other items that</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	

need to be communicated.		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
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**LCAP Year 3  
2018 – 2019**

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: <ul style="list-style-type: none"> <li>• Increase in parents responding they are satisfied with their child’s school on the annual Parent Survey</li> <li>• Increase in parents responding that they are aware of their child’s progress on the annual Parent Survey</li> <li>• Monitoring student academic progress through             <ul style="list-style-type: none"> <li>○ An increase in parents using ATLAS Parent Portal</li> <li>○ An increase of parents registered with EduText</li> </ul> </li> <li>• Ongoing communication with parents and community members</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2A) Monitor results of how many parents are responding that they are satisfied with their child’s school.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2B) Monitor the amount of parents logging into ATLAS Parent Portal and EduText.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
2C) 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	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

		__Other Subgroups:(Specify)_____	
2D) Improve communication strategies and structures for timely and easy access to information, support, and resources.	All	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2E) Provide family engagement opportunities that are attentive to and supportive of neighborhood culture, circumstance, and needs.	All	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2F) Conduct a variety of community service projects that support the IB philosophy and engage students with local and / or global organizations.	All	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2G) Administer parent interest survey of topics that would support their learning to benefit their children.	All	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2H) Conduct a parent interest survey of volunteer opportunities at the beginning of the year and new enrollments.	All	<input checked="" type="checkbox"/> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

2l) Create a schoolwide and grade level email database system in order to provide additional communication from the school regarding information, events, and other items that need to be communicated.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
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<b>GOAL</b> 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 _____		
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		
<b>LCAP Year 1 2016 – 2017</b>				
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: <ul style="list-style-type: none"> <li>• An attendance rate of 98% or higher.</li> <li>• A 10% decrease in tardies and early check-outs</li> <li>• Monitor chronic absenteeism with student attendance process</li> </ul> For the 2015 – 2016 school year (as of March 30, 2016): <ul style="list-style-type: none"> <li>• 96% attendance rate</li> <li>• 963 tardies</li> <li>• 882 early pick-ups</li> <li>• 1,037 absences</li> <li>• 1% chronic absenteeism</li> </ul>			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3A) Monitor attendance rates that include absences, tardies,	All	<input checked="" type="checkbox"/> ALL		

and early check-outs.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3B) Parent education on the importance of attendance and student achievement.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3C) Administration, teachers, and office staff continue parent communication using the school SARC process.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3D) Phone calls and / or conferences with parents whose students have an excessive amount of early pick-ups		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

**LCAP Year 2  
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: <ul style="list-style-type: none"> <li>• Maintaining a 98% attendance rate</li> <li>• A decrease in tardies and early check-outs.</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3A) Monitor attendance rates that include absences, tardies,	All	<input checked="" type="checkbox"/> ALL	

and early check-outs.		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3B) Parent education on the importance of attendance and student achievement.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3C) Administration, teachers, and office staff continue parent communication using the school SARC process.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3D) Phone calls and / or conferences with parents whose students have an excessive amount of early pick-ups		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

**LCAP Year 3  
2018 – 2019**

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: <ul style="list-style-type: none"> <li>• Maintaining an attendance rate of 98% or higher.</li> <li>• A decrease in tardies and early check-outs.</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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3A) Monitor attendance rates that include absences, tardies, and early check-outs.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3B) Parent education on the importance of attendance and student achievement.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3C) Administration, teachers, and office staff continue parent communication using the school SARC process.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
3D) Phone calls and / or conferences with parents whose students have an excessive amount of early pick-ups		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

**GOAL**  
4

All students have access to high quality teaching.

Related State and/or Local Priorities:

1  2  3  4  5  6  7 \_\_\_ 8 \_\_\_

COE only: 9 \_\_\_ 10 \_\_\_

Local : Specify \_\_\_\_\_

Identified Need 4A:	Students need access to effective teachers.		
Goal Applies to:	Schools:	Dailey Elementary Charter	
	Applicable Pupil Subgroups:	All	
<b>LCAP Year 1 2016 – 2017</b>			
Expected Annual Measurable Outcomes:	<p>Students have access to a highly effective teacher that creates a culture of high expectations with a well-rounded curriculum through:</p> <ul style="list-style-type: none"> <li>• 100% of teachers are highly qualified</li> <li>• 100% of teaching positions filed with no misassignments</li> <li>• 95% of teachers feel the professional learning provided was relevant to their teaching</li> <li>• 95% of teachers feel the professional learning provided increased their pedagogical knowledge</li> <li>• 75% of teachers participating in extended learning opportunities for students and teacher stipend hours</li> <li>• Awaiting results of parent-family survey (parents feel Dailey provides a challenging and rigorous curriculum on the annual parent survey) to determine goal</li> <li>• Increase in materials and equipment to support classroom innovation in implementation of the State Standards</li> <li>• Increased implementation of the State Standards to support differentiated instruction for all students to ensure continued closure of achievement gaps</li> <li>• Continue the practice of increased professional learning and teacher planning time with substitute release days</li> </ul> <p>For the 2015 – 2016 school year:</p> <ul style="list-style-type: none"> <li>• 80% of teachers participating in additional activities</li> <li>• 100% of teachers feel the professional learning provided was relevant to their teaching</li> <li>• 100% of teachers feel the professional learning provided increased their pedagogical knowledge</li> <li>• 2 additional substitute release days for additional teacher planning time and professional development implementation</li> <li>• 99% of parents feel Dailey provides a challenging and rigorous curriculum on the annual parent survey</li> </ul>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
4A) Provide effective teacher hiring, recruitment, and retention practices and assure that teachers are properly assigned and supported.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

4B) Provide support for beginning teachers and peer assistance to effectively teach diverse student groups.	All	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
4C) Provide specialized supports and training for general education staff who teach and support students.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
4D) 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	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
4E) Provide opportunities to attend IB trainings, both in-person and online, to support professional development.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$40,000
4F) Create incentives for staff to provide and support extra opportunities for students.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$15,000
4G) Ensure students have proper equipment / materials for specialty classes and extended learning opportunities.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	\$11,000

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
4H) Increased professional learning and teacher planning time.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$12,000
<b>LCAP Year 2 2017 – 2018</b>			
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: <ul style="list-style-type: none"> <li>• Provide highly qualified teachers</li> <li>• All teaching positions filed with no misassignments</li> <li>• Increase in teachers responding the professional learning provided was a) relevant to their teaching and b) increased their pedagogical knowledge</li> <li>• Increase in teachers participating in extended learning opportunities for students and teacher stipend hours</li> <li>• Parents responding they feel Dailey provides a challenging and rigorous curriculum on the annual parent survey</li> <li>• Increase in materials and equipment to support classroom innovation in implementation of the State Standards</li> <li>• Increased implementation of the State Standards to support differentiated instruction for all students to ensure continued closure of achievement gaps</li> <li>• Continue the practice of increased professional learning and teacher planning time with substitute release days</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4A) Provide effective teacher hiring, recruitment, and retention practices and assure that teachers are properly assigned and supported.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
4B) Provide support for beginning teachers and peer	All	<input type="checkbox"/> ALL	

<p>assistance to effectively teach diverse student groups.</p>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>4C) Provide specialized supports and training for general education staff who teach and support students.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>4D) 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.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>4E) Provide opportunities to attend IB trainings, both in-person and online, to support professional development.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>4F) Create incentives for staff to provide and support extra opportunities for students.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>4G) Ensure students have proper equipment / materials for specialty classes and extended learning opportunities.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

4H) Increased professional learning and teacher planning time.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
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**LCAP Year 3  
2018 – 2019**

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: <ul style="list-style-type: none"> <li>• Provide highly qualified teachers</li> <li>• All teaching positions filed with no misassignments</li> <li>• Increase in teachers responding the professional learning provided was a) relevant to their teaching and b) increased their pedagogical knowledge</li> <li>• Increase in teachers participating in extended learning opportunities for students and teacher stipend hours</li> <li>• Parents responding they feel Dailey provides a challenging and rigorous curriculum on the annual parent survey</li> <li>• Increase in materials and equipment to support classroom innovation in implementation of the State Standards</li> <li>• Increased implementation of the State Standards to support differentiated instruction for all students to ensure continued closure of achievement gaps</li> <li>• Continue the practice of increased professional learning and teacher planning time with substitute release days</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4A) Provide effective teacher hiring, recruitment, and retention practices and assure that teachers are properly assigned and supported.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
4B) Provide support for beginning teachers and peer assistance to effectively teach diverse student groups.	All	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

		<input type="checkbox"/> Other Subgroups:(Specify) _____	
4C) Provide specialized supports and training for general education staff who teach and support students.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
4D) 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	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
4E) Provide opportunities to attend IB trainings, both in-person and online, to support professional development.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
4F) Create incentives for staff to provide and support extra opportunities for students.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
4G) Ensure students have proper equipment / materials for specialty classes and extended learning opportunities.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
4H) Increased professional learning and teacher planning time.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

		__Other Subgroups:(Specify)_____	
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<p><b>GOAL 5</b> Closing the Achievement Gap with High Expectations for All Students</p>	<p>Related State and/or Local Priorities:                  1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 __ 8 __                  COE only: 9 __ 10 __                  Local : Specify _____</p>
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Identified Need 5A:	All students will perform without an achievement gap.
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Goal Applies to:	Schools: Dailey Elementary Charter
	Applicable Pupil Subgroups: All

**LCAP Year 1  
2016 – 2017**

Expected Annual Measurable Outcomes:	<p>All levels of the organization work to improve student achievement and close the achievement gap for all underperforming student groups through:</p> <ul style="list-style-type: none"> <li>100% of students have sufficient materials needed for learning</li> <li>All English Learners remaining the same or increasing a level of language proficiency as measured by the CELDT</li> <li>30% or higher redesignation rate based on Fresno Unified criteria</li> <li>Performance at or above the grade level norms on NWEA assessments</li> <li>Performance at or above grade level expectations on DRP assessments as set by Fresno Unified</li> </ul> <p>For the 2015 – 2016 school year:</p> <ul style="list-style-type: none"> <li>All grade levels above the end of year national norms on NWEA assessments</li> <li>DRP results in October and January exceeded FUSD targets and end of year target</li> <li>6% EL redesignation rate</li> <li>78% of EL students remained the same or increased a level of language proficiency as measured by the CELDT</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5A) Use multiple assessment measures to gauge student understanding and application of learning and monitors progress for all students and student groups.	All	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners	



		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
5B) Participate in Positive Behavioral Interventions and support processes to develop strategic plans to improve both school climate and student behavior outcomes.	All	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
5C) Provide professional development for teachers directed at inquiry teaching, differentiated instruction, as well as building a culture of data analysis across grade levels.	All	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
5D) Improve the outcome for students with disabilities as contracted through the charter authorizer, Fresno Unified School District's SELPA.	All	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
5E) Utilize online assessment data system (NWEA) to monitor student progress and learning	All	<input checked="" type="checkbox"/> ALL <hr/> OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$5,503

**LCAP Year 2  
2017 – 2018**

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: <ul style="list-style-type: none"> <li>• Students have sufficient materials needed for learning</li> <li>• English Learners remaining the same or increasing a level of language proficiency as measured by the CELDT</li> </ul>
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<ul style="list-style-type: none"> <li>Maintained or increase in redesignation rate based on Fresno Unified criteria</li> <li>Performance at or above the grade level norms on NWEA assessments</li> <li>Performance at or above grade level expectations on DRP assessments as set by Fresno Unified</li> </ul>			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5A) Use multiple assessment measures to gauge student understanding and application of learning and monitors progress for all students and student groups.	All	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
5B) Participate in Positive Behavioral Interventions and support processes to develop strategic plans to improve both school climate and student behavior outcomes.	All	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
5C) Provide professional development for teachers directed at inquiry teaching, differentiated instruction, as well as building a culture of data analysis across grade levels.	All	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
5D) Improve the outcome for students with disabilities as contracted through the charter authorizer, Fresno Unified School District's SELPA.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
5E) Utilize online assessment data system (NWEA) to monitor student progress and learning	All	<input checked="" type="checkbox"/> ALL OR:	

		__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
<b>LCAP Year 3</b> 2018 – 2019			
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: <ul style="list-style-type: none"> <li>• Students have sufficient materials needed for learning</li> <li>• English Learners remaining the same or increasing a level of language proficiency as measured by the CELDT</li> <li>• Maintained or increase in redesignation rate based on Fresno Unified criteria</li> <li>• Performance at or above the grade level norms on NWEA assessments</li> <li>• Performance at or above grade level expectations on DRP assessments as set by Fresno Unified</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5A) Use multiple assessment measures to gauge student understanding and application of learning and monitors progress for all students and student groups.	All	<u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
5B) Participate in Positive Behavioral Interventions and support processes to develop strategic plans to improve both school climate and student behavior outcomes.	All	<u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
5C) Provide professional development for teachers directed at inquiry teaching, differentiated instruction, as well as building a culture of data analysis across grade levels.	All	<u> X </u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient	

		__ Other Subgroups:(Specify) _____	
5D) Improve the outcome for students with disabilities as contracted through the charter authorizer, Fresno Unified School District's SELPA.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
5E) Utilize online assessment data system (NWEA) to monitor student progress and learning	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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	
<b>LCAP Year 1 2016 – 2017</b>			
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: <ul style="list-style-type: none"> <li>• 95% of parents indicate their child's school communicates with them on the annual parent survey</li> <li>• 95% of parents indicate their child's teacher communicates with them on the annual parent survey</li> </ul> For the 2015 – 2016 school year: <ul style="list-style-type: none"> <li>• 99% of parents indicate their child's school communicates with them on the annual parent survey</li> <li>• 93% of parents indicate their child's teacher communicates with them on the annual parent survey</li> </ul>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
5B-A) Teachers build strong relationships between the school and home through strong communication.	All	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
5B-B) Administration, teachers, and support staff work collaboratively and diligently to create an inclusive, welcoming climate.	All	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
5B-C) 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	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
5B-D) CCSS materials and training for differentiated instructional practices.	All	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$40,000

**LCAP Year 2  
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: <ul style="list-style-type: none"> <li>• Increase of parents indicate their child's school communicates with them on the annual parent survey</li> <li>• Increase of parents indicate their child's teacher communicates with them on the annual parent survey</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5B-A) Teachers build strong relationships between the school	All	<input type="checkbox"/> ALL	

and home through strong communication.		OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
5B-B) Administration, teachers, and support staff work collaboratively and diligently to create an inclusive, welcoming climate.	All	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
5B-C) 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	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
5B-D) CCSS materials and training for differentiated instructional practices.	All	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

**LCAP Year 3**  
2018 – 2019

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: <ul style="list-style-type: none"> <li>• Increase of parents indicate their child's school communicates with them on the annual parent survey</li> <li>• Increase of parents indicate their child's teacher communicates with them on the annual parent survey</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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5B-A) Teachers build strong relationships between the school and home through strong communication.	All	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
5B-B) Administration, teachers, and support staff work collaboratively and diligently to create an inclusive, welcoming climate.	All	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
5B-C) 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	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
5B-D) CCSS materials and training for differentiated instructional practices.	All	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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  
2016 – 2017**

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 2015 – 2016 school year: <ul style="list-style-type: none"> <li>• 6% EL redesignation rate</li> <li>• 78% of EL students remained the same or increased a level of language proficiency as measured by the CELDT No disproportionality on NWEA assessments</li> </ul>			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5C-A) Utilize data reporting tools and systems to monitor the progress of English Learners, including long-term English Learners and reclassified English Learners	All	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
5C-B) Teachers participate in high quality professional development designed to support English language development and quality instructional practices for English Learners	All	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
5C-C) Provide instructional strategies for English Language Development that expands and extends academic language development across disciplines throughout the school day	All	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
<b>LCAP Year 2 2017 – 2018</b>			
Expected Annual Measurable Outcomes:	It is expected that English Learners will continue to make progress through: <ul style="list-style-type: none"> <li>• English Learners remaining the same or increasing a level of language proficiency as measured by the CELDT</li> <li>• Maintained or increase in redesignation rate based on Fresno Unified criteria</li> </ul>		



Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5C-A) Utilize data reporting tools and systems to monitor the progress of English Learners, including long-term English Learners and reclassified English Learners	All	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
5C-B) Teachers participate in high quality professional development designed to support English language development and quality instructional practices for English Learners	All	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
5C-C) Provide instructional strategies for English Language Development that expands and extends academic language development across disciplines throughout the school day	All	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

**LCAP Year 3**  
2018 – 2019

Expected Annual Measurable Outcomes:	It is expected that English Learners will continue to make progress through: <ul style="list-style-type: none"> <li>• English Learners remaining the same or increasing a level of language proficiency as measured by the CELDT</li> <li>• Maintained or increase in redesignation rate based on Fresno Unified criteria</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5C-A) Utilize data reporting tools and systems to monitor the progress of English Learners, including long-term English Learners and reclassified English Learners	All	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	

		<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
5C-B) Teachers participate in high quality professional development designed to support English language development and quality instructional practices for English Learners	All	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
5C-C) Provide instructional strategies for English Language Development that expands and extends academic language development across disciplines throughout the school day	All	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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	
<b>LCAP Year 1 2016 – 2017</b>			
Expected Annual Measurable Outcomes:	Foster Youth will have no disproportionality in attendance and academics  For the 2015 – 2016 school year: <ul style="list-style-type: none"> <li>No foster youth were enrolled</li> </ul>		
	<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Budgeted Expenditures</b>
	5D-A) Monitor attendance, behavior, and school performance	All	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

5D-B) Provide direct and indirect interventions including collaboration with social and community agencies	All	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
5D-C) 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	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

**LCAP Year 2  
2017 – 2018**

Expected Annual Measurable Outcomes:	Foster Youth will have no disproportionality in attendance and academics.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5D-A) Monitor attendance, behavior, and school performance	All	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
5D-B) Provide direct and indirect interventions including collaboration with social and community agencies	All	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

		__ Other Subgroups:(Specify) _____ _____	
5D-C) 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) _____	
<b>LCAP Year 3 2018 – 2019</b>			
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
5D-A) Monitor attendance, behavior, and school performance	All	__ ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____	
5D-B) 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) _____	
5D-C) 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) _____	

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<b>GOAL 6</b>	<b>All Students Acquire Digital Literacy Skills</b>	Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2__ 3__ 4_ <input checked="" type="checkbox"/> 5_ <input checked="" type="checkbox"/> 6_ <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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**Identified Need :** Students must have 21<sup>st</sup> Century skills in order to compete in a global workforce.

**Goal Applies to:** Schools: Dailey Elementary Charter

Applicable Pupil Subgroups: All

**LCAP Year 1  
2016 – 2017**

**Expected Annual Measurable Outcomes:** Dailey will continue to Increase the availability of technology resources, hardware, and software / programs for all students.

For the 2015 – 2016 school year:

- Increased tablet inventory by 5%
- Upgraded 75% of teacher computers
- Purchase of standards-aligned website for Kindergarten to use in teaching digital literacy skills

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6A) 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	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$28,000
6B) Provide training for teachers and administration to effectively engage students in using digital resources to leverage learning.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

6C) Systemically implement a Scope and Sequence for technology skills and record in IB scope and sequence documents.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
6D) Incorporate a technology-based summative assessment into unit summative assessments.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

**LCAP Year 2  
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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6A) 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	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
6B) Provide training for teachers and administration to effectively engage students in using digital resources to leverage learning.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

6C) Systemically implement a Scope and Sequence for technology skills and record in IB scope and sequence documents.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
6D) Incorporate a technology-based summative assessment into unit summative assessments.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

**LCAP Year 3  
2018 – 2019**

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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6A) 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	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
6B) Provide training for teachers and administration to effectively engage students in using digital resources to leverage learning.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

6C) Systemically implement a Scope and Sequence for technology skills and record in IB scope and sequence documents.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
6D) Incorporate a technology-based summative assessment into unit summative assessments.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

<b>GOAL 7</b>	<b>All Students Have Access to a Safe and Well Maintained Facility</b>		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Students feel safe on campus.		
Goal Applies to:	Schools:	Dailey Elementary Charter	
	Applicable Pupil Subgroups:	All	
<b>LCAP Year 1 2016 – 2017</b>			
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: <ul style="list-style-type: none"> <li>• 95% of parents responding Dailey provides a safe and secure learning environment on the annual parent survey</li> <li>• Student survey responses (4<sup>th</sup> &amp; 5<sup>th</sup> grades):                         <ul style="list-style-type: none"> <li>○ 90% of students feel supported and a part of the school</li> <li>○ 90% of students have knowledge and feel fairness in the discipline rules and norms</li> <li>○ 90% of students have a perception of safety on campus</li> </ul> </li> </ul>		



For the 2015 – 2016 school year:

- 99% of parents responded Dailey provides a safe and secure learning environment on the annual parent survey
- 6 incidents of suspension at a rate of 1.9 incidents per 100 students
- Student survey (4<sup>th</sup> & 5<sup>th</sup> grades) indicate that:
  - 87% of students feel supported and a part of the school
  - 83% of students have knowledge and feel fairness in the discipline rules and norms
  - 95% of students have a perception of safety on campus

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
7A) 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	<input checked="" type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
7B) Assure that school safety is a priority and the School Safety Plan is updated annually.	All	<input checked="" type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
7C) Provide opportunities and supports for Dailey to continue to implement restorative justice practices.	All	<input checked="" type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

7D) Decrease suspension and expulsion rates, discipline referrals, and removal from classroom incidents and implement positive alternatives.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
7E) Office support for student health concerns and issue	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$25,000

**LCAP Year 2  
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: <ul style="list-style-type: none"> <li>• Increase of parents responding Dailey provides a safe and secure learning environment on the annual parent survey</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
7A) 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	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

7B) Assure that school safety is a priority and the School Safety Plan is updated annually.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
7C) Provide opportunities and supports for Dailey to continue to implement restorative justice practices.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
7D) Decrease suspension and expulsion rates, discipline referrals, and removal from classroom incidents and implement positive alternatives.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
7E) Office support for student health concerns and issue	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

**LCAP Year 3  
2018 – 2019**

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: <ul style="list-style-type: none"> <li>Increase of parents responding Dailey provides a safe and secure learning environment on the annual parent survey</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>7A) 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.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>7B) Assure that school safety is a priority and the School Safety Plan is updated annually.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>7C) Provide opportunities and supports for Dailey to continue to implement restorative justice practices.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>7D) Decrease suspension and expulsion rates, discipline referrals, and removal from classroom incidents and implement positive alternatives.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>7E) Office support for student health concerns and issue</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	

	<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
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<b>GOAL 8</b>	<b>Provide services for all students to support all 7 school goals</b>	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 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	
<b>LCAP Year 1 2016 – 2017</b>			
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
<b>Instruction for students:</b>  All costs associated with the delivery of instruction to students	All	<input checked="" type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$2,013,995 LCFF Block Grant
<b>Professional Learning:</b>  Trainings, planning time, and job-embedded learning opportunities are provided			

<b>Parent Outreach:</b>			
PVC, newsletters, social media, School Messenger, notices home, conferences, email, etc.			
<b>Prevention and Intervention:</b>			
Attendance, SST process, school climate, student discipline, etc.			
<b>Assessment:</b>			
Report cards, stakeholder surveys, student assessments, and state reporting			
<b>Special Education:</b>			
Contracted through our charter authorizer Fresno Unified's SELPA			
<b>Administration:</b>			
Executive Director, Director, IB Coordinator, and support staff			
<b>Operational Services:</b>			
Food services, facilities, maintenance, operations, safety, utilities			
<b>LCAP Year 2 2017 – 2018</b>			
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

<p><b>Instruction for students:</b> All costs associated with the delivery of instruction to students</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p><b>Professional Learning:</b> Trainings, planning time, and job-embedded learning opportunities are provided</p>			
<p><b>Parent Outreach:</b> PVC, newsletters, social media, School Messenger, notices home, conferences, email, etc.</p>			
<p><b>Prevention and Intervention:</b> Attendance, SST process, school climate, student discipline, etc.</p>			
<p><b>Assessment:</b> Report cards, stakeholder surveys, student assessments, and state reporting</p>			
<p><b>Special Education:</b> Contracted through our charter authorizer Fresno Unified's SELPA</p>			
<p><b>Administration:</b> Executive Director, Director, IB Coordinator, and support staff</p>			
<p><b>LCAP Year 3 2018 – 2019</b></p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Provide support to each goal 1 – 7</p>		
<p>Actions/Services</p>	<p>Scope of</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted</p>

	Service		Expenditures
<b>Instruction for students:</b> All costs associated with the delivery of instruction to students	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
<b>Professional Learning:</b> Trainings, planning time, and job-embedded learning opportunities are provided			
<b>Parent Outreach:</b> PVC, newsletters, social media, School Messenger, notices home, conferences, email, etc.			
<b>Prevention and Intervention:</b> Attendance, SST process, school climate, student discipline, etc.			
<b>Assessment:</b> Report cards, stakeholder surveys, student assessments, and state reporting			
<b>Special Education:</b> Contracted through our charter authorizer Fresno Unified's SELPA			
<b>Administration:</b> Executive Director, Director, IB Coordinator, and support staff			



# 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:	<b>Services for all students support all 7 goals</b>		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: <b>Dailey Elementary Charter</b> Applicable Pupil Subgroups: <b>All</b>			
Expected Annual Measurable Outcomes:	See each applicable goal	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• 72% Meeting or Exceeding Standards on Spring 2015 SBAC</li> <li>• All grade levels above national norms on September 2015 and December 2015 administrations of NWEA</li> </ul>	
<b>LCAP Year: 2015 – 2016</b>				
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<p><b>Instruction for students:</b> All costs associated with the delivery of instruction to students</p> <p><b>Professional Learning:</b> Trainings, planning time, and job-embedded learning opportunities are provided</p> <p><b>Parent Outreach:</b> PVC, newsletters, social media, School Messenger, notices home, conferences, etc.</p> <p><b>Prevention and Intervention:</b> Attendance, SST process, school climate, student discipline, etc.</p> <p><b>Assessment:</b> Report cards, stakeholder surveys, student</p>	<p>\$2,472,196</p> <p>LCFF Block Grant</p>	<p>Instruction for all students:</p> <ul style="list-style-type: none"> <li>• Full teaching staff</li> <li>• All students and teachers have access to appropriate learning materials and resources</li> </ul> <p>Professional Learning:</p> <ul style="list-style-type: none"> <li>• Professional learning plan in place to connect all staff learning to essential focus areas</li> <li>• Additional time to plan through substitute release days, weekly grade level meetings</li> <li>• Planning days are held 5 times throughout the year, with additional days before and after the school year</li> <li>• Release time during the day to observe peers</li> </ul>	<p>\$1,898,445</p> <p>LCFF Block Grant</p>	

<p>assessments, and state reporting</p> <p><b>Special Education:</b> Contracted through our charter authorizer Fresno Unified's SELPA</p> <p><b>Administration:</b> Executive Director, Director, IB Coordinator, and support staff</p> <p><b>Operational Services:</b> Food services, facilities, maintenance, operations, safety, utilities</p>		<ul style="list-style-type: none"> <li>• Onboarding with new staff before the year and throughout the school year</li> </ul> <p>Parent Outreach:</p> <ul style="list-style-type: none"> <li>• Sought out feedback to improve communication pathways</li> <li>• 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</li> </ul> <p>Prevention and Intervention:</p> <ul style="list-style-type: none"> <li>• Continued monitoring of attendance and communication with parents</li> <li>• Attendance process in place and supported by the office staff and administration</li> <li>• SST's held as needed</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• NWEA / DRP administered</li> <li>• Report cards given at the end of the quarter, with mid-quarter progress reports given</li> <li>• Participation in State Assessments</li> <li>• Parent and student surveys administered in March 2016</li> <li>• Revised IB Learner Profile Report Card to include student reflection</li> <li>• Assessment results reported to stakeholders, including parents</li> </ul>	
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		<p>Special Education:</p> <ul style="list-style-type: none"> <li>• Ongoing communication and monitoring with Special Education team</li> <li>• Provided targeted services and supports including referrals to psychologists, SST's, and special education resource staff as approved by our SELPA, and health services</li> </ul> <p>Administration:</p> <ul style="list-style-type: none"> <li>• Class visits on a weekly basis</li> <li>• Planning professional development</li> <li>• Vertical articulation of class visits and calibration</li> <li>• All administrative positions in place</li> <li>• Full support staff filled with permanent employees</li> </ul> <p>Operational Services:</p> <ul style="list-style-type: none"> <li>• Collaboration with FUSD partners to ensure all appropriate services for students</li> <li>• Current MOU's in place for all appropriate areas</li> </ul>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Continue with previous actions / services.</p>		

<p>Original GOAL from prior year LCAP:</p>	<p>1. High Enrollment of Neighborhood Students</p>	<p>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 _____</p>
<p>Goal Applies to:</p>	<p>Schools: Dailey Elementary Charter            Applicable Pupil Subgroups: All</p>	

Expected Annual Measurable Outcomes:	<p>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:</p> <ul style="list-style-type: none"> <li>Practices to recruit neighborhood students with no less than 60% neighborhood students enrolled</li> <li>Marketing Dailey using Dailey’s website and word of mouth</li> </ul>	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>80% of enrollment in Fresno Unified boundaries</li> <li>61% of enrollment are neighborhood students</li> <li>12 students dropped (50% program, 25% moved, 15% unknown reason, 10% other – Olympics training)</li> <li>95% of enrollments referred by existing parents of Dailey 5% other (web, FUSD staff)</li> </ul>
LCAP Year: 2015 – 2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1A) Monitor neighborhood enrollment, including reasons for increase or decrease.		<ul style="list-style-type: none"> <li>Increase of enrollment through wait list applicants and word of mouth from parents of currently enrolled students</li> <li>Student drops are attributed to transportation, attendance, other</li> </ul>	
1B) Set and monitor goals of neighborhood enrollment.		<ul style="list-style-type: none"> <li>Marketing through Dailey’s website</li> <li>Utilizing parents to speak to perspective parents</li> </ul>	
1C) Monitor new enrollments for how they heard of Dailey based on their enrollment application.		<ul style="list-style-type: none"> <li>New enrollments are tracked to determine how they were informed of Dailey</li> <li>As new students enroll, their information is entered</li> </ul>	
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, publish enrollment opportunities through outside sources (i.e., banner on the fence, publishing in the Fresno Bee)		

Original GOAL from prior year LCAP:	2. Parent and Community Engagement around Student Achievement		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:	<p>It is expected that parents and community members are engaged and work within and across schools to support student learning through:</p> <ul style="list-style-type: none"> <li>• 95% of parents responding they are satisfied with their child’s school on the annual Parent Survey</li> <li>• 95% of parents responding that they are aware of their child’s progress on the annual Parent Survey</li> <li>• Monitoring student academic progress through                             <ul style="list-style-type: none"> <li>○ 10% of parents using ATLAS Parent Portal</li> <li>○ 40% of parents registered with EduText</li> </ul> </li> <li>• Ongoing communication with parents and community members</li> </ul>	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• Results from the annual Parent Survey indicate:                             <ul style="list-style-type: none"> <li>○ 99% of parents responding they are satisfied with their child’s school on the annual Parent Survey</li> <li>○ 99% of parents responding that they are aware of their child’s progress on the annual Parent Survey</li> <li>○</li> </ul> </li> <li>• Monitoring student academic progress through                             <ul style="list-style-type: none"> <li>○ 52% of parents using ATLAS Parent Portal</li> <li>○ 21% of parents registered with EduText</li> </ul> </li> </ul>	
<b>LCAP Year: 2015 – 2016</b>				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
2A) Monitor results of how many parents are responding that they are satisfied with their child’s school.		• Administered the Parent-Family survey in March 2016		
2B) Monitor the amount of parents logging into ATLAS Parent Portal and EduText.		• Parent Portal visits monitored through ATLAS Mobile • EduText monitoring		
2C) 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.		• Held 1 <sup>st</sup> Grade Writer’s Workshop in September • Director’s Chat topics included student data, parent – teacher conferences, taking action. • Upcoming topics include Math instruction, core novels, and		

		<p>IB</p> <ul style="list-style-type: none"> <li>• Held Parent IB Exhibition Night to inform parents about what Exhibition entails, the process, and how they can support their student</li> </ul>	
2D) Improve communication strategies and structures for timely and easy access to information, support, and resources.		<ul style="list-style-type: none"> <li>• Created Dailey PVC Parent Page</li> <li>• Updated website based on parent feedback</li> <li>• 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</li> <li>• Administered the Parent-Family Survey in March 2016</li> </ul>	
2E) Provide family engagement opportunities that are attentive to and supportive of neighborhood culture, circumstance, and needs.		<ul style="list-style-type: none"> <li>• Held First Grade Writer’s Workshop in August 2015</li> <li>• Ongoing events and activities for parents</li> <li>• Continued with Dailey events that brings the community together – Lawn Chair Theater, Community Barn Dance, Family Night (Food Trucks, Scholastic Book Fair, and Uniform Swap)</li> </ul>	
2F) Administer parent interest survey of topics that would support their learning to benefit their children.		<ul style="list-style-type: none"> <li>• Administered survey at 1<sup>st</sup> Director’s Chat in September.</li> </ul>	
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. Conduct parent interest survey of topics they would be interested in learning about throughout the year during Director’s Chats and volunteer opportunities they would be interested in; Build schoolwide email database from parents.		

Original GOAL from prior year LCAP:	<b>3. All students will be in school, on time, and ready to learn</b>	<p>Related State and/or Local Priorities:</p> <p>1__ 2__ 3_X 4_X 5_X 6_X 7__ 8__</p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p>
Goal Applies to:	Schools:	Dailey Elementary Charter



Applicable Pupil Subgroups:		All	
Expected Annual Measurable Outcomes:	<p>It is expected that students would arrive on time and ready to learn in order to support academic growth and success through:</p> <ul style="list-style-type: none"> <li>• An attendance rate of 98% or higher.</li> <li>• A 10% decrease in tardies and early check-outs.</li> </ul>	Actual Annual Measurable Outcomes:	<p>First reporting period (August 2015 – December 2015)</p> <ul style="list-style-type: none"> <li>• YTD Attendance Rate – 96%</li> <li>• Tardies – 477</li> <li>• Early Check Out – 472</li> </ul> <p>Final reporting period (August 2015 – March 2016)</p> <ul style="list-style-type: none"> <li>• 96% attendance rate</li> <li>• 963 tardies                             <ul style="list-style-type: none"> <li>○ 2% decrease</li> </ul> </li> <li>• 882 early pick-ups                             <ul style="list-style-type: none"> <li>○ Increase of 492 early pick-ups</li> </ul> </li> <li>• 1,037 absences</li> </ul>
			<b>LCAP Year: 2015 – 2016</b>
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3A) Monitor attendance rates that include absences, tardies, and early check-outs.		<ul style="list-style-type: none"> <li>• Continued implementation of monitoring progress with color-coded reports of attendance concerns</li> </ul>	
3B) Parent education on the importance of attendance and student achievement.		<ul style="list-style-type: none"> <li>• Included 1<sup>st</sup> quarter attendance data in November newsletter</li> <li>• Continuing with parent phone calls regarding attendance concerns</li> <li>• Reminders included in school messenger</li> <li>• Notifications / letters to parents with continued attendance concerns</li> </ul>	
3C) Administration, teachers, and office staff continue parent communication using the school SARC process.		<ul style="list-style-type: none"> <li>• Attendance phone calls to parents</li> <li>• Attendance conferences with parents to review expectations and next steps</li> </ul>	
What changes in actions, services, and	Continue with previous actions / services; direct contact with parents of students who have excessive early pick-ups		

expenditures will be made as a result of reviewing past progress and/or changes to goals?	
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Original GOAL from prior year LCAP:	<b>4) All students have access to high quality teaching.</b>	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3__ 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7__ 8__ COE only: 9__ 10__  Local : Specify _____
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Goal Applies to:	Schools: <b>Dailey Elementary Charter</b>	
	Applicable Pupil Subgroups: <b>All</b>	

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: <ul style="list-style-type: none"> <li>85% of teachers feel the professional learning provided was a) relevant to their teaching and b) increased their pedagogical knowledge</li> <li>50% of teachers participating in extended learning opportunities for students and teacher stipend hours</li> <li>95% of parents feel Dailey provides a challenging and rigorous curriculum on the annual parent survey</li> <li>Increase in materials and equipment to support classroom innovation in implementation of the State Standards</li> <li>Increased implementation of the State Standards to support differentiated instruction for all students to ensure continued closure of achievement gaps</li> <li>Continue the practice of increased professional learning and teacher planning time with substitute release days</li> </ul>	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>100% teachers assigned correctly</li> <li>100% BTSA participation</li> <li>20% of teachers attended IB training in June 2016                         <ul style="list-style-type: none"> <li>Additional 20% scheduled for January 2016</li> <li>Additional 26% schedule for June 2016</li> </ul> </li> <li>IB Coordinator and Executive Director attended / will attend all conferences</li> <li>80% of teachers participating in additional activities</li> <li>Results from the annual Parent Survey indicate:                         <ul style="list-style-type: none"> <li>99% of parents feel Dailey provides a challenging and rigorous curriculum</li> </ul> </li> <li>Results from the staff survey indicate:                         <ul style="list-style-type: none"> <li>100% of teachers feel the professional learning was relevant to their teaching</li> <li>100% of teachers feel the professional learning increased their pedagogical knowledge</li> </ul> </li> </ul>
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LCAP Year: 2015 – 2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
4A) Provide effective teacher hiring, recruitment, and retention practices and assure that teachers are properly assigned and supported.		<ul style="list-style-type: none"> <li>All teachers are assigned to proper classes</li> <li>New teachers are participating in BTSA provided through Fresno Unified</li> <li>Mentor teachers assigned to new staff members to provide on-boarding support</li> </ul>	
4B) Provide support for beginning teachers and peer assistance to effectively teach diverse student groups.		<ul style="list-style-type: none"> <li>Additional professional development for new staff conducted by administration with returning teacher support</li> </ul>	
4C) Provide specialized supports and training for general education staff who teach and support students.		<ul style="list-style-type: none"> <li>Trainings provide additional resources, teaching strategies, and engagements to support students</li> </ul>	
4D) 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.		<ul style="list-style-type: none"> <li>Professional development focus for 2015 – 2016 has been defined and communicated to all staff members and the Board of Directors.</li> <li>All staff meetings are aligned to the PD focus areas.</li> <li>Surveys are sent after PD sessions to determine its effectiveness.</li> <li>Planning days have focused on IB program and implementation</li> </ul>	
4E) Provide opportunities to attend IB trainings, both in-person and online, to support professional development.		<ul style="list-style-type: none"> <li>Teachers and administration attended IB trainings in-person in June 2015 and scheduled for January 2016</li> <li>Additional participants scheduled for June 2016</li> <li>IB Coordinator providing on-site training to teachers on planning days and Specialty teachers in January 2016</li> <li>IB Coordinator participated in online training session</li> </ul>	
4F) Create incentives for staff to provide and support extra opportunities for students.	\$12,000	<ul style="list-style-type: none"> <li>Teacher incentives for Olympics, Yearbook, Student Council, Exhibition Mentors, Recycling, Writing, and New</li> </ul>	10,967

		Teacher Mentors	
4G) Ensure students have proper equipment / materials for specialty classes and extended learning opportunities.	\$8,000	<ul style="list-style-type: none"> <li>Additional materials ordered for all Specialty classes</li> <li>Purchase of new computers for Specialty teachers</li> </ul>	\$9,952
4H) Increased professional learning and teacher planning time.	\$9,000	<ul style="list-style-type: none"> <li>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.</li> <li>Additional professional learning for new staff provided by administration with returning teacher support</li> <li>Specialty teacher half-day planning sessions</li> </ul>	\$4,377
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 the IB program and the reauthorization process, continue to have staff attending IB trainings (in-person and online) for professional development.		

Original GOAL from prior year LCAP:	5. Closing the Achievement Gap with High Expectations for All Students		Related State and/or Local Priorities:	
			1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____	
Goal Applies to:	Schools: Dailey Elementary Charter			
	Applicable Pupil Subgroups: All			
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: <ul style="list-style-type: none"> <li>All English Learners remaining the same or increasing a level of language proficiency as</li> </ul>	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>Continued participation in NWEA and DRP assessments</li> <li>All grade levels above national norms on NWEA assessments in September 2015, December 2015, and March 2016</li> <li>DRP results from September 2015 exceeded FUSD</li> </ul>	

	<p>measured by the CELDT</p> <ul style="list-style-type: none"> <li>• 30% or higher redesignation rate based on Fresno Unified criteria</li> <li>• Performance at or above the grade level norms on NWEA assessments</li> <li>• Performance at or above grade level expectations on DRP assessments as set by Fresno Unified</li> </ul>		<p>scores</p> <ul style="list-style-type: none"> <li>• No disproportionality with EL or students with disabilities on the September 2015, December 2015, and March 2016 NWEA assessments</li> </ul>
LCAP Year: 2015 – 2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
5A) Use multiple assessment measures to gauge student understanding and application of learning and monitors progress for all students and student groups.		<ul style="list-style-type: none"> <li>• Administered NWEA in September 2015, December 2015, and March 2016</li> <li>• Designed monitoring sheets for K-2 on meeting grade level norms and 3<sup>rd</sup> – 5<sup>th</sup> for projected SBAC proficiency</li> <li>• Administered DRP in September 2015</li> <li>• Ongoing classroom assessments</li> <li>• Student-led conferences and reflections</li> </ul>	
5B) Participate in Positive Behavioral Interventions and support processes to develop strategic plans to improve both school climate and student behavior outcomes.		<ul style="list-style-type: none"> <li>• All staff engaged in professional development around positive reinforcement, behavioral procedures and expectations</li> <li>• Behavior plans implemented as needed for identified students</li> </ul>	
5C) Provide professional development for teachers directed at inquiry teaching, differentiated instruction, as well as building a culture of data analysis across grade levels.		<ul style="list-style-type: none"> <li>• Professional development plan focused around 6 Competencies of Deeper Learning, CCSS strategies, IB Unit development, Assessments, and Writing</li> <li>• Data analysis completed with DRP and NWEA</li> <li>• New analysis worksheets for NWEA to assist teachers with planning and use of Learning Continuum to meet instructional needs</li> </ul>	

<p>5D) Improve the outcome for students with disabilities as contracted through the charter authorizer, Fresno Unified School District's SELPA.</p>		<ul style="list-style-type: none"> <li>Students with disabilities are monitored through SST's, IEP's, and 504's. All meetings held with parents, administration, classroom teacher, and appropriate Special Education staff</li> </ul>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Continue with previous actions / services; adjust NWEA testing schedule to three times per year for Kindergarten – Second grade and twice per year for 3<sup>rd</sup> – 5<sup>th</sup> (with state testing being their final summative assessment)</p>		
<p><b>Identified Need 5B:</b></p>		<p>All students have their academic and social-emotional needs met.</p>	
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>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:</p> <ul style="list-style-type: none"> <li>95% of parents indicate their child's school communicates with them on the annual parent survey</li> <li>95% of parents indicate their child's teacher communicates with them on the annual parent survey</li> </ul>	<p><b>Actual Annual Measurable Outcomes:</b></p>	<ul style="list-style-type: none"> <li>Results from the annual Parent Survey indicate:                             <ul style="list-style-type: none"> <li>99% of parents feel the school communicates with them</li> <li>93% feel their child's teacher communicates with them</li> </ul> </li> </ul>
<p>5B-A) Teachers build strong relationships between the school and home through strong communication. (Low Income Students)</p>		<ul style="list-style-type: none"> <li>Teachers hold conferences with students</li> <li>Parent contact</li> <li>Positive reinforcement strategies with high-needs students</li> </ul>	
<p>5B-B) Administration, teachers, and support staff work collaboratively and diligently to create an inclusive, welcoming climate. (Low Income Students)</p>		<ul style="list-style-type: none"> <li>Provided various opportunities for parents to be involved in school activities</li> <li>Outreach efforts to communicate opportunities for parents to be involved</li> </ul>	
<p>5B-C) Provide targeted services and supports including referrals to psychologists, SST's, and special education resource staff as approved by our SELPA, and health services. (Low Income Students)</p>		<ul style="list-style-type: none"> <li>Students with disabilities are monitored through SST's, IEP's, and 504's. All meetings held with parents, administration, classroom teacher, and appropriate Special Education staff</li> <li>Additional parent meetings with students who show identified struggles with administration and</li> </ul>	

<p>5B-D) CCSS materials and training for differentiated instructional practices. (Low Income Students)</p>	<p>\$10,000</p>	<ul style="list-style-type: none"> <li>• Purchase of additional supplies and materials for classroom instruction – writer’s workshop materials, mentor texts, core novels , manipulatives, etc.</li> </ul>	<p>\$3,065</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input type="checkbox"/> ALL</p>		<p><input type="checkbox"/> ALL</p>	
<p>OR: <input checked="" type="checkbox"/> <b>Low Income pupils</b> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups⊗Specify) _____</p>		<p>OR: <input checked="" type="checkbox"/> <b>Low Income pupils</b> <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups⊗Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Continue with previous actions / services.</p>		
<p>Identified Need 5C</p>	<p>Dailey Charter will work to ensure that acquisition of English language skills for all students identified as an English Learner.</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>English Learners will continue to make progress through:</p> <ul style="list-style-type: none"> <li>• All English Learners remaining the same or increasing a level of language proficiency as measured by the CELDT</li> <li>• 30% or higher redesignation rate based on Fresno Unified criteria</li> </ul>	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li>• 78% of English Learners remained the same or increased a level of language proficiency as measured by the CELDT (7 of 9 students)</li> <li>• 6% redesignation rate based on Fresno Unified criteria (as of February 2016) <ul style="list-style-type: none"> <li>○ 44% of EL students are eligible based on assessments (2<sup>nd</sup> &amp; 3<sup>rd</sup> grade) <ul style="list-style-type: none"> <li>▪ No EL students in 4<sup>th</sup> &amp; 5<sup>th</sup> grades</li> </ul> </li> <li>○ 56% of EL students are Kindergarten &amp; First and do not take the DRP assessment (redesignation criteria piece)</li> </ul> </li> </ul>
<p>5C-A) Utilize data reporting tools and systems to monitor the progress of English Learners, including long-term English Learners and reclassified English Learners. (EL Students)</p>		<ul style="list-style-type: none"> <li>• CELDT administration completed in October 2015</li> </ul>	

<p>5C-B) Teachers participate in high quality professional development designed to support English language development and quality instructional practices for English Learners (EL Students)</p>		<ul style="list-style-type: none"> <li>Professional development aligns to supporting all students with access to the curriculum</li> <li>Data analysis of NWEA and DRP to monitor student learning and address student needs</li> <li>Implementation of IB program to support instructional practices for EL students</li> </ul>	
<p>5C-C) Provide instructional strategies for English Language Development that expands and extends academic language development across disciplines throughout the school day (EL Students)</p>		<ul style="list-style-type: none"> <li>Professional development focuses on refining skills, strategies and resources that support student learning and achievement</li> <li>Incorporating data results from NWEA and DRP to monitor student learning and address student needs</li> <li>Implementation of IB program to support instructional practices for EL students</li> </ul>	
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><u>  </u> ALL</p>		<p><u>  </u> ALL</p>	
<p>OR:  <u>  </u> Low Income pupils <u>  </u> <b>English Learners</b>  <u>  </u> Foster Youth <u>  </u> <b>Redesignated fluent English proficient</b>  <u>  </u> Other Subgroups⊕Specify) _____</p>		<p>OR:  <u>  </u> Low Income pupils <u>  </u> <b>English Learners</b>  <u>  </u> Foster Youth <u>  </u> <b>Redesignated fluent English proficient</b> <u>  </u> Other  Subgroups⊕Specify) _____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Continue with previous actions / services.</p>		
<p><b>Identified Need 5D</b></p>		<p>Ensure that all students feel connected to school and appropriate supports are in place for Foster Youth.</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Foster Youth will have no disproportionality in attendance and academics</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>No foster youth enrolled 2015 – 2016</p>
<p>5D-A) Monitor attendance, behavior, and school performance</p>		<ul style="list-style-type: none"> <li>No foster youth at this time</li> </ul>	



5D-B) Provide direct and indirect interventions including collaboration with social and community agencies		• No foster youth at this time	
5D-C) 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.		• No foster youth at this time	
Scope of service: __ALL		Scope of service: __ALL	
OR: __Low Income pupils __English Learners <b>X Foster Youth</b> __Redesignated fluent English proficient __Other SubgroupsⓈSpecify)_____		OR: __Low Income pupils __English Learners <b>X Foster Youth</b> __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.		

Original GOAL from prior year LCAP:	<b>6. All students acquire digital literacy skills</b>		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: <b>Dailey Elementary Charter</b>		
	Applicable Pupil Subgroups: <b>All</b>		
Expected Annual Measurable Outcomes:	Dailey will continue to Increase the availability of technology resources, hardware, and software / programs for all students.	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• Increased tablet inventory by 5%</li> <li>• Upgraded 75% of staff computers</li> <li>• Purchase of standards-aligned website for Kindergarten to use to teach digital skills</li> </ul>
<b>LCAP Year: 2015 – 2016</b>			

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
6A) 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.	\$10,000	<ul style="list-style-type: none"> <li>• Additional tablets purchased to create 5 full carts for classroom use</li> <li>• Each cart is assigned a grade level for use at a minimum of 3 times per week for one hour</li> <li>• Students utilizing computers / tablets for keyboarding, research, online assessments, word processing skills, PowerPoints, Publisher, Word, Excel, digital skills (drag-and-drop, mouse navigation, etc.)</li> <li>• Upgraded teacher computers</li> </ul>	\$12,338
6B) Provide training for teachers and administration to effectively engage students in using digital resources to leverage learning.		<ul style="list-style-type: none"> <li>• Technology lessons taught to students</li> <li>• Instructional websites sent out to teachers each quarter</li> <li>• Use of Dropbox and Google+ communities to share ideas / resources for teaching</li> </ul>	
6C) Systemically implement a Scope and Sequence for technology skills.		<ul style="list-style-type: none"> <li>• Launched Scope and Sequence with all teachers</li> <li>• Monitoring of lessons taught by grade levels and building of skills</li> </ul>	
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; Have grade levels incorporate a technology piece into one unit summative assessment and list technology scope and sequence into unit documents.		

Original GOAL from prior year LCAP:	<b>7. All students have access to a safe and well maintained facility</b>	Related State and/or Local Priorities: 1 <u>X</u> 2__ 3__ 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7__ 8__ COE only: 9__ 10__  Local : Specify _____
Goal Applies to:	Schools:	Dailey Elementary Charter

<b>Applicable Pupil Subgroups:</b>		<b>All</b>
Expected Annual Measurable Outcomes:	<p>Dailey provides a safe and well-maintained facility and positive learning climate that supports the academic, social, emotional, and physical needs of students through:</p> <ul style="list-style-type: none"> <li>• 95% or more of parents responding Dailey provides a safe and secure learning environment on the annual parent survey</li> <li>• Based on the student survey (4<sup>th</sup> &amp; 5<sup>th</sup> grade):               <ul style="list-style-type: none"> <li>○ 90% feel supported and a part of the school</li> <li>○ 90% have knowledge and feel fairness in the discipline rules and norms</li> <li>○ 85% have a perception of safety on campus</li> </ul> </li> </ul>	Actual Annual Measurable Outcomes:
<ul style="list-style-type: none"> <li>• Results from the annual Parent Survey indicate:           <ul style="list-style-type: none"> <li>○ 99% of parents feel the school provides a safe &amp; secure learning environment</li> </ul> </li> <li>• Results from the student survey (4<sup>th</sup> &amp; 5<sup>th</sup> grade) indicate:           <ul style="list-style-type: none"> <li>○ 87% feel supported and a part of the school</li> <li>○ 83% have knowledge and feel fairness in the discipline rules and norms</li> <li>○ 95% of students feel safe at school</li> </ul> </li> </ul>		

**LCAP Year: 2015 – 2016**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
7A) 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.		<ul style="list-style-type: none"> <li>• Walks conducted with Plant Coordinator to address any concerns</li> <li>• Positive interactions with students</li> <li>• Incorporating the Learner Profile into the school environment, academics, and behavioral expectations</li> </ul>	
7B) Assure that school safety is a priority and the School Safety Plan is updated annually.		<ul style="list-style-type: none"> <li>• Facility work orders are submitted in a timely manner</li> <li>• Safety plan updated and submitted yearly</li> </ul>	

		<ul style="list-style-type: none"> <li>• Fire drills / lockdowns completed</li> </ul>	
7C) Provide opportunities and supports for Dailey to continue to implement restorative justice practices.		<ul style="list-style-type: none"> <li>• Opportunities for students to discuss behavior choices with staff, conflict resolution with administration, working to show ownership of decisions</li> </ul>	
7D) Set goals to decrease suspension and expulsion rates, discipline referrals, and removal from classroom incidents and implement positive alternatives.		<ul style="list-style-type: none"> <li>• Provided on-going support to struggling students in support of positive behavior choices</li> <li>• Continue to implement student jobs to build student connections to the school</li> <li>• Continue to develop students' social and emotional needs through the Learner Profile</li> </ul>	
7E) Office support for student health concerns and issue	\$25,000	<ul style="list-style-type: none"> <li>• Substitute filled position through December 2015</li> <li>• Permanent person hired in December 2015</li> <li>• Additional support provided through substitute</li> </ul>	5,078
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.		

**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:	\$ <u>189,503</u>
<p>Dailey Charter expended approximately \$45,777 in supplemental and concentration grant funds for the 2015 – 2016 fiscal year. Approximately \$189,503 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 2015 – 2016 year, Dailey’s unduplicated count is 37%.</p>	

- 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.

6.5	%
<p>Dailey Charter will receive \$189,503 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). Documented in the LCAP is 154.3 million in planned expenditures. The proportionality percentage is calculated at 6.5% of total funds received. The proportionality percentage is met by expending Supplemental and Concentration funds allocated to Dailey on services for the unduplicated student populations as is demonstrated and detailed in the LCAP.</p>	

**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).

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