

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

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: 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
Elementary

Contact Name and Title

Jeanne Pentorali

Executive Director

Email and Phone

jeanne.pentorali@fics.us

559-248-7060

2017-20 Plan Summary

The Story

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 and their community, which fosters internationally-minded scholars.

LCAP Highlights

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

Key features:

- Deeper analysis of student perception data (Goal 6)
- Addressing tardies and early check-outs through phone calls (Goal 2)
- Continue to refine school structures / systems (Goal 6)
- Continue to implement technology plan (Goal 5)

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.

Greatest Progress

All LCFF rubrics on the data dashboard show blue, with only one subgroup having a green indicator.

Although EL students are not considered a subgroup, there was an increase of 28.3 points in ELA on SBAC.

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, individual student conferences)
- 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 :

- Continuing to build a comprehensive reading and language structure
- Refining math units of inquiry
- Expanding conferencing with students beyond reading and writing
- Continuing with professional development structures and planning / training days for staff

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 LCFF rubrics and the local indicators, there were no red / orange indicators or not met on local indicators. However, student perception data shows a decline in metrics included in the LCAP. The steps that are being planned include:

- Administering an additional survey to students
- Focus groups with 4th and 5th grade (participated in the survey administered in February 2018) to determine why they responded the way they did
- Reviewing data with staff to determine root causes and brainstorming ways to address the decreases
- Administer a survey in the Fall 2018 to compare with Spring 2018 data
- Professional development that supports questioned areas

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 rubrics

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.

Increased or Improved Services

- 1) Continue to provide a rigorous and challenging curriculum through the high quality instruction provided by staff
- 2) Purchase additional Science and Social Studies materials to enhance the learning experiences for students
- 3) Strategically implement strategies and structures that support students and make them feel connected to the school

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	\$3,654,404
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$238,876

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 7.

DESCRIPTION	AMOUNT
-------------	--------

Total Projected LCFF Revenues for LCAP Year

\$3,351,676

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 1

High Enrollment of Neighborhood Students

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

Percentage of neighborhood students enrolled is 60%

Percentage of students within Fresno Unified boundaries (authorizer) is 80%

Actual

57% of students are within neighborhood boundaries.

78% of students reside within the Fresno Unified boundary.

Expected

Marketing practices goal is 40%.

Actual

Word of mouth: 36%
 Mailing: 12%
 Website: 12%

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

Planned Actions/Services

Monitor neighborhood and Fresno Unified boundary enrollment including reasons for dropped enrollment.

Actual Actions/Services

Neighborhood: 57%
 Fresno Unified boundaries: 78%

Budgeted Expenditures

None

Estimated Actual Expenditures

None

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Monitor reasons for enrollment drops and/or patterns of enrollment.

Enrollments were monitored for drops and patterns of enrollment
 2017-2018 drops: 44% moved;
 44% program; 6% home school;
 6% unknown
 2018-2019 drops: 95% middle school; 5% moved

None

None

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Monitor new enrollments for how they heard of Dailey based on their enrollment application.

New enrollments were monitored for how they heard about Dailey from their enrollment application. Data was presented to the Board of Directors in September.

None

None

Overall:
 Word of mouth: 36%
 Mailing: 12%
 Website: 12%

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

Postcards were mailed out to neighborhood homes in January 2018. Application packets (application, brochure, and informational sheet) were dropped off to preschools, banners for Open Enrollment were hung on the fences surrounding the school. In addition, the school hosted a Community Night during Open Enrollment that offered tours, application support and an opportunity to turn in, question and answers with staff and parents, as well as evidence of student learning for families to view; Redesigned enrollment process and documents; School tours offered twice a month on Wednesday and Friday; Flyers posted in local businesses

\$5,000

\$910

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.

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

Successes:

- Outreach to the community through a school hosted community night
- Majority of new enrollments were from Fresno Unified boundaries (83%) for the 2017-18 school year
- Streamlined enrollment application

Challenges:

- Continue to develop the Community Night and research practices to communicate to the local community in a broader way.
- Enrollment is determined by lottery system

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

Overall, the effectiveness of the actions/services were positive in striving towards meeting the goal. The goals were nearly met for neighborhood (3% difference) and Fresno Unified boundaries (2%).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

18% of funds expended. Marketing materials did not cost as much as anticipated.

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.

Goal 2

Parent and Community Engagement Around Student Achievement and Attendance

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected

95% of parents are satisfied with their child's school as measured by the Parent-Family Survey

95% of parents are aware of their child's progress as measured by the Parent-Family Survey

30% of parents enrolled with EduText to monitor grades and attendance.

Actual

98% of parents are satisfied with their child's school as measured by the Parent-Family Survey

98% of parents are aware of their child's progress as measured by the Parent-Family Survey

16% of parents enrolled with EduText to monitor grades and attendance.

Expected

98% of parents feel the school communicates with them as measured by the Parent-Family Survey

98% attendance rate

10% decrease in tardies

5% decrease in early check-outs

Less than 5% chronic absenteeism rate.

Actual

98% of parents feel the school communicates with them as measured by the Parent-Family Survey

96% attendance rate (as of 4/23/18)

Increase of 1% in tardies

Increase of 4% in early check-outs

1.3% chronic absenteeism rate

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

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Communicate the availability of EduText and monitor the percentage of parents registered.

Monitored through reports sent out through Fresno Unified; Parents receive login information at Parent-Teacher conferences and is printed on each report card / progress report; Information located in Parent-Student handbook; Information posted on Dailey's website

None

None

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

Director's Chat topics are focused on parent needs and curriculum (i.e., IB program, supporting reading and writing at home, MYP information, LCAP / LCFF updates); Continued with IB presentations by the IB Coordinator; Held 5th grade parent exhibition meeting to inform parents of the process and how they can help; IB program communication with IB newsletters, unit introductions, and mid / end of unit reflections; Grade level showcases of learning

None

None

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

Developed schoolwide email structure to get information out to families; Notices sent home on Tuesdays; Continued with existing structures to involve parents - newsletters, website, social media, student-led conferences, emails, parent events, Director's Chat / PVC meetings, school marquee, classroom volunteering, weekly phone calls with school events / activities, parent reflections, unit letters, and guest speakers

None

None

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide family engagement opportunities that are attentive and supportive of neighborhood culture, circumstance, and need.

Hosted 5th grade Exhibition meeting; Seven Director's Chat / PVC meeting to present information about the school, events, and other updates, as well as training around the IB program; Ongoing events and activities for parents; Opportunities for parent involvement and volunteerism; Continued with events that bring families together - Barn Dance, A Night in Italy (Lawn Chair / Spaghetti Dinner); Family Night (book fair / food trucks / uniform swap); Grade level showcases of learning

None

None

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

Participated in the Houston clothing / supplies drive; Created postcards for local service agencies (City Hall, Firefighters, Fresno Unified, Forest Service, etc.) to express appreciation; Staff participation in Go Green and Clean, Zoo Boo; IB Continuum event - Wreaths Across America; Collecting pop tabs for Ronald McDonald House; Snacks for the child center at Majaree Mason Center; Pennies for Patients (Lymphoma & Leukemia Society) Individual student action highlighted each Wednesday on announcements and posted in the library; Grade level specific action (i.e., Kindergarten cleaning campus, 5th grade creating posters / flyers at events, 4th grade unit project etc.)

\$1,000

\$0

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Administer a schoolwide parent interest survey of topics that would support their learning and benefit children.

Administered in September PVC meeting to determine topics.

None

None

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Conduct a parent volunteer interest survey of volunteer opportunities at the beginning of the year and new enrollments

Parent feedback indicated that signing up for events at the beginning of the year wasn't practical as plans changed and/or were not able to commit as planned. Feedback indicated they preferred to sign up prior to the event. Classroom volunteer opportunities were provided at back-to-school night as usual.

None

None

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

Flyers were sent home with the new positions for PVC that included Volunteer Coordinator, Event Coordinator, Communications Coordinator, and Grade Level Representatives. Parents submitted their interest and then names were drawn. The Grade Level representatives send the meeting notes to the room parents, who then send them to their classroom parents.

None

None

Action 9

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Monitor attendance rates that include absences, tardies, and early check-outs

Weekly spreadsheets to monitor attendance indicators

None

None

Action 10

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Parent education on the importance of attendance and the impact on student achievement

Notices and conferences held with families regarding attendance; Semester attendance updates in the newsletter; Reminders during weekly parent phone calls regarding the importance of attendance

None

None

Action 11

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Administration, teachers, and office staff continue parent communication using the SARC process (includes notices, phone calls, letters, and/or conferences)

Attendance phone calls from Office Manager and Director; Attendance notifications and letters to parents; Attendance conferences with parents to review expectations and next steps

None

None

Action 12

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Review and revise (if needed) current tracking procedures to ensure parents are notified in a timely manner regarding attendance.

Weekly attendance spreadsheet is generated on each week with notices sent home every Tuesday to parents.

None

None

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

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.

Actions were implemented as listed and worked towards engaging families and the community in the school.

Successes:

- Expanded community action projects
- Restructuring PVC to ensure more parents receive the information from the meetings

Challenges:

- Slight increase in tardies
- Early check-outs have increased

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

Overall, the parent and community engagement metric were met as measured by the Parent Survey.

In terms of attendance metrics, the goal for chronic absenteeism was met, however there were increases in tardies and early check-outs

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No funds used as action projects were donated materials for this 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.

Focus on habitual tardies and early check-outs of students

Goal 3

All Students Have Access to High Quality Teaching

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected

100% of teachers are highly qualified

100% of teaching positions filled with no misassignments

100% of teachers feel professional development was relevant to their teaching

100% of teachers feel professional development increased their pedagogical knowledge

Actual

100% of teachers are highly qualified

100% of teaching positions filled with no misassignments

100% of teachers feel professional development was relevant to their teaching

100% of teachers feel professional development increased their pedagogical knowledge

Expected

75% of teachers participating in extended learning opportunities for students

95% of parents feel Dailey provides a challenging and rigorous curriculum

80% meeting or exceeding standards on SBAC in ELA and Math

100% of additional planning days and substitute planning days implemented

Actual

69% of teachers participating in extended learning opportunities for students

99% of parents feel Dailey provides a challenging and rigorous curriculum

Data not available for 2017-2018; SBAC for 2016-2017 was 77% meeting or exceeding in Math and 85% meeting or exceeding in ELA

100% of additional planning days and substitute planning days implemented

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

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide effective teacher hiring, recruitment, and retention practices and assure that teachers are properly assigned and supported.

All teachers are appropriately placed with no misassignments; Attended Fresno State and Fresno Pacific job fairs, posted positions on EdJoin; New teachers participate in BTSA, as well as monthly professional development with IB Coordinator and Director

\$1,716

\$1,140

Action 2

Planned Actions/Services

Provide support and training to all teachers to effectively teach and monitor diverse student populations

Actual Actions/Services

Incorporated weekly into professional development; Professional development included strategies that support all learners from various backgrounds and engagements that support.

Budgeted Expenditures

None

Estimated Actual Expenditures

None

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

Focused professional development focus; Weekly professional development meetings aligned to school goals and outcomes; Planning days have been focused on instructional strategies, unit development, and state standards implementation to benefit students

None

None

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide opportunities to attend IB trainings, both online and in person to support professional development.

25% of staff members attended an IB training in January 2018; An additional 20% are scheduled to attend in June 2018; Site visits with Kindergarten to San Ramon Valley School district; IB training provided by the IB Coordinator on-site to new staff; Two staff attended a technology training in summer 2017; Executive Director & Director attending one day conference in May 2018 focused on technology integration and literacy; 3 teachers attending Math workshop

\$35,000

\$14,104

Action 5

Planned Actions/Services

Create incentives for staff to provide support and extra opportunities to students.

Actual Actions/Services

69% of teachers are participating in additional activities for students; Addition of structures lunch activities in 3rd - 5th grade; Science Olympiad; Chess Club; Student Council; Exhibition Mentors; Student Mentors

Budgeted Expenditures

\$15,000

Estimated Actual Expenditures

\$5,847

Action 6

Planned Actions/Services

Ensure students have proper equipment / materials for specialty classes and extended learning opportunities.

Actual Actions/Services

Additional materials purchased for classes; Attends the teacher training days to allow for collaboration and alignment with classroom teachers; implementation of units of inquiry for each subject area; reflecting throughout the year with the IB Coordinator

Budgeted Expenditures

\$11,000

Estimated Actual Expenditures

\$1,771

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Increase professional learning and teacher planning time, including Specialty teachers.

Three additional substitute release days and 3 half days to allow for the planning and launching of new units; Grade level reflections of units with the IB Coordinator; Planning days are focused on the development of IB practices, implementation, and essential elements; Ongoing professional development through weekly staff meetings; grade level collaboration weekly; Focused professional development around inquiry-based instruction / state standards, high quality assessments, effective feedback, taking action, behavioral supports, technology, and program of inquiry development; Research based articles and video professional development sent out

\$15,000

\$10,777

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

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 toward giving students access to high quality teaching:

Successes:

- Embedded within professional development were strategies to support all learners
- Planning and professional development structures allow for teacher collaboration, planning, and instructional strategies implementation
- Focused professional development goals

Challenges:

- Continuous development of specialty unit planners

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

Overall, the actions/services strengthened the quality of teaching as evidence by LCFF SBAC rubrics for ELA and Math.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

43% of funds expended. Expect the cost for action 1 (effective teacher hiring) to increase with the cost of EdJoin subscription. Training funds were not expended due to attending local conferences. Incentives for students were not expended due to full-time specialty teacher using extra time within the schedule to provide lunchtime activities, as well as Science Olympiad. Specialty classes continue to revise units of inquiry and received donations of materials. Professional learning and teacher planning time were allocated as planned, additional days this year are anticipated.

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 made to this goal

Goal 4

Closing the Achievement Gap with High Expectations for All Students

4B: Dailey Charter will work to ensure that acquisition of English language skills for all students identified as an English Learner

4C: Ensure that students from low socioeconomic backgrounds have their academic needs met

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 Priorities: 1, 2, 3, 4, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected

Sufficient materials for learning

100% of grade levels at or above grade level norms on NWEA Benchmark Assessment

Actual

100% of students have sufficient materials needed for learning

100% of grade levels at or above grade level norms on NWEA Benchmark Assessment

Expected

SBAC Performance Indicators - 80% Meeting or Exceeding on ELA and Math

4B: 100% of English Learners increased or remained the same on the CELDT

4B: 40% or higher redesignation rate

4B: No disproportionality on NWEA assessments

4B: High / Very High Indicator on LCFF Rubrics for EL

4C: Blue or Green Indicators and Increased / Increased Significantly on LCFF Rubrics in ELA and Math for socioeconomically disadvantaged students.

4D: No disproportionality in attendance for foster youth

Actual

For 2016-2017:
ELA: 85% Meeting or Exceeding
Math: 77% Meeting or Exceeding

Not applicable - New ELPAC assessment given in the Spring 2018

Redesignation rates are pending due to the ELPAC given. Redesignation criteria based on CELDT Fall 2016 scores.

No disproportionality on NWEA assessments in all three administrations

ELA: Very High / Increased significantly
Math: Very High / Increased

ELA: Blue / Very High / Maintained
Math: Green / High / Declined

No foster youth enrolled at this time

Expected

4D: No disproportionality in SBAC performance indicators

Actual

No foster youth enrolled at this time

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

Planned Actions/Services

Use multiple assessments measurements to gauge student understanding and application of learning and monitors progress for all students and student groups.

Actual Actions/Services

Administered NWEA in September 2017, January 2018, and March 2018 (K-2nd); Continued with data spreadsheets to monitor growth and progress; Administered DRP to EL students; Ongoing classroom assessments; Student conferencing during reading and writing; Student-led conferences and reflections; Developed Dailey specific goals and targets for NWEA based on trend data.

Budgeted Expenditures

None

Estimated Actual Expenditures

None

Action 2

Planned Actions/Services

Provide professional development for teachers directed at inquiry teaching, differentiated instruction, as well as building a culture of data analysis across grade levels.

Actual Actions/Services

Completed data analysis with NWEA; Revised data tracking sheets to reflect Dailey specific goals and alignment to SBAC projected performance; Professional development on student work analysis, data analysis and creating plans for instruction using data

Budgeted Expenditures

None

Estimated Actual Expenditures

None

Action 3

Planned Actions/Services

Improve the outcomes for students with disabilities as contracted through the charter authorizer, Fresno Unified School District SELPA.

Actual Actions/Services

Students with disabilities are monitored through SST's, IEP's, and 504's. All meetings held with parents, administration, classroom teacher, and appropriate Special Education staff; Health screenings were conducted in November for Kindergarten, second grade, and fifth grade; Results on NWEA assessments are monitored

Budgeted Expenditures

None

Estimated Actual Expenditures

None

Action 4

Planned Actions/Services

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

Actual Actions/Services

Purchased NWEA online assessment system; Administered in September 2017, January 2018 and March 2018 (Kindergarten - 2nd)

Budgeted Expenditures

\$5,700

Estimated Actual Expenditures

\$4,499

Action 5**Planned Actions/Services**

Provide targeted services and supports including referrals to psychologist, SST's, and special education resource staff as approved by SELPA and health services.

Actual Actions/Services

Referrals to support staff communicated via email, weekly meetings, and/or phone calls. Consultations also occur for support in SST meetings and appropriate supports for students as needed.

Budgeted Expenditures

None

Estimated Actual Expenditures

None

Action 6**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Purchase standards-based materials and/or attend training for differentiated instructional practices.

Purchase of additional supplies and materials for classroom instruction - writer's workshop materials, mentor texts, core novels, reader's workshop materials, manipulatives, etc.

\$60,000

\$3,982

Action 7

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

4B-1: Utilize data reporting tools and systems to monitor the progress of English Learners, including long-term English Learners and reclassified English Learners

Administered ELAPC in February 2018; Monitoring of EL progress

None

None

Action 8

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

4B-2: Teachers participate in high quality professional development designed to support English Language Development and quality instructional practices for English Learners.

Focused professional development on ELD standards and instructional strategies; Focused professional development on reading and math instruction

None

None

Action 9

Planned Actions/Services

4B-3: Provide instructional strategies for English Language Development that expands and extends academic language development across the school day.

Actual Actions/Services

Professional development on ELD standards; Reviewing ELPAC expectations; Refining skills and strategies, along with resources and supports during conferencing to support student learning; Utilizing results from NWEA assessments; Implementation of the IB program to support instructional practices for EL students

Budgeted Expenditures

None

Estimated Actual Expenditures

None

Action 10

Planned Actions/Services

4C-1: Provide professional development in supporting students from a low socioeconomic background with supports, strategies, and structures.

Actual Actions/Services

Professional development implementation included a wide variety of instructional strategies that targeted multiple modalities of learning styles, as well as supports for all students.

Budgeted Expenditures

None

Estimated Actual Expenditures

None

Action 11

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

4C-2: Provide experiences and learning opportunities that enhance learning experiences for students

Students are exposed to a wide variety of instructional methods that include multiple texts, songs/chants, visuals, sentence frames, universal participation expectations, technology integration, guest speakers, hands-on learning, connections to the real-world, field trips, etc.

None

None

Action 12

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

4D-1: Monitor attendance, behavior, and school performance

No foster youth enrolled at this time

None

None

Action 13

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

No foster youth enrolled at this time

None

None

Action 14

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Provide professional development to all staff on laws, pertaining to foster youth and needed information, resources, and services to support the education of foster youth

No foster youth enrolled at this time

None

None

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

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 closing the achievement gap

Successes:

- No disproportionality for EL students on NWEA assessments
- Low socioeconomic status on LCFF rubrics were green and blue
- EL LCFF rubrics indicate very high
- All grade levels at or above the NWEA norms for all administrations
- All students have sufficient materials
- All students have a highly qualified teacher
- No achievement gaps on LCFF rubrics

Challenges:

- ELPAC replaced CELDT this year in the spring therefore redesignation was impacted as the last CELDT test was given in October 2016

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

Overall, there was a strong implementation of actions as evidenced by no achievement gaps on NWEA or LCFF rubrics.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

13% of funds expended. Funds were not expended due to the anticipation of a Science and Social Studies adoption that was not able to occur.

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.

Subgoals and their connected outcomes are all listed under Goal 4 so as not to give the appearance of additional goals. No other changes were made.

Goal 5

All Students Acquire Digital Literacy Skills

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Quantity of technology resources based on technology plan

Increased tablet inventory by 29%

Subscriptions to services based on the technology plan

4 subscriptions

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

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

Purchased websites, blog sites, and other platforms to increase technology integration; Ongoing development of the Dailey Technology website for students and teachers

\$30,000

\$21,498

Action 2

Planned Actions/Services

Provide training for teachers and administration to effectively engage students in using digital resources to leverage learning.

Actual Actions/Services

Training for GLOBAL teachers on technology instruction, Embedding technology platforms into professional development sessions; Use of Google Drive and Communities amongst the staff; Sharing of digital resources; Professional development on the Launch Cycle and Genius Hour projects

Budgeted Expenditures

None

Estimated Actual Expenditures

None

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Systematically implement a Scope and Sequence of technology skills and record in IB scope and sequence documents

Developed a scope and sequence of instruction of Office skills that develop over time for basic skills, integration of coding lessons in 1st - 5th grade; Continuous development of technology website resource for students, parents, and teachers

None

None

Action 4

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Develop a three year technology plan that includes a refresh plan for laptops and tablets

Phase 1 for this year included the increase of tablets by 29% for 5th grade students; inventory of current teacher computers to began the refresh in the 2018-2019 school year; research of student devices (Fire tablets versus iPads for the younger graders, along with additional student devices refreshments

None

None

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

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 digital literacy skills.

Successes:

- Developed scope and sequence for basic skills progression through the grade levels
- Began student device refresh
- Stronger implementation of technology integration
- Coding lessons for 1st - 5th grade

Challenges:

- Devices that are able to have apps pushed out to them

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

Overall, the actions / services were effective in meeting the goal. With the purchase of additional tablets for 5th grade, it also allowed more students to have access using the previous devices.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

72% of funds expended. The differences were anticipating purchasing Amazon Fire tablets, but unable to add and push out apps on test devices.

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.

Continue to develop and refine technology plan.

Goal 6

All Students Have Access to Safe and Well Maintained Facility

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6

Local Priorities:

Annual Measurable Outcomes

Expected

95% of parents feel Dailey provides a safe and secure environment

95% of students feel safe on campus

90% of students feel supported and a part of the school

95% of students have knowledge and feel fairness in the discipline rules and norms

Actual

98% of parents feel Dailey provides a safe and secure environment

84% of students feel safe on campus

80% of students feel supported and a part of the school

72% of students have knowledge and feel fairness in the discipline rules and norms

Expected

No disproportionality in suspensions on the LCFF Suspension Rubrics

0 student expulsions based on suspension and expulsion data

95% of parents feel the school communicates with them based on the parent survey

90% of parents feel their child's teacher communicates with them based on the parent survey

95% of parents feel office provides courteous and professional interactions based on the parent survey

Actual

No disproportionality in suspensions; LCFF Indicators are Blue

0 student expulsions based on suspension and expulsion data

98% of parents feel the school communicates with them based on the parent survey

96% of parents feel their child's teacher communicates with them based on the parent survey

96% of parents feel office provides courteous and professional interactions based on the parent survey

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

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Ensure that the school is attractive, clean, and well-maintained at all times.

Walks conducted with Plant Coordinator to address any concerns; Facility work orders are submitted in timely manner; Safety plan updated and submitted yearly; Fire drills / lockdowns completed; Building inspections by outside contractor; Fire inspections

None

None

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

The safety plan was Board approved on February 20th and submitted to the charter authorizer by March 1st.

None

None

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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

Opportunities for students to discuss behavior choices with staff, conflict resolution with administration, working to show ownership of decisions

None

None

Action 4

Planned Actions/Services

Monitor suspension and expulsion rates, discipline referrals, and remove from classroom incidents and implement positive alternatives

Actual Actions/Services

No suspensions, expulsion referrals or expulsions; Tracking of classroom discipline incidents and office referrals

Budgeted Expenditures

None

Estimated Actual Expenditures

None

Action 5

Planned Actions/Services

Office support for health concerns

Actual Actions/Services

Permanent health aide hired; Additional support provided through substitute for health screenings

Budgeted Expenditures

\$26,000

Estimated Actual Expenditures

\$12,759

Action 6

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Participate in Positive Behavioral Interventions and support processes to develop strategic plans to improve both school climate and student behavior outcomes

All staff engage in professional development around positive reinforcement, behavioral procedures, and expectations led by staff member; Revised school wide behavior expectations; Revised office referral forms and procedures which led to a 50% decrease in office referrals; Behavior plans implemented as needed for identified students; Additional parent meetings with students who show identified struggles with administration and staff

None

None

Action 7

Planned Actions/Services

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

Actual Actions/Services

Ongoing support to struggling students; Emails / meetings held with parents; Implementing student activities to build student connections to the school through lunch activities, student clubs, Science Olympiad, etc.

Budgeted Expenditures

None

Estimated Actual Expenditures

None

Action 8

Planned Actions/Services

Administration, teachers, and support staff work collaboratively and diligently to create an inclusive, welcoming climate

Actual Actions/Services

Incorporating the Learner Profile into the school environment, academics, and behavioral expectations; Developing students' social and emotional needs through the Learner Profile

Budgeted Expenditures

None

Estimated Actual Expenditures

None

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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 and listed.

Successes:

- Parent perception data met goals
- Implemented new structures, revised student expectations
- Lead teacher on positive behavior supports
- Monitoring of office referral data with staff analysis
- Continuing with Office Assistant to support with health needs

Challenges:

- Student perception data shows declines

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

Overall, the effectiveness of the actions/services are divided. Parent perception data has met all targets, while student perception data has declined. More work will be needed to determine root cause of declines.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

49% of funds expended. Differences include salary schedules and not needing additional time for substitute coverage for health screenings.

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.

Administer a student perception survey twice per year to determine beginning of year and end of year results; Use focus groups to gain student perspective.

Goal 7

Provide Services for All Students to Support All 6 Goals

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities:

Annual Measurable Outcomes

Expected

SBAC Performance Levels - 80% meeting or exceeding SBAC ELA and Math

Actual

2016-2017 Results:
85% meeting or exceeding in ELA
78% meeting or exceeding in 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

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Planned Actions/Services

Instruction for All Students: All costs associated with the delivery of instruction to students

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

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

Preventing 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

Actual Actions/Services

Instruction for All Students: Full teaching staff, all students have access to appropriate learning materials and resources, purchase of additional books for classroom and school library

Professional Learning: Professional learning plan in place to connect all staff to essential focus areas; additional release time through substitute days; extended school year for teachers to include planning and professional learning; peer-to-peer observations; video observations and reflection meetings; onboarding supports to new staff

Parent Outreach: Active social media accounts; website redesign; website allows for online purchases / donations; school flyers sent home on a designated day of the week; marketing materials to neighborhood homes, community involvement in action / service projects; seeking

Budgeted Expenditures

\$3,323,066

Estimated Actual Expenditures

\$3,377,013

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

feedback and continuing to involve parents through multiple communication methods
 Preventing and Intervention: Monitoring of attendance and communication with parents
 Assessment: Ongoing assessment to inform instruction, surveys conducted; participation in state assessments; quarterly progress reports and report cards; Monitoring of English Learners and progress towards redesignation; Unit reflections, IB Learner Profile report card
 Special Education: SST meetings held as needed; monitoring of Special Education students, with appropriate supports and staff
 Administration: All positions staff
 Operational Services: Collaboration with FUSD partners to ensure all appropriate services to students; Current MOU's in place as needed

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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 toward giving students access to high quality teaching.

Successes:

- Services to support all goals
- Increase in performance for ELA and Math on SBAC
- No disproportionality in SBAC on LCFF metrics

Challenges:

- Continuing to find ways to engage the community with the school

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.

All funds expended; Awaiting the May revise

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

Stakeholder Engagement

LCAP Year: 2018-19

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?

- LCAP updates presented to the Board of Directors on December 5th
- LCAP updates sent home to families on December 12th
- Staff LCAP update
- LCAP update presented at Director's Chat / PVC update in January 2018
- Community Meeting posted on the website calendar
- Flyers announcing the community meeting went home twice
- Community meeting flyer posted on the school website flyer page
- Announcement of community meeting in weekly phone call
- Announcement of community meeting during morning announcement
- Community meeting date posted on the school marquee
- Community Meeting held on February 1st
- Community Meeting presentation and survey posted online
- Flyer for Director's Chat / PVC meeting to present LCFF meeting content sent home
- Presentation at Director's Chat / PVC meeting in February 2018; Surveys available online and distributed to attendees
- Parents emailed notes from meeting with information on locating the LCFF presentation and survey
- Reminders during the April Director's Chat / PVC to complete the survey
- Emailed notes from April meeting reflect reminders to complete survey
- Reminder to staff to complete survey in May 2018
- School messenger reminders to complete survey

Impact on LCAP and Annual Update

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

The following was gathered during parent meetings and/or conversations with staff, along with surveys

- Continuing with additional planning time
- Having the MYP and DP schools present during parent meetings to learn more about the IB schools
- Continue with expanding field trips
- Continue to expand digital resources
- Continue with IB presentations during parent meetings
- Create a more streamlined email system for parents
- Continue to participate in community events
- Continue IB workshops for staff
- Continue to refine units of study

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 1

High Enrollment of Neighborhood Students

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities:

Identified Need:

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

Expected Annual Measureable 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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Marketing practices	Word of mouth: 22% Siblings: 41% Other: 37%	Marketing practices: 40%	Marketing practices: 45%	Marketing practices: 50%

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

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Monitor neighborhood enrollment and Fresno Unified boundary enrollment including reasons for dropped enrollment.

Monitor neighborhood enrollment and Fresno Unified boundary enrollment including reasons for dropped enrollment.

Monitor neighborhood enrollment and Fresno Unified boundary enrollment including reasons for dropped enrollment.

Budgeted Expenditures

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

Action #2

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Year **2017-18**

2018-19

2019-20

Amount

None

None

None

Year	2017-18	2018-19	2019-20
Source	None	None	None
Budget Reference	Not applicable	Not applicable	Not applicable

Action #3

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Monitor new enrollments for how they heard of Dailey based on their enrollment application

2018-19 Actions/Services

Monitor new enrollments for how they heard of Dailey based on their enrollment application

2019-20 Actions/Services

Monitor new enrollments for how they heard of Dailey based on their enrollment application

Budgeted Expenditures

Year	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 #4

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

TBD

\$5,000

\$5,000

Source

General Fund

General Fund

General Fund

Year	2017-18	2018-19	2019-20
-------------	----------------	----------------	----------------

Budget Reference			
-----------------------------	--	--	--

5725

5725

5725

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 2

Parent and Community Engagement Around Student Achievement and Attendance

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6

Local Priorities:

Identified Need:

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

Expected Annual Measureable 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 pases are satisfied with their child's school

95% of pares 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 checkouts	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:

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Year

2017-18

2018-19

2019-20

Amount

None

None

None

Source

None

None

None

Budget Reference

None

None

None

Action #2

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Restructure the Parent Volunteer Committee meetings / personnel in order to create a schoolwide and grade level email structure to provide additional communication from the

2018-19 Actions/Services

Revise (if needed) the Parent Volunteer Committee meetings / personnel in order to create a schoolwide and grade level email structure to provide additional

2019-20 Actions/Services

Revise (if needed) the Parent Volunteer Committee meetings / personnel in order to create a schoolwide and grade level email structure to provide additional

school and grade levels, along with meeting information from the PVC meetings.

communication from the school and grade levels, along with meeting information from the PVC meetings.

communication from the school and grade levels, along with meeting information from the PVC meetings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	None	None	None
Source	None	None	None
Budget Reference	None	None	None

Action #3

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	None	None	None
Source	None	None	None
Budget Reference	None	None	None

Action #4

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	None	None	None
Source	None	None	None
Budget Reference	None	None	None

Action #5

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	General Fund	General Fund	General Fund
Budget Reference	4300	4300	4300

Action #6

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Year

2017-18

2018-19

2019-20

Amount	None	None	None
Source	None	None	None
Budget Reference	None	None	None

Action #7

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	None	None	None
Source	None	None	None
Budget Reference	None	None	None

Action #8

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Unchanged

Select from New, Modified, or Unchanged
for 2018-19

Unchanged

Select from New, Modified, or Unchanged
for 2019-20

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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**Year****2017-18****2018-19****2019-20****Amount**

None

None

None

Source	None	None	None
Budget Reference	None	None	None

Action #9

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	None	None	None
Source	None	None	None
Budget Reference	None	None	None

Action #10

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Provide family engagement opportunities that are attentive to and supportive of neighborhood culture, circumstance, and need.

2018-19 Actions/Services

Provide family engagement opportunities that are attentive to and supportive of neighborhood culture, circumstance, and need.

2019-20 Actions/Services

Provide family engagement opportunities that are attentive to and supportive of neighborhood culture, circumstance, and need.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

None

None

None

Source

None

None

None

Budget Reference	None	None	None
-------------------------	------	------	------

Action #11

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

Students to be Served	Location(s)
All Students	All Schools

OR

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

Students to be Served	Scope of Services:	Location(s)
N/A	N/A	N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	None	None	None
Source	None	None	None
Budget Reference	None	None	None

Action #12

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Conduct a parent volunteer interest survey of volunteer opportunities at the beginning of the year and new enrollments.

Provide parents a list of volunteer opportunities and dates of events at the beginning of the year and new enrollments.

Provide parents a list of volunteer opportunities and dates of events at the beginning of the year and new enrollments.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	None	None	None
Source	None	None	None
Budget Reference	None	None	None

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 3

All Students Have Access to High Quality Teaching

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6

Local Priorities:

Identified Need:

Students need access to high quality teachers.

Expected Annual Measureable 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

<p>Increased implementation of the State Standards to support differentiated instruction for all students</p>	<p>78% Meeting or Exceeding Standards on SBAC ELA 75% Meeting or Exceeding Standards on SBAC Math</p>	<p>80% Meeting or Exceeding Standards on SBAC ELA 80% Meeting or Exceeding Standards on SBAC Math</p>	<p>82% Meeting or Exceeding Standards on SBAC ELA 82% Meeting or Exceeding Standards on SBAC Math</p>	<p>85% Meeting or Exceeding Standards on SBAC ELA 85% Meeting or Exceeding Standards on SBAC Math</p>
<p>Weekly professional development meetings for staff and grade level meetings</p>	<p>78% Meeting or Exceeding Standards on SBAC ELA 75% Meeting or Exceeding Standards on SBAC Math</p>	<p>80% Meeting or Exceeding Standards on SBAC ELA 80% Meeting or Exceeding Standards on SBAC Math</p>	<p>82% Meeting or Exceeding Standards on SBAC ELA 82% Meeting or Exceeding Standards on SBAC Math</p>	<p>85% Meeting or Exceeding Standards on SBAC ELA 85% Meeting or Exceeding Standards on SBAC Math</p>
<p>Planning days for professional development</p>	<p>Before / after school year planning days, 5 non-student teacher training days, 3 full substitute planning days, and 3 half day substitute planning days</p>	<p>100% of additional planning days and substitute planning days implemented.</p>	<p>100% of additional planning days and substitute planning days implemented.</p>	<p>100% of additional planning days and substitute planning days implemented.</p>

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

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$1,716	\$1,716	\$1,716
Source	General Fund	General Fund	General Fund
Budget Reference	5300	5300	5300

Action #2

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

Students to be Served

N/A

Location(s)

N/A

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:

Schoolwide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	None	None	None
Source	None	None	None
Budget Reference	None	None	None

Action #3

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	None	None	None
Source	None	None	None
Budget Reference	None	None	None

Action #4

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

Provide opportunities to attend IB trainings, both online and in-person, to support professional development.

2018-19 Actions/Services

Provide opportunities to attend IB trainings, both online and in-person, to support professional development.

2019-20 Actions/Services

Provide opportunities to attend IB trainings, both online and in-person, to support professional development.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$35,000	\$35,000	\$35,000
Source	General Fund	General Fund	General Fund
Budget Reference	5200	5200	5200

Action #5

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served**Scope of Services:****Location(s)**

N/A

N/A

N/A

Actions/Services**Select from New, Modified, or Unchanged for 2017-18****Select from New, Modified, or Unchanged for 2018-19****Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Unchanged

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

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**Year****2017-18****2018-19****2019-20****Amount**

\$15,000

\$20,000

\$20,000

Source

General Fund

General Fund

General Fund

Budget Reference	1960	1960	1960
-------------------------	------	------	------

Action #6

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$11,000	\$11,000	\$11,000
Source	General Fund	General Fund	General Fund
Budget Reference	4300	4300	4300

Action #7

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$15,000	\$15,000
Source	General Fund	General Fund	General Fund
Budget Reference	1960	1960	1960

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 4

Closing the Achievement Gap with High Expectations for All Students

4B: Dailey Charter Will Work to Ensure that Acquisition of English Language Skills for All Students Identified as an English Learner

4C: Ensure that students from low socioeconomic backgrounds have their academic needs met

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 Priorities: 1, 2, 3, 4, 5, 6

Local Priorities:

Identified Need:

4: All students will perform without an achievement gap

4B: Students who are English Learners do not have disproportionality

4C: Students from low socioeconomic backgrounds achievement does not have disproportionality

4D: Foster Youth students do not have disproportionality

Expected Annual Measureable 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 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
English Learners remaining the same or increasing a level on CELDT	100% of English Learners increased or remained on CELDT	100% of English Learners increased or remained on CELDT (Note: ELPAC replaced the CELDT test for 2017-2018)	100% of English Learners increased or remained on CELDT (Note: ELPAC replaced the CELDT test for 2017-2018)	100% of English Learners increased or remained on CELDT (Note: ELPAC replaced the CELDT test for 2017-2018)
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
LCFF Rubrics - ELA Report (low socioeconomic)	Blue (Very High / Increased Significantly)	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 (low socioeconomic)	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
Attendance (Foster Youth)	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 Levels	No disproportionality in SBAC Levels	No disproportionality in SBAC Levels

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

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	None	None	None
Source	None	None	None
Budget Reference	None	None	None

Action #2

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

Provide professional development for teachers directed at inquiry teaching, differentiated instruction, as well as building a culture of data analysis across grade levels.

2018-19 Actions/Services

Provide professional development for teachers directed at inquiry teaching, differentiated instruction, as well as building a culture of data analysis across grade levels.

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	None	None	None
Source	None	None	None
Budget Reference	None	None	None

Action #3

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Year

2017-18

2018-19

2019-20

Amount	None	None	None
Source	None	None	None
Budget Reference	None	None	None

Action #4

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,700	\$9,000	\$9,000
Source	General Fund	General Fund	General Fund
Budget Reference	5899	5899	5899

Action #5

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served**Scope of Services:****Location(s)**

N/A

N/A

N/A

Actions/Services**Select from New, Modified, or Unchanged for 2017-18****Select from New, Modified, or Unchanged for 2018-19****Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/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.

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**Year****2017-18****2018-19****2019-20****Amount**

None

None

None

Source	None	None	None
Budget Reference	None	None	None

Action #6

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$60,000	\$75,160	\$75,160
Source	General Fund	General Fund	General Fund
Budget Reference	4300	4300	4300

Action #7

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

English Learners

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Utilize data reporting tools and systems to monitor the progress of English Learners, including long-term English Learners and reclassified English Learners

2018-19 Actions/Services

Utilize data reporting tools and systems to monitor the progress of English Learners, including long-term English Learners and reclassified English Learners

2019-20 Actions/Services

Utilize data reporting tools and systems to monitor the progress of English Learners, including long-term English Learners and reclassified English Learners

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

None

None

None

Source

None

None

None

Budget Reference	None	None	None
-------------------------	------	------	------

Action #8

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
English Learners	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	None	None	None
Source	None	None	None
Budget Reference	None	None	None

Action #9

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

English Learners

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Provide instructional strategies for English Language Development that expands and extends academic language development across disciplines across the school day.

2018-19 Actions/Services

Provide instructional strategies for English Language Development that expands and extends academic language development across disciplines across the school day.

2019-20 Actions/Services

Provide instructional strategies for English Language Development that expands and extends academic language development across disciplines across the school day.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

None

None

None

Source

None

None

None

Budget Reference	None	None	None
-------------------------	------	------	------

Action #10

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

Students to be Served	Location(s)
N/A	N/A

OR

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

Students to be Served	Scope of Services:	Location(s)
Low Income	LEA-Wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New	Unchanged	Unchanged
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	None	None	None
Source	None	None	None
Budget Reference	None	None	None

Action #11

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

Low Income

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Provide experiences and learning opportunities that enhance learning experiences for all students

Provide experiences and learning opportunities that enhance learning experiences for all students

Provide experiences and learning opportunities that enhance learning experiences for all students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	None	None	None
Source	None	None	None
Budget Reference	None	None	None

Action #12

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

Students to be Served

N/A

Location(s)

N/A

OR

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

Students to be Served

Foster Youth

Scope of Services:

LEA-Wide

Location(s)

All Schools

Actions/Services

Select from New, Modified, or Unchanged
for 2017-18

Unchanged

Select from New, Modified, or Unchanged
for 2018-19

Unchanged

Select from New, Modified, or Unchanged
for 2019-20

Unchanged

2017-18 Actions/Services

Monitor attendance, behavior, and school
performance

2018-19 Actions/Services

Monitor attendance, behavior, and school
performance

2019-20 Actions/Services

Monitor attendance, behavior, and school
performance

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	None	None	None
Source	None	None	None
Budget Reference	None	None	None

Action #13

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

Foster Youth

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	None	None	None
Source	None	None	None
Budget Reference	None	None	None

Action #14

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

Students to be Served

Location(s)

N/A

N/A

OR

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

Students to be Served

Scope of Services:

Location(s)

Foster Youth

LEA-Wide

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Year

2017-18

2018-19

2019-20

Amount

None

None

None

Source	None	None	None
Budget Reference	None	None	None

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 5

All Students Acquire Digital Literacy Skills

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6

Local Priorities:

Identified Need:

Students must have 21st century skills in order to compete in a global workforce

Expected Annual Measureable 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

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$40,000	\$40,000
Source	General Fund	General Fund	General Fund
Budget Reference	4400	4400	4400

Action #2

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Year **2017-18**

2018-19

2019-20

Amount

None

None

None

Source	None	None	None
Budget Reference	None	None	None

Action #3

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	None	None	None
Source	None	None	None
Budget Reference	None	None	None

Action #4

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Develop a three year technology plan that includes a refresh plan for laptops and tablets

2018-19 Actions/Services

Develop a three year technology plan that includes a refresh plan for laptops and tablets

2019-20 Actions/Services

Develop a three year technology plan that includes a refresh plan for laptops and tablets

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

None

None

None

Source

None

None

None

**Budget
Reference**

None

None

None

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 6

All Students Have Access to Safe and Well Maintained Facility

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6

Local Priorities:

Identified Need:

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

Expected Annual Measureable 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

Students 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 students expulsions based on suspension and expulsion data	0 students expulsions based on suspension and expulsion data	0 students expulsions based on suspension and expulsion data	0 students 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 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:

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	None	None	None
Source	None	None	None
Budget Reference	None	None	None

Action #2

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	None	None	None
Source	None	None	None
Budget Reference	None	None	None

Action #3

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Year

2017-18

2018-19

2019-20

Amount

None

None

None

Source	None	None	None
Budget Reference	None	None	None

Action #4

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified

Unchanged

Unchanged

2017-18 Actions/Services

Monitor suspension and expulsion rates, discipline referrals, and removal from classroom incidents and implement positive alternatives

2018-19 Actions/Services

Monitor suspension and expulsion rates, discipline referrals, and removal from classroom incidents and implement positive alternatives

2019-20 Actions/Services

Monitor suspension and expulsion rates, discipline referrals, and removal from classroom incidents and implement positive alternatives

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	None	None	None
Source	None	None	None
Budget Reference	None	None	None

Action #5

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served**Scope of Services:****Location(s)**

N/A

N/A

N/A

Actions/Services**Select from New, Modified, or Unchanged for 2017-18****Select from New, Modified, or Unchanged for 2018-19****Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Unchanged

2017-18 Actions/Services**2018-19 Actions/Services****2019-20 Actions/Services**

Office support for health concerns

Office support for health concerns

Office support for health concerns

Budgeted Expenditures**Year****2017-18****2018-19****2019-20****Amount**

\$26,000

\$26,000

\$26,000

Source

General Fund

General Fund

General Fund

Budget Reference

2900

2900

2900

Action #6

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

Students to be Served

All Students

Location(s)

All Schools

OR

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

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

Unchanged

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Participate in Positive Behavioral Interventions and support processes to develop strategic plans to improve both school climate and student behavior outcomes

2018-19 Actions/Services

Participate in Positive Behavioral Interventions and support processes to develop strategic plans to improve both school climate and student behavior outcomes

2019-20 Actions/Services

Participate in Positive Behavioral Interventions and support processes to develop strategic plans to improve both school climate and student behavior outcomes

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	None	None	None
Source	None	None	None
Budget Reference	None	None	None

Action #7

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	None	None	None
Source	None	None	None
Budget Reference	None	None	None

Action #8

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

Students to be Served

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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 and administer a student survey twice per year

Administration, teachers, and support staff work collaboratively and diligently to create an inclusive, welcoming climate and administer a student survey twice per year

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	None	None	None
Source	None	None	None
Budget Reference	None	None	None

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 7

Provide Services for All Students to Support All 6 Goals

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4, 5, 6, 7, 8

Local Priorities:

Identified Need:

Services to ensure all goals are implemented

Expected Annual Measureable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

SBAC Performance Levels

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

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

Location(s)

All Students

All Schools

OR

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

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Instruction for All Students: All costs associated with the delivery of instruction to students

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

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

Preventing 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

Instruction for All Students: All costs associated with the delivery of instruction to students

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

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

Preventing 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

Instruction for All Students: All costs associated with the delivery of instruction to students

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

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

Preventing 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

Year	2017-18	2018-19	2019-20
Amount	\$3,323,066	\$3,654,404	\$3,654,404

Source	General and Restricted Budget	General and Restricted Budget	General and Restricted Budget
Budget Reference	All major categories 1000 2000 3000 4000 5000 6000	All major categories 1000 2000 3000 4000 5000 6000	All major categories 1000 2000 3000 4000 5000 6000

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

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.

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 21st 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.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$208,876

Percentage to Increase or Improve Services

8%

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.

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. Targeted area includes a 2 mile radius.

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. In addition it allows for students to make connections with other students and staff who are participating along with 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, GLOBAL) 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 and also allows us to monitor Special Education students.

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 21st 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.