

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Morris E. Dailey Charter School		
Contact Name and Title	Jeanne Pentorali, Executive Director	Email and Phone	Jeanne.Pentorali@fics.us (559) 248 - 7060

## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

The community of Dailey Elementary Charter provides a transdisciplinary program based on six units of inquiry. The target population is 60% of neighborhood students that live within a 2 mile radius. Dailey has students from varying socioeconomic backgrounds and race / ethnicity, as the school has a lottery system for enrollment. Dailey serves these varying needs through a comprehensive program that includes the use of integrated subject learning, authentic text, instructional practices that engage all learners, high quality teachers who receive ongoing professional development, and specialty classes (Art, Spanish, Music, PE). Integrated within the units is the use of technology which serves to provide students with the basic skills needed to continue with their learning as they progress in school. The integration of the Learner Profile, along with taking action in our community, provides students a connection to school, which fosters internationally-minded scholars.

### LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

Key highlights include:

- Combined attendance goal into Parent / Community Engagement
- Moved actions related to engaging students in school to Safe & Well-Maintained Facilities
- Created subgoal in Closing the Achievement Gap with High Expectations for All Students to address low socioeconomic backgrounds
- Incorporated LCFF rubric metrics (SBAC, Suspension)
- Development of a three-year technology plan

## REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

In English Language Arts, all students increased 12.2 points, with socioeconomically disadvantaged students increased 18.6 points and Hispanic increasing 15.7 points. In Math, all students increased 5.1 points, socioeconomically disadvantaged increased 11.3 points, with Hispanic scores maintaining at 4.5 point increase.

Although EL students are not considered a subgroup, there was an increase of 22.7 points in ELA and 21.4 points in Math. As of March 2017, the EL redesignation rate was 56%.

In terms of the Equity report the three areas reported (Suspensions, ELA, Math) are either green or blue.

Actions that have contributed to the success of these groups include (but not limited to):

- Transdisciplinary and conceptual approaches to teaching and learning
- Writing structures that build throughout the grades
- Writing embedded throughout the curriculum in multiple formats
- Language and reading supports for students (sentence frames, text annotation, accountable talk, academic vocabulary, close reading)
- Implementation of non-fiction text and novels for literature
- Research-based instructional strategies
- Focused professional development
- Planning / training days for staff

In order to maintain and build upon that success, Dailey will be focusing on :

- Developing comprehensive reading and language structures
- Refining Math units of inquiry
- Conferencing with students
- Continuing with professional development structures and planning / training days for staff

## GREATEST PROGRESS

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

**GREATEST  
NEEDS**

On the detailed Suspension Rate Report, two progress indicators were orange or red. Orange was the socioeconomically disadvantaged and red was African American.

Steps taken to decrease these for the 2016-2017 school year included targeted outreach for students to become involved with school activities. This included participating in student jobs, staff mentors, communication with administration, and supports for students to meet behavioral goals.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

**PERFORMANCE  
GAPS**

There are no indicated performance gaps on the LCFF Evaluation rubrics.

### INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

- 1) Monitor suspension rates to ensure no disproportionality on the LCFF rubrics by ensuring students feel a part of the school and providing additional ways for them to be involved
- 2) Continue to provide a rigorous and challenging education through the highest quality instruction provided by the staff
- 3) Purchase additional materials for Science and Social Studies to enhance the learning experiences for students

### BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

#### DESCRIPTION

#### AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$ 3,307,719

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$ 189,500

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

None. General fund budget expenditures are listed in Goal 8 for the 2016-2017 year, and Goal 7 for the 2017-2018 year.

\$2,439,875

Total Projected LCFF Revenues for LCAP Year

# Annual Update

LCAP Year Reviewed: 2016 – 2017

## Goal 1

High Enrollment of Neighborhood Students

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- Practices to recruit neighborhood students with no less than 60% neighborhood students enrolled
- Marketing Dailey using Dailey's website and word of mouth

#### ACTUAL

- 60% of students enrolled are neighborhood students
- 78% of students enrolled are with FUSD boundaries
- 22% of newly enrolled students heard of Dailey through word of mouth, 41% are siblings, and 37% other (co-worker, web)

### ACTIONS / SERVICES

Action

1

Actions/Services

#### PLANNED

Monitor neighborhood enrollment, including reasons for decrease / increase

#### ACTUAL

New enrollments and/or drops are logged to determine how they heard of Dailey and/or why they are choosing to leave (37% academics, 26% moved, 11% middle school options, 26%

	unknown)
--	----------

Expenditures

<b>BUDGETED</b> None	<b>ESTIMATED ACTUAL</b> Not Applicable
-------------------------	---

ACTIONS / SERVICES

Action **2**

Actions/Services

<b>PLANNED</b> Monitor goals of neighborhood enrollment	<b>ACTUAL</b> 60% of students are within neighborhood boundaries
--	---

Expenditures

<b>BUDGETED</b> None	<b>ESTIMATED ACTUAL</b> Not Applicable
-------------------------	---

ACTIONS / SERVICES

Action **3**

Actions/Services

<b>PLANNED</b> Monitor new enrollments for how they heard of Dailey based on their enrollment applications	<b>ACTUAL</b> Calculated how families had heard of us after initial enrollment period: <ul style="list-style-type: none"> <li>• Word of mouth: 22%</li> <li>• Siblings: 41%</li> <li>• Other (co-worker, web): 37%</li> </ul>
---	--

Expenditures

<b>BUDGETED</b> None	<b>ESTIMATED ACTUAL</b> Not Applicable
-------------------------	---

ACTIONS / SERVICES

Action

**4**

Actions/Services

**PLANNED**  
Market enrollment opportunities through outside sources as needed (banner on fence, postcards, preschool outreach, etc.)

- ACTUAL**
- Created postcards that were mailed to neighborhood homes
  - Flyers / postcards delivered to surrounding preschools
  - Attended preschool parent night at Stone Soup
  - Banner posted on fence during Open Enrollment
  - Revised enrollment application

Expenditures

**BUDGETED**  
\$12,000

**ESTIMATED ACTUAL**  
\$2,767

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall, the actions and services listed in the goal were executed as listed.

Successes:

- Enrollments were monitored as they added and dropped.
- Outreach was done to include neighborhood students, as well as reaching out to preschools.

Challenges:

- Ongoing research to determine other marketing opportunities and ways to promote the school within the community

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, the actions were effective in meeting the target of 60% neighborhood students enrolled. Students who have dropped are monitored and analyzed to determine if any steps need to be taken. Students living within the authorizing district boundaries remains constant.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

23% of funds expended. Marketing materials did not cost as much as expected. Funds have been reduced for next year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Expand marketing actions to include actions projects (such as putting Dailey's name on donated materials) and attending community events.

Combine Action 1 and 2, and change to include students who drop as new enrollments has its own action.



# Goal 2

## Parent and Community Engagement Around Student Achievement

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- 95% of parents responding they are satisfied with their child's school on the annual Parent Survey
- 95% parents responding that they are aware of their child's progress on the annual Parent Survey
- Monitoring student academic progress through
  - 60% of parents using ATLAS Parent Portal
  - 25% of parents registered with EduText
- Ongoing communication with parents and community members

#### ACTUAL

- 98% of parents responding they are satisfied with their child's school on the annual Parent Survey
- 98% parents responding that they are aware of their child's progress on the annual Parent Survey
- 60% of parents using ATLAS Parent Portal per the annual Parent Survey
- 22% of parent registered with EduText
- Ongoing communication with parents and community members through emails, notices home, and progress reports / report cards.
  - 98% of parents responded the school communicates with them on the annual Parent Survey

### ACTIONS / SERVICES

Action

1

Actions/Services	<b>PLANNED</b> Monitor results of how many parents are responding that they are satisfied with their child's school	<b>ACTUAL</b> 98% of parents responded they are satisfied with the child's school on the annual Parent Survey
	<b>BUDGETED</b> None	<b>ESTIMATED ACTUAL</b> N/A

ACTIONS / SERVICES

Action **2**

Actions/Services	<b>PLANNED</b> Monitor the amount of parents logging into ATLAS Parent Portal and EduText	<b>ACTUAL</b> <ul style="list-style-type: none"> <li>• Parent Portal is monitored throughout the year</li> <li>• Parents receive login information at Parent-Teacher conferences and is printed on each report card / progress report</li> <li>• Information provided in Parent-Student handbook given to each student at the beginning of the year and upon enrollment, along with information posted on Dailey's website</li> <li>• 60% of parents using ATLAS parent portal based on the annual Parent Survey</li> <li>• 22% of parents registered for EduText</li> </ul>
	<b>BUDGETED</b> None	<b>ESTIMATED ACTUAL</b> Not Applicable

ACTIONS / SERVICES

Action **3**

Actions/Services

**PLANNED**

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.

**ACTUAL**

- Director’s Chat topics are focused on parent needs and curriculum (i.e., data, Science standards, Math standards, LCAP updates, LCFF presentation)
- Added IB Presentations to Director’s Chat based on parent feedback (taking action, IB elements, units of inquiry, etc.)
- Held Kindergarten Parent Night to inform parents how they can help at home
- Held 5<sup>th</sup> Grade Parent IB Exhibition Meeting to inform parents about the Exhibition process and how to support
- IB program communication with unit letters, parent reflections, and IB newsletters
- Revised IB unit letters to incorporate more details with the content of the units

Expenditures

**BUDGETED**

None

**ESTIMATED ACTUAL**

Not Applicable

ACTIONS / SERVICES

Action

**4**

Actions/Services

**PLANNED**

Improve communication strategies and structures for timely and easy access to information, support and resources

**ACTUAL**

- Continued the use of Dailey PVC parent page on Facebook and the website page to communicate
- Continued with existing structures to involve parents – newsletters, websites, social media, parent-teacher conferences, emails, parent events, Director’s Chat, PVC meetings, school marquee, classroom volunteering opportunities, parent reflections, unit letters, and guest speakers
- Provided each parent at Back to School night a Volunteer Interest form to inform parents of the opportunities

		available to be involved <ul style="list-style-type: none"> <li>• Create a “school flyer” page on our website for families to access copies of notices sent home</li> </ul>
Expenditures	<b>BUDGETED</b> None	<b>ESTIMATED ACTUAL</b> Not Applicable

ACTIONS / SERVICES

Action **5**

	<b>PLANNED</b> Provide family engagement opportunities that are attentive to and supportive of neighborhood culture, circumstance and needs	<b>ACTUAL</b> <ul style="list-style-type: none"> <li>• Held Kindergarten Workshop and 5<sup>th</sup> Grade Parent IB Exhibition meeting</li> <li>• Ongoing events and activities for parents</li> <li>• Continued with Dailey events to bring families together – Lawn Chair Theater, Community Barn Dance, Family Night (Scholastic Book Fair, food trucks and uniform swap)</li> </ul>
Expenditures	<b>BUDGETED</b> None	<b>ESTIMATED ACTUAL</b> Not Applicable

Actions/Services

ACTIONS / SERVICES

Action **6**

	<b>PLANNED</b> Conduct a variety of community service projects that support the IB philosophy and engage students with local and/or global organizations	<b>ACTUAL</b> <ul style="list-style-type: none"> <li>• Created postcards for International Day of Peace that were sent to local, state, and national persons</li> <li>• Held a canned food and coat drive to support a local homeless shelter</li> </ul>
--	---	--

Actions/Services

		<ul style="list-style-type: none"> <li>Created holiday decorations for a local senior living community</li> <li>Collected coffee cups, tea bags and candy, which were then assembled by students and delivered to a local senior living community</li> </ul>
Expenditures	<b>BUDGETED</b> \$1,000	<b>ESTIMATED ACTUAL</b> \$59

ACTIONS / SERVICES

Action **7**

Actions/Services	<b>PLANNED</b> Administer parent interest survey of topics that would support their learning and benefit their children	<b>ACTUAL</b> <ul style="list-style-type: none"> <li>Administered survey in September PVC meeting to determine topics</li> </ul>
Expenditures	<b>BUDGETED</b> None	<b>ESTIMATED ACTUAL</b> Not Applicable

ACTIONS / SERVICES

Action **8**

Actions/Services	<b>PLANNED</b> Conduct a parent interest survey of volunteer opportunities at the beginning of the year and new enrollments	<b>ACTUAL</b> <ul style="list-style-type: none"> <li>Included survey at the beginning of the year for parents to complete</li> <li>Collected over 150 surveys from families regarding their interest</li> <li>Information was put into a spreadsheet to be able to reach to parents for the event(s) and opportunities</li> </ul>
------------------	--	---

Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
	None	Not Applicable

ACTIONS / SERVICES

Action **9**

Actions/Services	<b>PLANNED</b> 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.	<b>ACTUAL</b> <ul style="list-style-type: none"> <li>• Room parents email the parents of their classroom to communicate information for Director’s Chat and PVC meetings</li> <li>• Director will send out email to room parents to forward to classroom parents</li> <li>• Department Manager working with ATLAS team to use emails that are input into each student’s profile</li> </ul>
------------------	---	--

Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
	None	Not Applicable

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p>All actions were implemented as listed and worked towards engaging families and the community in the school.</p> <p>Successes:</p> <ul style="list-style-type: none"><li>• The school participated in various community service projects that targeted a wide range of community members</li><li>• Parents feeling a part of the school's community and knowledge of the child's progress</li></ul> <p>Challenges:</p> <ul style="list-style-type: none"><li>• Administer parent topic survey schoolwide in order to gain more information from parents around topics they are interested to increase attendance at PVC meetings and/or information being given to the parent community</li></ul>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>All metrics were met, with the exception of EduText. However, 98% of parents responded they are aware of their child's progress on the annual Parent Survey.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>6% of funds expended. Donations were collected which impacted the amount spent. Funding remains the same for next year, as more action projects will be planned by grade levels.</p>
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	<p>Delete the Parent Portal metric, as this changes weekly and instead use the annual Parent Survey for data on if parents are informed of their child's progress.</p> <p>Delete Action 1</p> <p>Add metric to address if parents feel the school communicates with them.</p> <p>Change Action 9 to encompass more parents being informed by restructuring the Parent Volunteer Committee based on the 16% of parent attending the meetings (based on annual Parent Survey).</p> <p>Administer topic survey to all parents schoolwide</p> <p>Goal 3 (attendance) will be added into Goal 2, as attendance correlates to the parent / community involvement</p>

# Goal 3

All students will be in school, on time, and ready to learn.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

- 98% or higher attendance rate
- 10% decrease in tardies and early checkouts
- Monitor chronic absenteeism with student attendance process

### ACTUAL

- 96% attendance rate
- 16% increase in tardies
- 25% decrease in early check-outs
- Ongoing communication with families regarding attendance

## ACTIONS / SERVICES

Action

# 1

Actions/Services

### PLANNED

Monitor attendance rates that include absences, tardies, and early checkouts

### ACTUAL

- 96% attendance rate
- 16% increase in tardies
- 25% decrease in early check-outs

Expenditures

### BUDGETED

None

### ESTIMATED ACTUAL

Not Applicable



ACTIONS / SERVICES

Action **2**

Actions/Services	<b>PLANNED</b> Parent education on the importance of attendance and student achievement	<b>ACTUAL</b> <ul style="list-style-type: none"><li>• Notices and conferences held with families regarding attendance</li><li>• Quarterly attendance updates in the newsletter</li><li>• Reminders during School Messenger phone calls regarding the importance of attendance</li></ul>
	<b>BUDGETED</b> None	<b>ESTIMATED ACTUAL</b> Not Applicable

ACTIONS / SERVICES

Action **3**

Actions/Services	<b>PLANNED</b> Administration, teachers, and office staff continue parent communication using the SARC process	<b>ACTUAL</b> <ul style="list-style-type: none"><li>• Attendance phone calls to parents</li><li>• Attendance notifications and letters to parents</li><li>• Attendance conferences with parents to review expectations and next steps</li></ul>
	<b>BUDGETED</b> None	<b>ESTIMATED ACTUAL</b> Not Applicable

ACTIONS / SERVICES

Action **4**

Actions/Services

**PLANNED**  
Phone calls and/or conferences with parents who students have an excessive amount of early pickups

- ACTUAL**
- Early pick-ups noted on all attendance documents and procedures
  - Early pick-up letter sent to parents who students have excessive amounts
  - Early pick-ups addressed during conferences

Expenditures

**BUDGETED**  
None

**ESTIMATED ACTUAL**  
Not Applicable

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p>Overall, attendance is an area that will need continued focus. All actions were implemented, however, alternatives need to be sought out.</p> <p>Successes:</p> <ul style="list-style-type: none"><li>• Decreased early check-outs for students</li></ul> <p>Challenges:</p> <ul style="list-style-type: none"><li>• Working to decrease the amount of tardies, as the school saw an increase this year.</li></ul>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>The effectiveness of the actions were minimal, with only meeting 1 of 3 expected outcomes.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>Not applicable. No supplemental and concentration funds were allocated in this goal.</p>
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	<p>Move into Goal 2, as parent involvement encompasses attendance.</p> <p>For Action 2, add in the data and impact on students when informing parents regarding attendance</p> <p>Move Action 4 into Action 3, as the SARC process includes phone calls and/or conferences as part of the steps</p> <p>Add an action to review and revise (if necessary) current tracking procedures to ensure parents are notified in a timely manner regarding attendance.</p>

# Goal 4

All students have access to high quality teaching

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

- 100% of teachers are highly qualified
- 100% of teaching positions filed with no misassignments
- 95% of teachers feel the professional learning provided was relevant to their teaching
- 95% of teachers feel the professional learning provided increased their pedagogical knowledge
- 75% of teachers participating in extended learning opportunities for students and teacher stipend hours
- 95% parents feel Dailey provides a challenging and rigorous curriculum on the annual parent survey
- Increase in materials and equipment to support classroom innovation in implementation of the State Standards
- Increased implementation of the State Standards to support differentiated instruction for all students to ensure continued closure of achievement gaps
- Continue the practice of increased professional learning and teacher planning time with substitute release days

### ACTUAL

- 100% of teachers are correctly placed with appropriate credentials
- All positions for the 2016 – 2017 school year are filled
- Administered Staff Survey in March 2017
- 99% parents feel Dailey provides a challenging and rigorous curriculum on the annual parent survey
- Ongoing support to teachers through professional development
- Purchases of additional materials / resources to support teaching and learning in the classroom
- Weekly professional development meetings for staff and grade level collaboration
- Planning days before and after the school year, 5 non-student teacher training days, 3 full day substitute release planning days, and 3 half-day substitute planning days

ACTIONS / SERVICES

Action **1**

Actions/Services	<b>PLANNED</b> Provide effective teacher hiring, recruitment, and retention practices and assure that teachers are properly assigned and supported	<b>ACTUAL</b> <ul style="list-style-type: none"><li>• All teachers assigned to proper classes</li><li>• New teachers participating in BTSA</li><li>• Monitor teachers assigned to new staff members to provide on-boarding support</li><li>• Attended Fresno State, Fresno Pacific, and National University job fairs to recruit new staff; Utilize EdJoin</li></ul>
Expenditures	<b>BUDGETED</b> None	<b>ESTIMATED ACTUAL</b> Not Applicable

ACTIONS / SERVICES

Action **2**

Actions/Services	<b>PLANNED</b> Provide support for beginning teachers and peer assistance to effectively teach diverse student groups	<b>ACTUAL</b> <ul style="list-style-type: none"><li>• Additional professional development for new staff</li><li>• Embedded into weekly professional development</li></ul>
Expenditures	<b>BUDGETED</b> None	<b>ESTIMATED ACTUAL</b> Not Applicable

ACTIONS / SERVICES

Action **3**

Actions/Services	<b>PLANNED</b> Provide specialized supports and training for general education who teach and support students	<b>ACTUAL</b> <ul style="list-style-type: none"> <li>• Trainings provide additional resources, teaching strategies, learning engagements to support students</li> </ul>
Expenditures	<b>BUDGETED</b> None	<b>ESTIMATED ACTUAL</b> Not Applicable

ACTIONS / SERVICES

Action **4**

Actions/Services	<b>PLANNED</b> Provide systems of support to enhance instructional practices, professional learning opportunities and time where teachers work alongside administration and peers to build capacity around the State Standards, IB and effective instructional practices.	<b>ACTUAL</b> <ul style="list-style-type: none"> <li>• Professional development goals have been defined and communicated to all staff members and the Board of Directors</li> <li>• All staff meetings are aligned to professional development focus</li> <li>• Planning days have been focused on the IB program, effective time management, and curriculum development to benefit students</li> </ul>
Expenditures	<b>BUDGETED</b> None	<b>ESTIMATED ACTUAL</b> Not Applicable

ACTIONS / SERVICES

Action **5**

Actions/Services	<b>PLANNED</b> Provide opportunities to attend IB trainings, both in-person and online, to support professional development	<b>ACTUAL</b> <ul style="list-style-type: none"> <li>• 52% of staff members participated in a face-to-face training this year</li> <li>• 16% of staff members participated in an online training</li> </ul>
------------------	--	---

		this year <ul style="list-style-type: none"> <li>IB Coordinator provided on-site IB professional development to staff</li> </ul>
Expenditures	<b>BUDGETED</b> \$40,000	<b>ESTIMATED ACTUAL</b> \$14,361

ACTIONS / SERVICES

Action **6**

Actions/Services	<b>PLANNED</b> Create incentives for staff to provide and support extra opportunities to students	<b>ACTUAL</b> <ul style="list-style-type: none"> <li>63% of teachers are participating in additional activities for students</li> <li>Teacher incentives include Olympics, Student Council, Exhibition Mentors, and Mentor Teachers</li> </ul>
Expenditures	<b>BUDGETED</b> \$15,000	<b>ESTIMATED ACTUAL</b> \$8,700

ACTIONS / SERVICES

Action **7**

Actions/Services	<b>PLANNED</b> Ensure students have proper equipment / materials for specialty classes and extended learning opportunities	<b>ACTUAL</b> <ul style="list-style-type: none"> <li>Additional materials purchased for classes</li> <li>Attends the 5 Teacher Training Days to allow for collaboration and alignment with classroom teachers</li> <li>Implementation of units of inquiry for each subject area</li> <li>Half day planning and reflection days throughout the year with the IB Coordinator</li> </ul>
------------------	---	---

Expenditures	<b>BUDGETED</b> \$11,000	<b>ESTIMATED ACTUAL</b> \$7,268
--------------	-----------------------------	------------------------------------

ACTIONS / SERVICES

Action **8**

Actions/Services	<b>PLANNED</b> Increased professional learning and teacher planning time	<b>ACTUAL</b> <ul style="list-style-type: none"> <li>• 3 additional substitute release days and 3 half days to allow for the planning and launching of new units</li> <li>• Grade level reflections of units with IB Coordinator</li> <li>• Planning days are focused on the development of the IB practices, implementation, and essential elements</li> <li>• Ongoing professional development through weekly staff meetings</li> <li>• Grade level collaboration weekly</li> <li>• Focused professional development around IB, State Standards, Deeper Learning, and Writing implementation practices</li> <li>• Additional planning days before and after the school year</li> <li>• 5 teacher training days within the school year</li> </ul>
	<b>BUDGETED</b> \$12,000	<b>ESTIMATED ACTUAL</b> \$14,000



ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	<p>All actions were implemented as listed and worked towards giving students access to high quality teaching.</p> <p>Successes:</p> <ul style="list-style-type: none"><li>• Planning and professional development structures allow for teacher collaboration, alignment of resources and assessments, and planning</li><li>• Additional planning time for Specialty teachers to develop their own units of inquiry</li><li>• Focused professional development for staff that aligns to the beliefs and philosophy of the IB program</li><li>• All staff members have attended an IB training either online or in-person</li></ul> <p>Challenges:</p> <ul style="list-style-type: none"><li>• More time is needed with Specialty teachers to further develop units of inquiry with IB Coordinator</li></ul>
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	<p>Overall, the actions / services strengthened the quality of teaching as evidenced by meeting the expected outcomes.</p>
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	<p>57% of funds were expended. Training funds were not expended due to finding cost alternatives, funds have been reduced for next year. Incentives for students were not expended due to scheduling conflicts, but funds remained the same for next year due to planned clubs and learning that will benefit students. Specialty funds were not fully expended as units were being changed for next year; funding will remain the same as Music and Art will be expanded. Additional funds have been allocated for teacher planning, as well as funding to recruit staff.</p>
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	<p>Add into Action 8 for additional planning time for Specialty teachers (along with teacher planning days)</p> <p>Combine Actions 2 &amp; 3 as we prepare all staff to support all learners</p>

# Goal 5

## Closing the Achievement Gap with High Expectations for All Students

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

- 100% of students have sufficient materials needed for learning
- All English Learners remaining the same or increasing a level of language proficiency as measured by the CELDT
- 30% redesignation rate or higher based on Fresno Unified criteria
- Performance at or above the grade level norms on NWEA assessments
- Performance at or above grade level expectations on DRP assessments as set by Fresno Unified

#### ACTUAL

- 100% of students have sufficient materials needed for learning
- 100% of students increased or remained the same on CELDT
- 56% redesignation rate (April 2017)
- 100% of grade levels at or above NWEA norms on Fall, Winter (K – 5<sup>th</sup>)
- 100% of grade levels at or above NWEA Spring norms (K – 2<sup>nd</sup>)
- 78% of students meeting or exceeding standards in SBAC English Language Arts / Literacy, which is a 6% increase
- 75% of students meeting or exceeding standards in Mathematics, which is a 3% increase

### ACTIONS / SERVICES

Action

1

Actions/Services	<p><b>PLANNED</b></p> <p>Use multiple assessments measure to gauge student understanding and application of learning and monitors progress for all students and student groups</p>	<p><b>ACTUAL</b></p> <ul style="list-style-type: none"> <li>• Administered NWEA in September 2016, December 2016, and March 2017 (Kindergarten – 2<sup>nd</sup> grade only)</li> <li>• Continued with data spreadsheets to monitor progress on NWEA</li> <li>• Administered DRP to EL students</li> <li>• Ongoing classroom assessments</li> <li>• Student-led conferences and reflections</li> </ul>
Expenditures	<p><b>BUDGETED</b></p> <p>None</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Not Applicable</p>

ACTIONS / SERVICES

Action **2**

Actions/Services	<p><b>PLANNED</b></p> <p>Participate in Positive Behavioral Interventions and support processes to develop strategic plans to improve both school climate and student behavior outcomes</p>	<p><b>ACTUAL</b></p> <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> <li>• Additional parent meetings with students who show identified struggles with administration and staff</li> </ul>
Expenditures	<p><b>BUDGETED</b></p> <p>None</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Not Applicable</p>

ACTIONS / SERVICES

Action **3**

Actions/Services	<p><b>PLANNED</b></p> <p>Provide professional development for teachers directed at inquiry teaching, differentiated instruction, as well as building a culture of data analysis across grade levels</p>	<p><b>ACTUAL</b></p> <ul style="list-style-type: none"> <li>• Data analysis completed with NWEA</li> <li>• Revised analysis worksheets for NWEA to assist teachers with planning and use of the Learning Continuum to meet instructional needs</li> <li>• Developing Dailey specific NWEA targets based on trend data</li> <li>• Professional development presented focused on IB program, inquiry, writing, assessments, and book studies</li> </ul>
Expenditures	<p><b>BUDGETED</b></p> <p>None</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Not Applicable</p>

ACTIONS / SERVICES

Action **4**

Actions/Services	<p><b>PLANNED</b></p> <p>Improve the outcome for students with disabilities as contracted through the charter authorizer, Fresno Unified School District SELPA</p>	<p><b>ACTUAL</b></p> <ul style="list-style-type: none"> <li>• Students with disabilities are monitored through SST's, IEP's, and 504's</li> <li>• All meetings held with parents, administration, classroom teacher, and appropriate Special Education staff</li> <li>• Health screenings were conducted in November for Kindergarten, Second grade, and Fifth grade</li> <li>• Additional parent meetings with students who show identified struggles</li> </ul>
Expenditures	<p><b>BUDGETED</b></p> <p>None</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Not Applicable</p>

ACTIONS / SERVICES

Action

# 5

Actions/Services

**PLANNED**  
Utilize online assessment data system (NWEA) to monitor student progress and learning

**ACTUAL**

- Assessments given in September 2016 and December 2016 for all grades
- Assessment given in March 2017 for Kindergarten – 2<sup>nd</sup>

Expenditures

**BUDGETED**  
\$5,503

**ESTIMATED ACTUAL**  
\$4,598

# Goal 5B

All students have their academic and social-emotional needs met

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

- 95% of parents indicate their child's school communicates with them on the annual Parent-Survey
- 95% of parents indicate their child's teacher communicates with them on the annual Parent-Survey

### ACTUAL

- 98% of parents indicate their child's school communicates with them on the annual Parent-Survey
- 98% of parents indicate their child's teacher communicates with them on the annual Parent-Survey

## ACTIONS / SERVICES

Action

1

Actions/Services

### PLANNED

Teachers build strong relationships between the school and home through strong communication

### ACTUAL

- Conferences with students
- Parent contact
- Positive reinforcement strategies with high-needs students
- Staff engaged in professional development around positive reinforcement, behavioral procedures, and expectations

Expenditures	<b>BUDGETED</b> None	<b>ESTIMATED ACTUAL</b> Not Applicable
--------------	-------------------------	---

ACTIONS / SERVICES

Action **2**

Actions/Services	<b>PLANNED</b> Administration, teachers, and support staff work collaboratively and diligently to create an inclusive, welcoming climate.	<b>ACTUAL</b> <ul style="list-style-type: none"> <li>• Provide various opportunities for parents to be involved in school activities</li> <li>• Outreach efforts to communicate opportunities for parents to be involved</li> <li>• 95% of parents feel the office provides courteous and professional interactions</li> </ul>
------------------	--	--

Expenditures	<b>BUDGETED</b> None	<b>ESTIMATED ACTUAL</b> Not Applicable
--------------	-------------------------	---

ACTIONS / SERVICES

Action **3**

Actions/Services	<b>PLANNED</b> Provide targeted services and supports including referrals to psychologists, SST's, and special education resource staff as approved by our SELPA, and health services	<b>ACTUAL</b> <ul style="list-style-type: none"> <li>• Students with disabilities are monitored through SST's, IEP's, and 504's.</li> <li>• All meetings are held with parents, administration, classroom teacher, and other appropriate special education staff as needed</li> <li>• Health screenings conducted in November for Kindergarten, Second grade, and Fifth grade</li> </ul>
------------------	--	--

Expenditures	<b>BUDGETED</b> None	<b>ESTIMATED ACTUAL</b> Not Applicable
--------------	-------------------------	---

ACTIONS / SERVICES

Action **4**

Actions/Services	<b>PLANNED</b> CCSS materials and training for differentiated instructional practices	<b>ACTUAL</b> <ul style="list-style-type: none"> <li>Purchased additional supplies and materials for classroom instruction – writer’s workshop, mentor texts, core novels, manipulatives, etc.</li> </ul>
------------------	--	--

Expenditures	<b>BUDGETED</b> \$40,000	<b>ESTIMATED ACTUAL</b> \$12,057
--------------	-----------------------------	-------------------------------------

<b>Goal 5C</b>	Dailey Charter will work to ensure that acquisition of English language skills for all students identified as an English Learner
----------------	--

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**ACTUAL**

<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> </ul>	<ul style="list-style-type: none"> <li>100% of EL students increasing or remaining the same on CELDT</li> </ul>
--	---



- 30% or higher redesignation rate based on Fresno Unified criteria

- 56% redesignation rate
- No disproportionality

ACTIONS / SERVICES

Action **1**

Actions/Services	<p><b>PLANNED</b> Utilize data reporting tools and systems to monitor the progress of English Learners, including long-term English Learners and reclassified English Learners</p>	<p><b>ACTUAL</b></p> <ul style="list-style-type: none"> <li>• CELDT administered in October 2016</li> <li>• Monitoring of EL progress on redesignation criteria for each identification window</li> </ul>
Expenditures	<p><b>BUDGETED</b> None</p>	<p><b>ESTIMATED ACTUAL</b> Not Applicable</p>

ACTIONS / SERVICES

Action **2**

Actions/Services	<p><b>PLANNED</b> Teachers participate in high quality professional development designed to support English language development and quality instructional practices for English Learners</p>	<p><b>ACTUAL</b></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 to monitor student learning and address student needs</li> <li>• Implementation of IB program to support instructional practices for EL students</li> <li>• Implementation of Language Policy</li> </ul>
Expenditures	<p><b>BUDGETED</b> None</p>	<p><b>ESTIMATED ACTUAL</b> Not Applicable</p>

ACTIONS / SERVICES

Action **3**

Actions/Services	<p><b>PLANNED</b></p> <p>Provide instructional strategies for English Language Development that expands and extends academic language development across disciplines throughout the school day</p>	<p><b>ACTUAL</b></p> <ul style="list-style-type: none"> <li>Professional development focuses on refining skills and strategies, along with resources to support student learning</li> <li>Utilize results from NWEA to inform instruction</li> <li>Implementation of the IB program to support instructional practices for EL students</li> </ul>
Expenditures	<p><b>BUDGETED</b></p> <p>None</p>	<p><b>ESTIMATED ACTUAL</b></p> <p>Not Applicable</p>

**Goal 5D** Ensure that all students feel connected to school and appropriate supports are in place for Foster Youth.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**ACTUAL**

<ul style="list-style-type: none"> <li>Foster youth will have no disproportionality in attendance and academics</li> </ul>	<ul style="list-style-type: none"> <li>No foster youth enrolled in 2016 – 2017</li> </ul>
--	---

ACTIONS / SERVICES

Action **1**

Actions/Services	<b>PLANNED</b> Monitor attendance, behavior, and school performance	<b>ACTUAL</b> <ul style="list-style-type: none"><li>No foster youth at this time</li></ul>
Expenditures	<b>BUDGETED</b> None	<b>ESTIMATED ACTUAL</b> Not Applicable

ACTIONS / SERVICES

Action **2**

Actions/Services	<b>PLANNED</b> Provide direct and indirect interventions including collaboration with social and community agencies	<b>ACTUAL</b> <ul style="list-style-type: none"><li>No foster youth at this time</li></ul>
Expenditures	<b>BUDGETED</b> None	<b>ESTIMATED ACTUAL</b> Not Applicable

ACTIONS / SERVICES

Action **3**

Actions/Services	<b>PLANNED</b> 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	<b>ACTUAL</b> <ul style="list-style-type: none"><li>No foster youth at this time</li></ul>
------------------	---	--

Expenditures

**BUDGETED**  
None

**ESTIMATED ACTUAL**  
Not Applicable

## ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions were implemented as listed and worked towards closing the achievement gap

Successes:

- All grade levels are at or above the grade level norms on NWEA for all administrations
- All students have sufficient materials
- All students have a highly qualified teacher
- No achievement gaps on NWEA assessments
- LCFF rubrics indicate no achievement gaps on SBAC assessments

Challenges:

- Strengthening teacher to home communication (88% on annual Parent Survey)

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, strong implementation of actions, as evidenced by no achievement gaps on NWEA and SBAC performance measures.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

37% of funds expended. Funds were not expended due to researching curriculum investments. Funds were increased for next year to allow for the purchase of Science and Social Studies materials, along with additional unit books and mentor texts for students.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Remove DRP indicator as a whole school

Move Action 2 and 5B to Goal 7 for alignment

Add in Low-Income students subgoal

Move Action 5B-3 and 5B-4 to Goal 5

Move English Learner metrics to subgoal for English Learner students

# Goal 6

All students acquire digital literacy skills

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

- Dailey will continue to increase the availability of technology resources, hardware, and software / programs for all students

### ACTUAL

- Purchased websites, blog sites, and other platforms to increase technology integration
- Creation of a Dailey Technology Resources page with links to programs / websites for each grade level

## ACTIONS / SERVICES

Action

1

Actions/Services

### PLANNED

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

### ACTUAL

- Upgraded 85% of classrooms to HDMI connections
- Purchased websites, blog sites, and other platforms to increase technology integration

Expenditures	<b>BUDGETED</b>	<b>ESTIMATED ACTUAL</b>
	\$28,000	\$ 24,856

ACTIONS / SERVICES

Action **2**

Actions/Services	<b>PLANNED</b> Provide training for teachers and administration to effectively engage students in using digital resources to leverage learning	<b>ACTUAL</b> <ul style="list-style-type: none"> <li>• Training for GLOBAL teachers on technology instruction</li> <li>• Embedding technology platforms into professional development sessions</li> <li>• Instructional websites shared with teachers through Google+ community</li> <li>• Use of Google Drive to share files and collaborate online</li> </ul>
	<b>BUDGETED</b> None	<b>ESTIMATED ACTUAL</b> Not Applicable

ACTIONS / SERVICES

Action **3**

Actions/Services	<b>PLANNED</b> Systematically implement a Scope and Sequence for technology skills and record in IB scope and sequence documents	<b>ACTUAL</b> <ul style="list-style-type: none"> <li>• Developed six units of instruction for GLOBAL classes addressing the scope and sequence</li> <li>• Designed technology plan to further integrate technology into classrooms beyond basic program skills</li> </ul>
------------------	---	---

Expenditures	<b>BUDGETED</b> None	<b>ESTIMATED ACTUAL</b> Not Applicable
--------------	-------------------------	---

ACTIONS / SERVICES

Action **4**

Actions/Services	<b>PLANNED</b> Incorporate a technology-based summative assessment into unit summative assessments	<b>ACTUAL</b> <ul style="list-style-type: none"> <li>Grade levels have included summative assessments that include creating a PowerPoint presentation, recording poetry, creating a news broadcast, and Exhibition</li> </ul>
------------------	---	---

Expenditures	<b>BUDGETED</b> None	<b>ESTIMATED ACTUAL</b> Not Applicable
--------------	-------------------------	---



ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions were implemented as listed and worked towards giving students digital literacy skills

Successes:

- Students have additional resources available them to use for technology projects
- Development of technology resource website for students to access
- Upgrading equipment to be in alignment with current technology

Challenges:

- Embedding within unit of inquiry as an option of choice for students
- Explore additional equipment options

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, the actions were effective in meeting established metrics.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

89% of funds expended. Minimal differences in expenditures. An additional \$2,000 has been allocated for additional subscriptions and/or implementation of technology plan.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Adding an action to develop a long-term technology plan that includes a refresh plan for laptops, tablets.

Continue to expand technology options and resources

# Goal 7

All students have access to a safe and well-maintained facility

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
COE  9  10  
LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

- 95% of parents responding Dailey provides a safe and secure learning environment on the annual parent survey
- Student survey responses (4<sup>th</sup> & 5<sup>th</sup> grades);
  - 90% of students feel supported and a part of the school
  - 90% of students have knowledge and feel fairness in the discipline rules and norms
  - 90% of students have a perception of safety on campus

### ACTUAL

- 99% of parents responding Dailey provides a safe and secure learning environment on the annual parent survey
- Student survey responses (4<sup>th</sup> & 5<sup>th</sup> grades);
  - 88% of students feel supported and a part of the school
  - 90% of students have knowledge and feel fairness in the discipline rules and norms
  - 93% of students have a perception of safety on campus
- Decrease in suspension rates from 3.22 to 0.26 (11 incidents to 1 incident)

## ACTIONS / SERVICES

Action

1

Actions/Services

### PLANNED

Dailey is developing a culture built on principles of positive interventions and supports. Positive learning

### ACTUAL

- Walks conducted with Plant Coordinator to address any

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

- concerns
- Positive interactions with students
  - Incorporating the Learner Profile into the school environment, academics, and behavioral expectations

Expenditures

**BUDGETED**  
None

**ESTIMATED ACTUAL**  
Not Applicable

ACTIONS / SERVICES

Action **2**

Actions/Services

**PLANNED**  
Assure that school safety is a priority and the School Safety Plan is updated annually

- ACTUAL**
- Facility work orders submitted in a timely manner
  - Safety plan updated and submitted annually (February 2017)
  - Fire drills and lockdown drills completed

Expenditures

**BUDGETED**  
None

**ESTIMATED ACTUAL**  
Not Applicable

ACTIONS / SERVICES

Action **3**

Actions/Services

**PLANNED**  
Provide opportunities and supports for Dailey to continue to implement restorative justice practices

- ACTUAL**
- Opportunities for students to discuss behavior choices with staff, conflict resolution with administration, and showing ownership of choices

Expenditures

**BUDGETED**  
None

**ESTIMATED ACTUAL**  
Not Applicable

ACTIONS / SERVICES

Action **4**

Actions/Services	<b>PLANNED</b> Decrease suspension and expulsion rates, discipline referrals, and removal from classroom incidents and implement positive alternatives	<b>ACTUAL</b> <ul style="list-style-type: none"><li>• Decrease in suspensions from four to one</li><li>• Provide on-going support to struggling students in support of positive behavior choices</li><li>• Continue to implement student activities to build student connections to the school</li><li>• Continue to develop students' social and emotional needs through the Learner Profile</li></ul>
Expenditures	<b>BUDGETED</b> None	<b>ESTIMATED ACTUAL</b> Not Applicable

ACTIONS / SERVICES

Action **5**

Actions/Services	<b>PLANNED</b> Office support for student health concerns	<b>ACTUAL</b> <ul style="list-style-type: none"><li>• Substitute filled health aide position through November 2016</li><li>• Permanent health aide hired in November 2016</li><li>• Additional support provided through substitute</li></ul>
Expenditures	<b>BUDGETED</b> \$25,000	<b>ESTIMATED ACTUAL</b> \$4,882

**ANALYSIS**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>All actions were implemented as listed and worked towards giving students access to high quality teaching.</p> <p>Successes:</p> <ul style="list-style-type: none"><li>• 93% of parents feel the school is safe and secure environment based on the Parent Survey</li><li>• Communication of rules and expectations</li><li>• Hiring of Office Assistant to support with health needs</li></ul> <p>Challenges:</p> <ul style="list-style-type: none"><li>• Suspension rates indicate that socioeconomic disadvantaged are Orange (increase of 1.1) and African American is red (increase of 3.3) on the LCFF rubrics.<ul style="list-style-type: none"><li>○ Upon further analysis of the suspension rates, there were 11 suspensions total. One was African American, which is an increase of 0 the previous year.</li><li>○ One student has been suspended for the 2016-2017 year</li></ul></li></ul>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>Overall, the actions were effective in meeting the metrics of this area. More work will need to be done to monitor suspension rates and ensure that students needing behavioral supports have their needs met.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>20% of funds were expended. Differences were the funds were attributed to not hiring a permanent person until November. Additional funds have been allocated to allow for the maintenance of health records and health screenings.</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>Add in Suspension metric and action to monitor suspensions</p> <p>Adding two actions from Goal 6 to align better with goals</p> <p>Review structures that engage students in the school</p>

# Goal 8

Provide services for all students to support all 7 school goals

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

### ACTUAL

Provide support to each goal 1-7

- 78% meeting or exceeding standards on SBAC English Language Arts
- 75% meeting or exceeding standards on SBAC Math

## ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

### PLANNED

#### Instruction for students:

All costs associated with the delivery of instruction to students

#### Professional Learning:

Trainings, planning time, and job-embedded learning

### ACTUAL

#### Instruction for students:

- Full teaching staff
- All students and teachers have access to appropriate learning materials and resources

#### Professional Learning:

- Professional learning plan in place to connect all staff to

opportunities are provided

**Parent Outreach:**

PVC, newsletters, social media, School Messenger, notices home, conferences, email, etc.

**Prevention and Intervention:**

Attendance, SST process, school climate, student discipline, etc.

**Assessment:**

Report cards, stakeholder surveys, student assessments, and state reporting

**Special Education:**

Contracted through our charter authorizer Fresno Unified's SELPA

**Administration:**

Executive Director, Director, IB Coordinator, and support staff

**Operational Services:**

Food services, facilities, maintenance, operations, safety, utilities

essential focus areas

- Additional release time through substitute release days
- Extended school year for teachers to include planning and professional learning
- Peer-to-peer observations
- Onboarding supports to new staff

**Parent Outreach:**

- Parent volunteer survey
- Seeking feedback and continuing to involve parents through multiple communication methods

**Prevention and Intervention:**

- Monitoring of attendance and communication with parents
- Student Success Meetings held as needed

**Assessment:**

- Ongoing assessment to inform instruction
- Quarterly report cards
- State Assessment participation

**Special Education**

- Monitoring of Special Education students, with appropriate supports and staff

**Administration**

- All administrative positions in place

**Operational Services:**

- Collaboration with FUSD partners to ensure all appropriate services to students
- Current MOU's in placed as needed

Expenditures

**BUDGETED**

\$2,013,995 (Block grant)

**ESTIMATED ACTUAL**

\$2,302,845

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All actions were implemented as listed and worked towards giving students access to high quality teaching.

Successes:

- Services support Goals 1 – 6
- Increase in performance for ELA and Math on SBAC
- No disproportionality in SBAC on LCFF equity reports

Challenges:

- Continuing to find ways to engage parents in the school community

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, the actions / services were effective as measured by the SBAC results

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

87% of funds expended. Funds not spent were attributed to projected of staffing salaries were lower due to years of services for new hires, P-2 report increased based on ADA, and one Specialty teacher went out on leave in February 2017.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes to this goal; See other goals for specific changes



# Stakeholder Engagement

LCAP Year  2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

### Mid-Year Update

- Presented updates and handed out update document to Parent Meeting on January 20<sup>th</sup>
- Announced topic in January newsletter
- Posted update on website after parent meeting on January 23<sup>rd</sup>
- Emailed staff that they had a copy of the LCAP Update – December 2016 in their boxes

### Community Meetings

- Posted date of community meeting on the website on February 3<sup>rd</sup>
- Sent flyer home on February 16<sup>th</sup> and March 3<sup>rd</sup> to inform parents of meeting
- Posted date of meeting on school marquee
- Announced community meeting at Director's Chat / PVC on February 17<sup>th</sup>
  - Room parents email classroom parents notes
  - Additional meeting held on March 10<sup>th</sup> during Director's Chat / PVC
- Included meeting date in school messenger phone calls (February 27<sup>th</sup>)

### Parent Meeting

- March newsletter announced it will be held again on March 10<sup>th</sup> during Director's Chat / PVC
  - Also included to complete surveys online
- Presented to Director's Chat on March 10<sup>th</sup>

- Hard copies of the survey and presentation provided; parents informed that surveys could be submitted online for anonymity
- Posted survey and presentation on website on March 3<sup>rd</sup>
  - Had to create a web version with less pictures due to space limitations on webpage. All content the same.
- Email with presentation and survey link sent to all staff members on March 22, 2017
- School messenger sent to remind parents to complete survey on March 26, 2017
- Staff survey sent to staff on May 11<sup>th</sup>

#### IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

Feedback gathered from surveys that was included in this year's LCAP:

- Providing more planning time for teachers, including specialty
- Attend local community functions / action projects
- Creating online / email system that allows more parents input from Parent Volunteer Committee meetings
- Include data on how attendance impacts learning
- More inclusive activities
- Expand field trips
- Increase digital resources
- Incorporate Social Studies / Science strategies
- Use existing structures to recognize students

Feedback from draft plan that was included in this year's LCAP:

- Incorporating grade level action projects (Goal 2, Action 5)

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New                       Modified                       Unchanged

### Goal 1

High Enrollment of Neighborhood Students

#### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

#### Identified Need

To strengthen the IB pathways and impact neighborhood students to access for a quality educational program

#### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percentage of neighborhood students	60% neighborhood enrollment	60% enrollment of neighborhood enrollment	60% enrollment of neighborhood enrollment	60% enrollment of neighborhood enrollment
Percentage of students within Fresno Unified boundaries (authorizer)	78% within Fresno Unified boundaries	80% enrollment within Fresno Unified boundaries	80% enrollment within Fresno Unified boundaries	80% enrollment within Fresno Unified boundaries
Marketing practices	Word of mouth: 22% Siblings: 41% Other: 37%	Marketing practices: 40%	Marketing practices: 45%	Marketing practices: 50%

PLANNED ACTIONS / SERVICES

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Monitor neighborhood and Fresno Unified boundary enrollment including reasons for dropped enrollment.	Monitor neighborhood and Fresno Unified boundary enrollment including reasons for dropped enrollment.	Monitor neighborhood and Fresno Unified boundary enrollment including reasons for dropped enrollment.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: None	Amount: None	Amount: None
Source: Not Applicable	Source: Not Applicable	Source: Not Applicable
Budget Reference: Not Applicable	Budget Reference: Not Applicable	Budget Reference: Not Applicable

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served     All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served     English Learners     Foster Youth     Low Income

Scope of Services     LEA-wide Group(s)     Schoolwide    **OR**     Limited to Unduplicated Student

Location(s)     All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Monitor reasons for enrollment drops and/or patterns of enrollment	Monitor reasons for enrollment drops and/or patterns of enrollment	Monitor reasons for enrollment drops and/or patterns of enrollment

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: None	Amount: None	Amount: None
Source: Not Applicable	Source: Not Applicable	Source: Not Applicable
Budget Reference: Not Applicable	Budget Reference: Not Applicable	Budget Reference: Not Applicable

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide Group(s)     Schoolwide    **OR**     Limited to Unduplicated Student

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Monitor new enrollments for how they heard of Dailey based on their enrollment application	Monitor new enrollments for how they heard of Dailey based on their enrollment application	Monitor new enrollments for how they heard of Dailey based on their enrollment application

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: None	Amount: None	Amount: None
Source: Not Applicable	Source: Not Applicable	Source: Not Applicable
Budget Reference: Not Applicable	Budget Reference: Not Applicable	Budget Reference: Not Applicable

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Market enrollment opportunities through outside sources as needed (banner on the fence, postcards, preschool outreach, etc.)	Market enrollment opportunities through outside sources as needed (banner on the fence, postcards, preschool outreach, etc.)	Market enrollment opportunities through outside sources as needed (banner on the fence, postcards, preschool outreach, etc.)

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$5,000	Amount	None	Amount	None
Source	General Fund	Source	Not Applicable	Source	Not Applicable
Budget Reference	5725	Budget Reference	Not Applicable	Budget Reference	Not Applicable

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New
  Modified
  Unchanged

## Goal 2

Parent and Community Engagement Around Student Achievement and Attendance

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

Identified Need

Parents and community members are a vital component of Dailey's success in supporting the instructional program and school.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of parents that are satisfied with their child's school based on the Parent Survey	98% of parents are satisfied with their child's school	95% of parents are satisfied with their child's school	95% of parents are satisfied with their child's school	95% of parents are satisfied with their child's school
Percent of parents responding that they are aware of their child's progress on the annual Parent Survey	98% of parents are aware of their child's progress	95% of parents are aware of their child's progress	95% of parents are aware of their child's progress	95% of parents are aware of their child's progress
Parents registered with EduText to monitor grades and attendance	22% of parents enrolled	30% of parents enrolled	35% of parents enrolled	40% of parents enrolled



Parents feel the school communicates with them on the annual Parent Survey	98% of parents feel the school communicates with them	95% of parents feel the school communicates with them	95% of parents feel the school communicates with them	95% of parents feel the school communicates with them
Attendance Rate	96% attendance rate	98% attendance rate	98% attendance rate	98% attendance rate
Decrease in tardies	16% increase in tardies	10% decrease	10% decrease	10% decrease
Decrease in early check-outs	25% decrease in early checkouts	5% decrease in early checkouts	5% decrease in early checkouts	5% decrease in early checkouts
Chronic Absenteeism	1.9% Chronic absenteeism	Less than 5% chronic absenteeism	Less than 5% chronic absenteeism	Less than 5% chronic absenteeism

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Communicate the availability of EduText and monitor the percentage of parents registered.	Communicate the availability of EduText and monitor the percentage of parents registered.	Communicate the availability of EduText and monitor the percentage of parents registered.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: None	Amount: None	Amount: None
Source: Not Applicable	Source: Not Applicable	Source: Not Applicable
Budget Reference: Not Applicable	Budget Reference: Not Applicable	Budget Reference: Not Applicable

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide opportunities for parents to support their child's education at home and their role in preparing their children for high school, college, and career.	Provide opportunities for parents to support their child's education at home and their role in preparing their children for high school, college, and career.	Provide opportunities for parents to support their child's education at home and their role in preparing their children for high school, college, and career.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: None	Amount: None	Amount: None
Source: Not Applicable	Source: Not Applicable	Source: Not Applicable
Budget Reference: Not Applicable	Budget Reference: Not Applicable	Budget Reference: Not Applicable

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Improve communication strategies and structures for timely and easy access to information, support and resources.	Improve communication strategies and structures for timely and easy access to information, support and resources.	Improve communication strategies and structures for timely and easy access to information, support and resources.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: None	Amount: None	Amount: None
Source: Not Applicable	Source: Not Applicable	Source: Not Applicable
Budget Reference: Not Applicable	Budget Reference: Not Applicable	Budget Reference: Not Applicable

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide family engagement opportunities that are attentive to and supportive of neighborhood culture, circumstance, and need.	Provide family engagement opportunities that are attentive to and supportive of neighborhood culture, circumstance, and need.	Provide family engagement opportunities that are attentive to and supportive of neighborhood culture, circumstance, and need.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: None	Amount: None	Amount: None
Source: Not Applicable	Source: Not Applicable	Source: Not Applicable
Budget Reference: Not Applicable	Budget Reference: Not Applicable	Budget Reference: Not Applicable

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Conduct a variety of community service projects that support the IB philosophy and engage students with local and/or global organizations, both whole school and grade levels.	Conduct a variety of community service projects that support the IB philosophy and engage students with local and/or global organizations, both whole school and grade level	Conduct a variety of community service projects that support the IB philosophy and engage students with local and/or global organizations, both whole school and grade level

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1,000	Amount: None	Amount: None
Source: General Fund	Source: Not Applicable	Source: Not Applicable
Budget Reference: 4300	Budget Reference: Not Applicable	Budget Reference: Not Applicable

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Administer a schoolwide parent interest survey of topics that would support their learning and benefit children.	Administer a schoolwide parent interest survey of topics that would support their learning and benefit children.	Administer a schoolwide parent interest survey of topics that would support their learning and benefit children.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: None	Amount: None	Amount: None
Source: Not Applicable	Source: Not Applicable	Source: Not Applicable
Budget Reference: Not Applicable	Budget Reference: Not Applicable	Budget Reference: Not Applicable

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Conduct a parent volunteer interest survey of volunteer opportunities at the beginning of the year and new enrollments.	Conduct a parent volunteer interest survey of volunteer opportunities at the beginning of the year and new enrollments.	Conduct a parent volunteer interest survey of volunteer opportunities at the beginning of the year and new enrollments.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: None	Amount: None	Amount: None
Source: Not Applicable	Source: Not Applicable	Source: Not Applicable
Budget Reference: Not Applicable	Budget Reference: Not Applicable	Budget Reference: Not Applicable



Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Restructure the Parent Volunteer Committee meetings / personnel in order to create a schoolwide and grade level email structure to provide additional communication from the school and grade levels, along with meeting information from the PVC meetings.	Revise (if needed) the Parent Volunteer Committee meetings / personnel in order to create a schoolwide and grade level email structure to provide additional communication from the school and grade levels, along with meeting information from the PVC meetings.	Revise (if needed) the Parent Volunteer Committee meetings / personnel in order to create a schoolwide and grade level email structure to provide additional communication from the school and grade levels, along with meeting information from the PVC meetings.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: None	Amount: None	Amount: None
Source: Not Applicable	Source: Not Applicable	Source: Not Applicable
Budget Reference: Not Applicable	Budget Reference: Not Applicable	Budget Reference: Not Applicable

Action **9**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Monitor attendance rates that include absences, tardies, and early checkouts.	Monitor attendance rates that include absences, tardies, and early checkouts.	Monitor attendance rates that include absences, tardies, and early checkouts.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: None	Amount: None	Amount: None
Source: Not Applicable	Source: Not Applicable	Source: Not Applicable
Budget Reference: Not Applicable	Budget Reference: Not Applicable	Budget Reference: Not Applicable

Action **10**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Parent education on the importance of attendance and the impact on student achievement.	Parent education on the importance of attendance and the impact on student achievement.	Parent education on the importance of attendance and the impact on student achievement.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: None	Amount: None	Amount: None
Source: Not Applicable	Source: Not Applicable	Source: Not Applicable
Budget Reference: Not Applicable	Budget Reference: Not Applicable	Budget Reference: Not Applicable

Action **11**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Administration, teachers, and office staff continue parent communication using the SARC process (includes notices, phone calls, letters, and/or conferences).	Administration, teachers, and office staff continue parent communication using the SARC process (includes notices, phone calls, letters, and/or conferences).	Administration, teachers, and office staff continue parent communication using the SARC process (includes notices, phone calls, letters, and/or conferences).

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: None	Amount: None	Amount: None
Source: Not Applicable	Source: Not Applicable	Source: Not Applicable
Budget Reference: Not Applicable	Budget Reference: Not Applicable	Budget Reference: Not Applicable

Action **12**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Review and revise (if needed) current tracking procedures to ensure parents are notified in a timely manner regarding attendance.	Review and revise (if needed) current tracking procedures to ensure parents are notified in a timely manner regarding attendance.	Review and revise (if needed) current tracking procedures to ensure parents are notified in a timely manner regarding attendance.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: None	Amount: None	Amount: None
Source: Not Applicable	Source: Not Applicable	Source: Not Applicable
Budget Reference: Not Applicable	Budget Reference: Not Applicable	Budget Reference: Not Applicable

New

Modified

Unchanged

## Goal 3

All students have access to high quality teaching.

### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### Identified Need

Students need access to high quality teachers.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Highly qualified teachers	100% of teachers are highly qualified	100% of teachers are highly qualified	100% of teachers are highly qualified	100% of teachers are highly qualified
Teaching positions with no misassignments	100% of teaching positions filled with no misassignments	100% of teaching positions filled with no misassignments	100% of teaching positions filled with no misassignments	100% of teaching positions filled with no misassignments
Professional development provided was relevant to teaching practices based on staff survey	100% of teachers feel professional development was relevant to their teaching.	100% of teachers feel professional development was relevant to their teaching.	100% of teachers feel professional development was relevant to their teaching.	100% of teachers feel professional development was relevant to their teaching.

Professional development provided increased pedagogical knowledge based on the staff survey	100% of teachers feel professional development increased their pedagogical knowledge.	100% of teachers feel professional development increased their pedagogical knowledge.	100% of teachers feel professional development increased their pedagogical knowledge.	100% of teachers feel professional development increased their pedagogical knowledge.
Percentage of teachers participating in extended learning opportunity for students	69% of teachers participating in extended learning opportunities for students.	75% of teachers participating in extended learning opportunities for students.	75% of teachers participating in extended learning opportunities for students.	75% of teachers participating in extended learning opportunities for students.
Percentage of parents that feel Dailey provides a challenging and rigorous curriculum on the annual Parent Survey	99% of parents feel Dailey provides a challenging and rigorous curriculum.	95% of parents feel Dailey provides a challenging and rigorous curriculum.	95% of parents feel Dailey provides a challenging and rigorous curriculum.	95% of parents feel Dailey provides a challenging and rigorous curriculum.
Increase in classroom materials and equipment to support classroom innovation in the implementation of State Standards (ELA, Math, Science, Social Studies)	78% Meeting or Exceeding Standards on SBAC ELA 75% Meeting or Exceeding Standards on SBAC Math	80% Meeting or Exceeding Standards on SBAC ELA 80% Meeting or Exceeding Standards on SBAC Math	82% Meeting or Exceeding Standards on SBAC ELA 82% Meeting or Exceeding Standards on SBAC Math	85% Meeting or Exceeding Standards on SBAC ELA 85% Meeting or Exceeding Standards on SBAC Math
Increased implementation of the State Standards to support differentiated instruction for all students	78% Meeting or Exceeding Standards on SBAC ELA 75% Meeting or Exceeding Standards on SBAC Math	80% Meeting or Exceeding Standards on SBAC ELA 80% Meeting or Exceeding Standards on SBAC Math	82% Meeting or Exceeding Standards on SBAC ELA 82% Meeting or Exceeding Standards on SBAC Math	85% Meeting or Exceeding Standards on SBAC ELA 85% Meeting or Exceeding Standards on SBAC Math
Weekly professional	78% Meeting or Exceeding	80% Meeting or Exceeding	82% Meeting or Exceeding	85% Meeting or Exceeding

development meetings for staff and grade level meetings	Standards on SBAC ELA  75% Meeting or Exceeding Standards on SBAC Math	Standards on SBAC ELA  80% Meeting or Exceeding Standards on SBAC Math	Standards on SBAC ELA  82% Meeting or Exceeding Standards on SBAC Math	Standards on SBAC ELA  85% Meeting or Exceeding Standards on SBAC Math
Planning days for professional development	Before / After school year planning days, 5 non-student teacher training days, 3 full substitute planning days, and 3 half-day substitute planning days	100% of additional planning days and substitute planning days implemented.	100% of additional planning days and substitute planning days implemented.	100% of additional planning days and substitute planning days implemented.



PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide effective teacher hiring, recruitment, and retention practices and assure that teachers are properly assigned and supported.	Provide effective teacher hiring, recruitment, and retention practices and assure that teachers are properly assigned and supported.	Provide effective teacher hiring, recruitment, and retention practices and assure that teachers are properly assigned and supported.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$1,716	Amount: None	Amount: None
Source: General Fund	Source: Not Applicable	Source: Not Applicable
Budget Reference: 5300	Budget Reference: Not Applicable	Budget Reference: Not Applicable

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide support and training to all teachers to effectively teach and monitor diverse student groups.	Provide support and training to all teachers to effectively teach and monitor diverse student groups.	Provide support and training to all teachers to effectively teach and monitor diverse student groups.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: None	Amount: None	Amount: None
Source: Not Applicable	Source: Not Applicable	Source: Not Applicable
Budget Reference: Not Applicable	Budget Reference: Not Applicable	Budget Reference: Not Applicable

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Provide systems of support to enhance instructional practices, professional learning opportunities and time where teachers work alongside administration and peers to build capacity around the State Standards, IB and effective instructional practices.	Provide systems of support to enhance instructional practices, professional learning opportunities and time where teachers work alongside administration and peers to build capacity around the State Standards, IB and effective instructional practices.	Provide systems of support to enhance instructional practices, professional learning opportunities and time where teachers work alongside administration and peers to build capacity around the State Standards, IB and effective instructional practices.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: None	Amount: None	Amount: None
Source: Not Applicable	Source: Not Applicable	Source: Not Applicable
Budget Reference: Not Applicable	Budget Reference: Not Applicable	Budget Reference: Not Applicable

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Provide opportunities to attend IB trainings, both online and in-person, to support professional development.	Provide opportunities to attend IB trainings, both online and in-person, to support professional development.	Provide opportunities to attend IB trainings, both online and in-person, to support professional development.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$35,000	Amount: None	Amount: None
Source: General Fund	Source: Not Applicable	Source: Not Applicable
Budget Reference: 5200	Budget Reference: Not Applicable	Budget Reference: Not Applicable

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Create incentives for staff to provide support and extra opportunities to students.	Create incentives for staff to provide support and extra opportunities to students.	Create incentives for staff to provide support and extra opportunities to students.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$15,000	Amount: None	Amount: None
Source: General Fund	Source: Not Applicable	Source: Not Applicable
Budget Reference: 1960	Budget Reference: Not Applicable	Budget Reference: Not Applicable

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Ensure students have proper equipment / materials for specialty classes and extended learning opportunities.	Ensure students have proper equipment / materials for specialty classes and extended learning opportunities.	Ensure students have proper equipment / materials for specialty classes and extended learning opportunities.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$11,000	Amount: None	Amount: None
Source: General Fund	Source: Not Applicable	Source: Not Applicable
Budget Reference: 4300	Budget Reference: Not Applicable	Budget Reference: Not Applicable

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Increased professional learning and teacher planning time, including Specialty teachers.	Increased professional learning and teacher planning time, including Specialty teachers.	Increased professional learning and teacher planning time, including Specialty teachers.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$15,000	Amount	None	Amount	None
Source	General Fund	Source	Not Applicable	Source	Not Applicable
Budget Reference	1960	Budget Reference	Not Applicable	Budget Reference	Not Applicable

New

Modified

Unchanged

## Goal 4

Closing the Achievement Gap with High Expectations for All Students

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

Identified Need

All students will perform without an achievement gap.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Sufficient materials for learning.	100% of students have sufficient materials needed for learning.	100% of students have sufficient materials needed for learning.	100% of students have sufficient materials needed for learning.	100% of students have sufficient materials needed for learning.
NWEA Benchmark Assessment	100% of grade levels at or above grade level norms	100% of grade levels at or above grade level norms	100% of grade levels at or above grade level norms	100% of grade levels at or above grade level norms
SBAC Performance Indicators	78% Meeting or Exceeding Standards on SBAC ELA	80% Meeting or Exceeding Standards on SBAC ELA	82% Meeting or Exceeding Standards on SBAC ELA	85% Meeting or Exceeding Standards on SBAC ELA
	75% Meeting or Exceeding Standards on SBAC Math	80% Meeting or Exceeding Standards on SBAC Math	82% Meeting or Exceeding Standards on SBAC Math	85% Meeting or Exceeding Standards on SBAC Math



PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Use multiple assessments measurements to gauge student understanding and application of learning and monitors progress for all students and student groups.	Use multiple assessments measurements to gauge student understanding and application of learning and monitors progress for all students and student groups.	Use multiple assessments measurements to gauge student understanding and application of learning and monitors progress for all students and student groups.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: None	Amount: None	Amount: None
Source: Not Applicable	Source: Not Applicable	Source: Not Applicable
Budget Reference: Not Applicable	Budget Reference: Not Applicable	Budget Reference: Not Applicable

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide professional development for teachers directed at inquiry teaching, differentiated instruction, as well as building a culture of data analysis across grade levels.	Provide professional development for teachers directed at inquiry teaching, differentiated instruction, as well as building a culture of data analysis across grade levels.	Provide professional development for teachers directed at inquiry teaching, differentiated instruction, as well as building a culture of data analysis across grade levels.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: None	Amount: None	Amount: None
Source: Not Applicable	Source: Not Applicable	Source: Not Applicable
Budget Reference: Not Applicable	Budget Reference: Not Applicable	Budget Reference: Not Applicable

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input checked="" type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Improve the outcome for students with disabilities as contracted through the charter authorizer, Fresno Unified School District SELPA.	Improve the outcome for students with disabilities as contracted through the charter authorizer, Fresno Unified School District SELPA.	Improve the outcome for students with disabilities as contracted through the charter authorizer, Fresno Unified School District SELPA.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: None	Amount: None	Amount: None
Source: Not Applicable	Source: Not Applicable	Source: Not Applicable
Budget Reference: Not Applicable	Budget Reference: Not Applicable	Budget Reference: Not Applicable

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Utilize online assessment data system (NWEA) to monitor student learning and progress.	Utilize online assessment data system (NWEA) to monitor student learning and progress.	Utilize online assessment data system (NWEA) to monitor student learning and progress.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$5,700	Amount	None	Amount	None
Source	General Fund	Source	Not Applicable	Source	Not Applicable
Budget Reference	5899	Budget Reference	Not Applicable	Budget Reference	Not Applicable

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide targeted services and supports including referrals to psychologist, SST's, and special education resource staff as approved by our SELPA and health services.	Provide targeted services and supports including referrals to psychologist, SST's, and special education resource staff as approved by our SELPA and health services.	Provide targeted services and supports including referrals to psychologist, SST's, and special education resource staff as approved by our SELPA and health services.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: None	Amount: None	Amount: None
Source: Not Applicable	Source: Not Applicable	Source: Not Applicable
Budget Reference: Not Applicable	Budget Reference: Not Applicable	Budget Reference: Not Applicable

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Purchase standards-based materials and/or attend training for differentiated instructional practices.	Purchase standards-based materials and/or attend training for differentiated instructional practices.	Purchase standards-based materials and/or attend training for differentiated instructional practices.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$60,000	Amount	None	Amount	None
Source	General Fund	Source	Not Applicable	Source	Not Applicable
Budget Reference	4300	Budget Reference	Not Applicable	Budget Reference	Not Applicable

New

Modified

Unchanged

## Goal 4B

Dailey Charter will work to ensure that acquisition of English language skills for all students identified as an English Learner.

[State and/or Local Priorities Addressed by this goal:](#)

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

[Identified Need](#)

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
English Learners remaining the same or increasing a level on CELDT	100% of English Learners increased or remained the same on CELDT.	100% of English Learners increased or remained the same on CELDT.	100% of English Learners increased or remained the same on CELDT.	100% of English Learners increased or remained the same on CELDT.
Redesignation Rate	56% redesignation rate	40% or higher redesignation rate	40% or higher redesignation rate	40% or higher redesignation rate
Disproportionality Rate	No disproportionality on NWEA Assessments	No disproportionality on NWEA Assessments	No disproportionality on NWEA Assessments	No disproportionality on NWEA Assessments
LCFF Rubrics – SBAC EL Progress	High / Increased Significantly in ELA & Math	High / Very High Indicator on LCFF Rubrics	High / Very High Indicator on LCFF Rubrics	High / Very High Indicator on LCFF Rubrics

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Utilize data reporting tools and systems to monitor the progress of English Learners, including long-term English Learners and reclassified English Learners.	Utilize data reporting tools and systems to monitor the progress of English Learners, including long-term English Learners and reclassified English Learners.	Utilize data reporting tools and systems to monitor the progress of English Learners, including long-term English Learners and reclassified English Learners.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: None	Amount: None	Amount: None
Source: Not Applicable	Source: Not Applicable	Source: Not Applicable
Budget Reference: Not Applicable	Budget Reference: Not Applicable	Budget Reference: Not Applicable



Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All     Students with Disabilities     [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

All schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Teachers participate in high quality professional development designed to support English Language Development and quality instructional practices for English Learners.	Teachers participate in high quality professional development designed to support English Language Development and quality instructional practices for English Learners.	Teachers participate in high quality professional development designed to support English Language Development and quality instructional practices for English Learners.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: None	Amount: None	Amount: None
Source: Not Applicable	Source: Not Applicable	Source: Not Applicable
Budget Reference: Not Applicable	Budget Reference: Not Applicable	Budget Reference: Not Applicable

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide instructional strategies for English Language Development that expands and extends academic language development across disciplines across the school day.	Provide instructional strategies for English Language Development that expands and extends academic language development across disciplines across the school day.	Provide instructional strategies for English Language Development that expands and extends academic language development across disciplines across the school day.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: None	Amount: None	Amount: None
Source: Not Applicable	Source: Not Applicable	Source: Not Applicable
Budget Reference: Not Applicable	Budget Reference: Not Applicable	Budget Reference: Not Applicable

New

Modified

Unchanged

## Goal 4C

Ensure that students from low socioeconomic backgrounds have their academic needs met.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

Identified Need

Students from low socioeconomic backgrounds achievement does not have disproportionality.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
LCFF Rubrics – ELA Report	Blue (Very High / Increased Significant)	Blue or Green Indicators and Increased / Increased Significantly	Blue or Green Indicators and Increased / Increased Significantly	Blue or Green Indicators and Increased / Increased Significantly
LCFF Rubrics – Math Report	Green (High / Increased Significant)	Blue or Green Indicators and Increased / Increased Significantly	Blue or Green Indicators and Increased / Increased Significantly	Blue or Green Indicators and Increased / Increased Significantly

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide professional development in supporting students from a low socioeconomic background with supports, strategies, and structures.	Provide professional development in supporting students from a low socioeconomic background with supports, strategies, and structures.	Provide professional development in supporting students from a low socioeconomic background with supports, strategies, and structures.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: None	Amount: None	Amount: None
Source: Not Applicable	Source: Not Applicable	Source: Not Applicable
Budget Reference: Not Applicable	Budget Reference: Not Applicable	Budget Reference: Not Applicable

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Provide experiences and learning opportunities that enhance learning experiences for students.	Provide experiences and learning opportunities that enhance learning experiences for students.	Provide experiences and learning opportunities that enhance learning experiences for students.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: None	Amount: None	Amount: None
Source: Not Applicable	Source: Not Applicable	Source: Not Applicable
Budget Reference: Not Applicable	Budget Reference: Not Applicable	Budget Reference: Not Applicable

New

Modified

Unchanged

## Goal 4D

Ensure that all students feel connected to school and appropriate supports are in place for Foster Youth.

### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### Identified Need

Students from low socioeconomic backgrounds achievement does not have disproportionality.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance	N/A (No Foster Youth in 2016 – 2017)	No disproportionality in attendance	No disproportionality in attendance	No disproportionality in attendance
LCFF SBAC Rubrics	N/A (No Foster Youth in 2016 – 2017)	No disproportionality in SBAC Performance Levels	No disproportionality in SBAC Performance Levels	No disproportionality in SBAC Performance Levels

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Monitor attendance, behavior, and school performance.	Monitor attendance, behavior, and school performance.	Monitor attendance, behavior, and school performance.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: None	Amount: None	Amount: None
Source: Not Applicable	Source: Not Applicable	Source: Not Applicable
Budget Reference: Not Applicable	Budget Reference: Not Applicable	Budget Reference: Not Applicable

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide direct and indirect interventions including collaboration with social and community agencies.	Provide direct and indirect interventions including collaboration with social and community agencies.	Provide direct and indirect interventions including collaboration with social and community agencies.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	None	Amount	None	Amount	None
Source	Not Applicable	Source	Not Applicable	Source	Not Applicable
Budget Reference	Not Applicable	Budget Reference	Not Applicable	Budget Reference	Not Applicable



Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools spans: _____	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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.	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.	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.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: None	Amount: None	Amount: None
Source: Not Applicable	Source: Not Applicable	Source: Not Applicable
Budget Reference: Not Applicable	Budget Reference: Not Applicable	Budget Reference: Not Applicable

New

Modified

Unchanged

## Goal 5

All students acquire digital literacy skills.

### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

### Identified Need

Students must have 21<sup>st</sup> century skills in order to compete in a global workforce

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Quantity of technology resources	Establish technology plan	Based on technology plan	Based on technology plan	Based on technology plan
Subscriptions to services	6 subscriptions purchased	Based on technology plan	Based on technology plan	Based on technology plan

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide Group(s)  Schoolwide **OR**  Limited to Unduplicated Student

Location(s)  All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Expand digital resources including timely replenishment of teacher and student devices, as well as maintaining and upgrading technology infrastructures or purchasing additional materials as needed.	Expand digital resources including timely replenishment of teacher and student devices, as well as maintaining and upgrading technology infrastructures or purchasing additional materials as needed.	Expand digital resources including timely replenishment of teacher and student devices, as well as maintaining and upgrading technology infrastructures or purchasing additional materials as needed.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$30,000	Amount	None	Amount	None
Source	General Fund	Source	Not Applicable	Source	Not Applicable
Budget Reference	4400	Budget Reference	Not Applicable	Budget Reference	Not Applicable

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide training for teachers and administration to effectively engage students in using digital resources to leverage learning.	Provide training for teachers and administration to effectively engage students in using digital resources to leverage learning.	Provide training for teachers and administration to effectively engage students in using digital resources to leverage learning.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	None	Amount	None	Amount	None
Source	Not Applicable	Source	Not Applicable	Source	Not Applicable
Budget Reference	Not Applicable	Budget Reference	Not Applicable	Budget Reference	Not Applicable

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Systematically implement a Scope and Sequence to technology skills and record in IB scope and sequence documents.	Systematically implement a Scope and Sequence to technology skills and record in IB scope and sequence documents.	Systematically implement a Scope and Sequence to technology skills and record in IB scope and sequence documents.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: None	Amount: None	Amount: None
Source: Not Applicable	Source: Not Applicable	Source: Not Applicable
Budget Reference: Not Applicable	Budget Reference: Not Applicable	Budget Reference: Not Applicable

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Develop a three year technology plan that includes a refresh plan for laptops and tablets.	Revise and adjust technology plan, including refresh components.	Revise and adjust technology plan, including refresh components.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: None	Amount: None	Amount: None
Source: Not Applicable	Source: Not Applicable	Source: Not Applicable
Budget Reference: Not Applicable	Budget Reference: Not Applicable	Budget Reference: Not Applicable

New                       Modified                       Unchanged

## Goal 6

All students have access to safe and well maintained facility.

### State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL \_\_\_\_\_

### Identified Need

Students need to feel safe on campus in order to learn effectively.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent perception of safety from the parent survey	99% of parents feel Dailey provides a safe and secure environment.	95% of parents feel Dailey provides a safe and secure environment.	95% of parents feel Dailey provides a safe and secure environment.	95% of parents feel Dailey provides a safe and secure environment.
Student perception of safety from the student survey	93% of students feel safe on campus.	95% of students feel safe on campus.	95% of students feel safe on campus.	95% of students feel safe on campus.
Students feel supported and a part of the school based on the student survey	88% of students feel supported and a part of the school.	90% of students feel supported and a part of the school.	95% of students feel supported and a part of the school.	95% of students feel supported and a part of the school.
Students have knowledge and feel fairness in the school rules based on the student survey	90% of students have knowledge and feel fairness in the discipline rules and norms.	95% of students have knowledge and feel fairness in the discipline rules and norms.	95% of students have knowledge and feel fairness in the discipline rules and norms.	95% of students have knowledge and feel fairness in the discipline rules and norms.

LCFF Suspension Rubrics	Green – All students Orange – Low Income Red – African American Green – Hispanic	No disproportionality in suspensions.	No disproportionality in suspensions.	No disproportionality in suspensions.
Expulsion Rate	0 student expulsions based on suspension and expulsion data	0 student expulsions based on suspension and expulsion data	0 student expulsions based on suspension and expulsion data	0 student expulsions based on suspension and expulsion data
Parent perceptions of school communication based on the parent survey	98% of parents feel the school communicates with them.	95% of parents feel the school communicates with them.	95% of parents feel the school communicates with them.	95% of parents feel the school communicates with them.
Parent perception of teacher communication based on the parent survey	88% of parents feel their child’s teacher communicates with them.	90% of parents feel their child’s teacher communicates with them.	95% of parents feel their child’s teacher communicates with them.	95% of parents feel their child’s teacher communicates with them.
Parent perception of office communication based on the parent survey	97% of parents feel the office provides courteous and professional interactions.	95% of parents feel the office provides courteous and professional interactions.	95% of parents feel the office provides courteous and professional interactions.	95% of parents feel the office provides courteous and professional interactions.



PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide Group(s)	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Ensure that the school is attractive, clean, and well-maintained at all times.	Ensure that the school is attractive, clean, and well-maintained at all times.	Ensure that the school is attractive, clean, and well-maintained at all times.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: None	Amount: None	Amount: None
Source: Not Applicable	Source: Not Applicable	Source: Not Applicable
Budget Reference: Not Applicable	Budget Reference: Not Applicable	Budget Reference: Not Applicable

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Assure that school safety is priority and the School Safety Plan is updated annually.	Assure that school safety is priority and the School Safety Plan is updated annually.	Assure that school safety is priority and the School Safety Plan is updated annually.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: None	Amount: None	Amount: None
Source: Not Applicable	Source: Not Applicable	Source: Not Applicable
Budget Reference: Not Applicable	Budget Reference: Not Applicable	Budget Reference: Not Applicable

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide opportunities and supports for Dailey to continue to implement restorative justice practices.	Provide opportunities and supports for Dailey to continue to implement restorative justice practices.	Provide opportunities and supports for Dailey to continue to implement restorative justice practices.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: None	Amount: None	Amount: None
Source: Not Applicable	Source: Not Applicable	Source: Not Applicable
Budget Reference: Not Applicable	Budget Reference: Not Applicable	Budget Reference: Not Applicable

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Monitor suspension and expulsion rates, discipline referrals, and removal from classroom incidents and implement positive alternatives.	Monitor suspension and expulsion rates, discipline referrals, and removal from classroom incidents and implement positive alternatives.	Monitor suspension and expulsion rates, discipline referrals, and removal from classroom incidents and implement positive alternatives.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: None	Amount: None	Amount: None
Source: Not Applicable	Source: Not Applicable	Source: Not Applicable
Budget Reference: Not Applicable	Budget Reference: Not Applicable	Budget Reference: Not Applicable

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Office support for health concerns.	Office support for health concerns.	Office support for health concerns.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$26,000	Amount: None	Amount: None
Source: General Fund	Source: Not Applicable	Source: Not Applicable
Budget Reference: 2900	Budget Reference: Not Applicable	Budget Reference: Not Applicable

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Participate in Positive Behavioral Interventions and support processes to develop strategic plans to improve both school climate and student behavior outcomes.	Participate in Positive Behavioral Interventions and support processes to develop strategic plans to improve both school climate and student behavior outcomes.	Participate in Positive Behavioral Interventions and support processes to develop strategic plans to improve both school climate and student behavior outcomes.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	None	None	None
Source	Not Applicable	Not Applicable	Not Applicable
Budget Reference	Not Applicable	Not Applicable	Not Applicable

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All  Students with Disabilities  [Specific Student Group(s)] \_\_\_\_\_

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All schools  Specific Schools: \_\_\_\_\_  Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Teachers build strong relationships between the school and through strong communication.	Teachers build strong relationships between the school and through strong communication.	Teachers build strong relationships between the school and through strong communication.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: None	Amount: None	Amount: None
Source: Not Applicable	Source: Not Applicable	Source: Not Applicable
Budget Reference: Not Applicable	Budget Reference: Not Applicable	Budget Reference: Not Applicable

Action **8**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Administration, teachers, and support staff work collaboratively and diligently to create an inclusive, welcoming climate.	Administration, teachers, and support staff work collaboratively and diligently to create an inclusive, welcoming climate.	Administration, teachers, and support staff work collaboratively and diligently to create an inclusive, welcoming climate.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: None	Amount: None	Amount: None
Source: Not Applicable	Source: Not Applicable	Source: Not Applicable
Budget Reference: Not Applicable	Budget Reference: Not Applicable	Budget Reference: Not Applicable



New

Modified

Unchanged

# Goal 7

Provide services for all students to support all 6 goals.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL \_\_\_\_\_

Identified Need

Services to ensure all goals are implanted.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC Performance Levels	78% Meeting or Exceeding Standards on SBAC ELA	80% Meeting or Exceeding Standards on SBAC ELA	82% Meeting or Exceeding Standards on SBAC ELA	85% Meeting or Exceeding Standards on SBAC ELA
	75% Meeting or Exceeding Standards on SBAC Math	80% Meeting or Exceeding Standards on SBAC Math	82% Meeting or Exceeding Standards on SBAC Math	85% Meeting or Exceeding Standards on SBAC Math

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input checked="" type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<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>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>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>

**Parent Outreach:**

PVC, newsletters, social media, School Messenger, notices home, conferences, email, etc.

**Prevention and Intervention:**

Attendance, SST process, school climate, student discipline, etc.

**Assessment:**

Report cards, stakeholder surveys, student assessments, and state reporting

**Special Education:**

Contracted through our charter authorizer Fresno Unified's SELPA

**Administration:**

Executive Director, Director, IB Coordinator, and support staff

**Operational Services:**

Food services, facilities, maintenance, operations, safety, utilities

**Parent Outreach:**

PVC, newsletters, social media, School Messenger, notices home, conferences, email, etc.

**Prevention and Intervention:**

Attendance, SST process, school climate, student discipline, etc.

**Assessment:**

Report cards, stakeholder surveys, student assessments, and state reporting

**Special Education:**

Contracted through our charter authorizer Fresno Unified's SELPA

**Administration:**

Executive Director, Director, IB Coordinator, and support staff

**Operational Services:**

Food services, facilities, maintenance, operations, safety, utilities

**Parent Outreach:**

PVC, newsletters, social media, School Messenger, notices home, conferences, email, etc.

**Prevention and Intervention:**

Attendance, SST process, school climate, student discipline, etc.

**Assessment:**

Report cards, stakeholder surveys, student assessments, and state reporting

**Special Education:**

Contracted through our charter authorizer Fresno Unified's SELPA

**Administration:**

Executive Director, Director, IB Coordinator, and support staff

**Operational Services:**

Food services, facilities, maintenance, operations, safety, utilities

BUDGETED EXPENDITURES

2017-18

Amount

\$3,323,066

2018-19

Amount

To Be Determined

2019-20

Amount

To Be Determined

Source	General and Restricted Budget	Source		Source	
Budget Reference	All major categories 1000 2000 3000 4000 5000 6000	Budget Reference	Not Applicable	Budget Reference	Not Applicable

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 205,416

Percentage to Increase or Improve Services:

7 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Services provided for unduplicated pupils are increased through actions in the LCAP by continuing to increase the quality of instruction provided to students, strategic monitoring of growth and redesignation of English Learners, building and providing connections to school and the local community, as well as providing extra opportunities for students to be engaged and a part of the school.

Goal 1, Action 4: Market enrollment opportunities through outside sources as needed (banner on the fence, postcards, preschool outreach, etc.)

- This action directly relates to the targets set forth in the charter petition to have neighborhood students and to increase diversity in student population

Goal 2, Action 5: Conduct a variety of community service projects that support the IB philosophy and engage students with local and/or global organizations

- This action supports our unduplicated population by having them be a part of a community and feeling connected to the world around them

Goal 3, Action 1: Provide effective teacher hiring, recruitment, and retention practices and assure that teachers are properly assigned and supported.

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

Goal 3, Action 4: Provide opportunities to attend IB trainings, both online and in-person, to support professional development

- As a part of Dailey's service to students, professional development is at the forefront to creating a high performing teaching staff that meets the needs of special populations. Attending conferences and trainings allows for learning around supporting students, new and innovative ways to implement the program and learning from others around the nation and other countries.

Goal 3, Action 5: Create incentives for staff to provide support and extra opportunities for students

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

Goal 3, Action 6: Ensure students have proper equipment / materials for specialty classes and extended learning opportunities

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

Goal 3, Action 7: Increased professional learning and teacher planning time, including Specialty teachers

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

Goal 4, Action 4: Utilize online assessment data system (NWEA) to monitor student learning and progress

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

Goal 4, Action 6: Purchase standards-based materials and/or attend training for differentiated instructional practices

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

Goal 5, Action 1: Expand digital resources including timely replenishment of teacher and student devices, as well as maintaining and upgrading technology infrastructures or purchasing additional materials as needed

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

Goal 6, Action 5: Office support for health concerns

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



# Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*



For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

## Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

## Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### **New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

### Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

### 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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

### Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

## Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

### **For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

#### Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

#### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

#### Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

#### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

**For charter schools and single-school school districts**, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

## Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

### **New/Modified/Unchanged:**

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## 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 EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

### Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.



## APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, 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 5 *CCR* 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

- 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 *EC* 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 school sites 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?

### **Guiding Questions: Stakeholder Engagement**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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?

## Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 *EC* Section 42238.01 and groups as defined in *EC* 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 school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, 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?