

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Morris E. Dailey Charter Elementary

CDS Code: 10621660121533

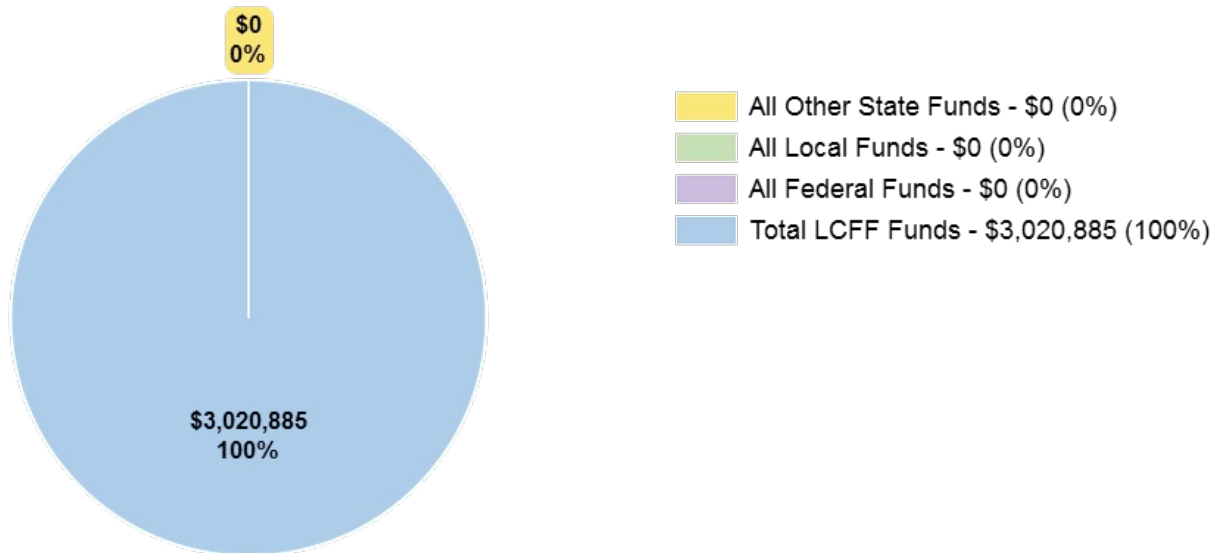
Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA Contact Information: Jeanne Pentorali | [jeanne.pentorali@fics.us](mailto:jeanne.pentorali@fics.us) | 559-248-7060

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

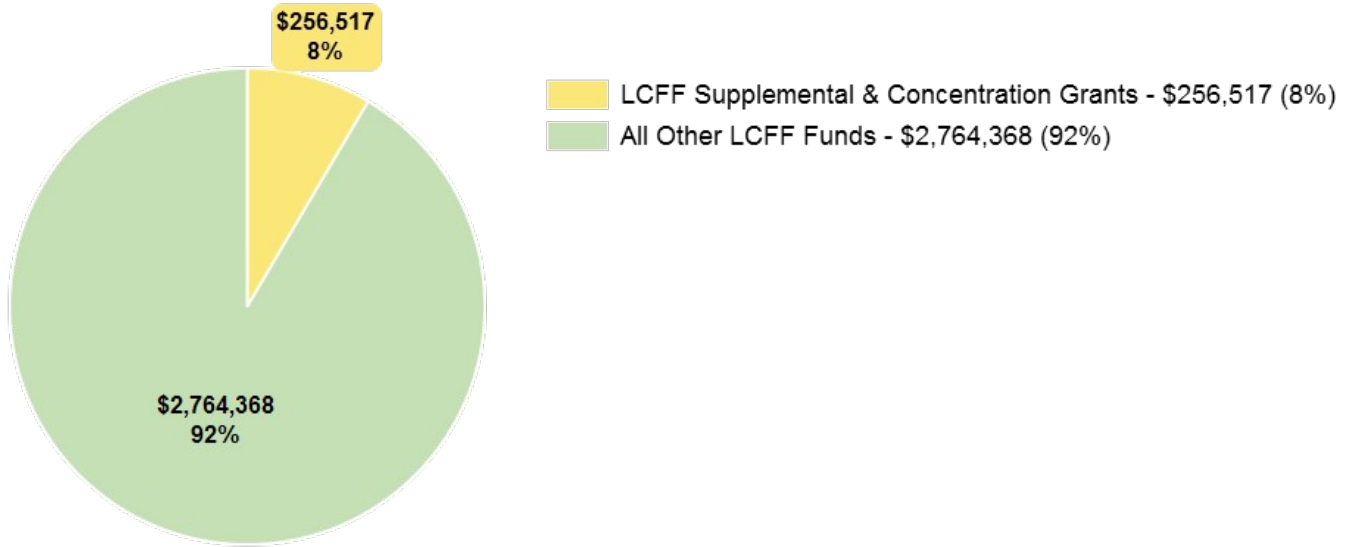
## Budget Overview for the 2019-20 LCAP Year

### Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$0	0%
All Local Funds	\$0	0%
All Federal Funds	\$0	0%
Total LCFF Funds	\$3,020,885	100%

## Breakdown of Total LCFF Funds



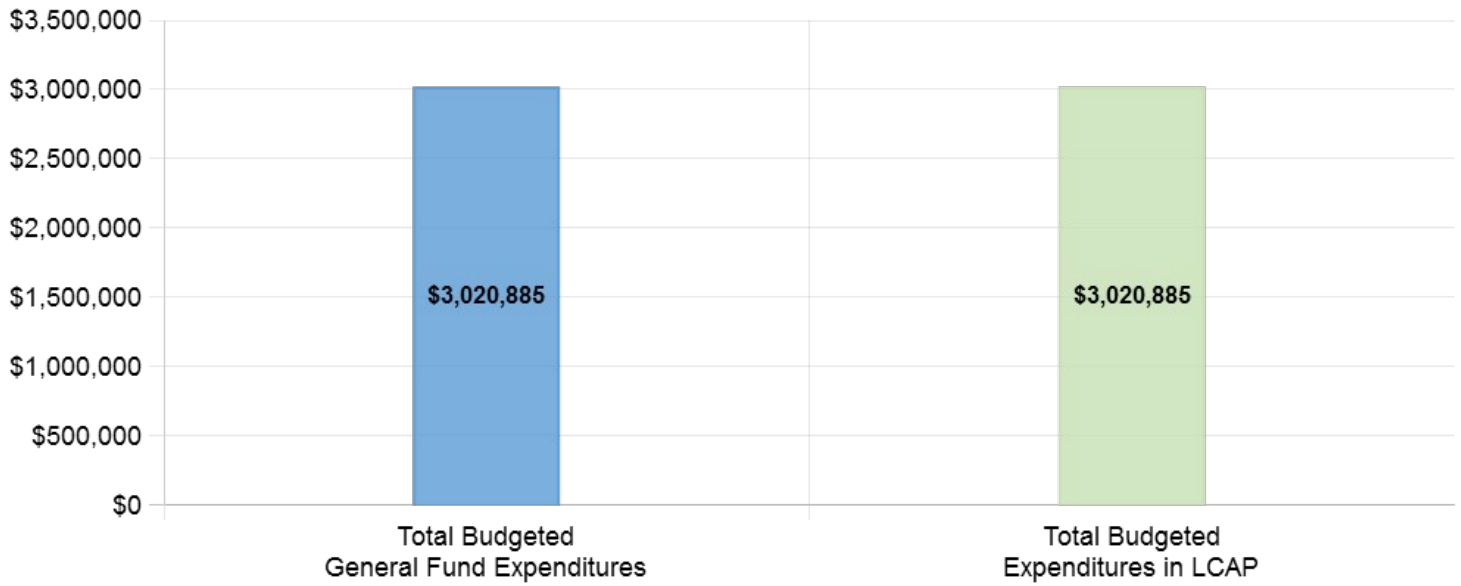
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$256,517	8%
All Other LCFF Funds	\$2,764,368	92%

*These charts show the total general purpose revenue Morris E. Dailey Charter Elementary expects to receive in the coming year from all sources.*

The total revenue projected for Morris E. Dailey Charter Elementary is \$3,020,885, of which \$3,020,885 is Local Control Funding Formula (LCFF), \$0 is other state funds, \$0 is local funds, and \$0 is federal funds. Of the \$3,020,885 in LCFF Funds, \$256,517 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

## Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$3,020,885
Total Budgeted Expenditures in LCAP	\$3,020,885

*This chart provides a quick summary of how much Morris E. Dailey Charter Elementary plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.*

Morris E. Dailey Charter Elementary plans to spend \$3,020,885 for the 2019-20 school year. Of that amount, \$3,020,885 is tied to actions/services in the LCAP and \$0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

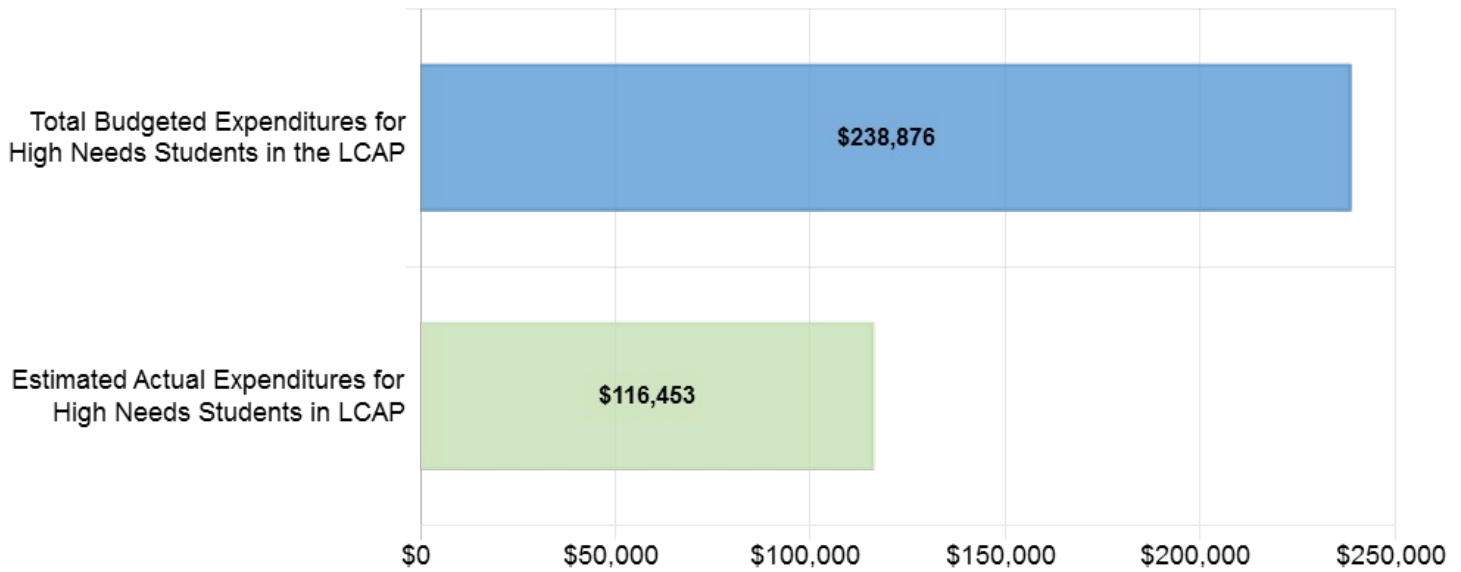
None. General fund budget expenditures are listed in Goal 7.

## Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Morris E. Dailey Charter Elementary is projecting it will receive \$256,517 based on the enrollment of foster youth, English learner, and low-income students. Morris E. Dailey Charter Elementary must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Morris E. Dailey Charter Elementary plans to spend \$256,517 on actions to meet this requirement.

## Update on Increased or Improved Services for High Needs Students in 2018-19

## Current Year Expenditures: Increased or Improved Services for High Needs Students



Source	Funds
Total Budgeted Expenditures for High Needs Students in the LCAP	\$238,876
Estimated Actual Expenditures for High Needs Students in LCAP	\$116,453

*This chart compares what Morris E. Dailey Charter Elementary budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Morris E. Dailey Charter Elementary estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.*

In 2018-19, Morris E. Dailey Charter Elementary's LCAP budgeted \$238,876 for planned actions to increase or improve services for high needs students. Morris E. Dailey Charter Elementary estimates that it will actually spend \$116,453 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of \$122,423 had the following impact on Morris E. Dailey Charter Elementary's ability to increase or improve services for high needs students:

There is a difference of \$122,423 in funds allocated and spent. The funds spent did not impact the students nor the ability to implement the actions/services listed. Funds not expended were largely attributed to not needing as much funding for marketing, action projects, and the anticipation of a Science and Social Studies adoption that was not able to occur.

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

**LCAP Year:** 2019-20

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 within central Fresno. 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:

- Digital portfolios (Goal 6)
- Expanded target enrollment to central Fresno (Goal 1)
- Increase of marketing opportunities (Goal 1)
- Expand digital math assessments to 2nd-5th grade (Goal 4)

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

Main school performance overview indicates that Chronic Absenteeism, Suspension Rate, English Language Arts, and Mathematics are currently Blue on the Data Dashboard. In addition, the local indicators are all being met. By continuing the services and actions we have for all stakeholders, we anticipate the continued success of Dailey. 81% of English Learners scored in the Well-Developed (Level 4) on the ELPAC assessment.

Referring to the California School Dashboard, 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.

Referring to the California School Dashboard, 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 were not any student groups two or more performance levels below all students.

## Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

### Schools Identified

Identify the schools within the LEA that have been identified for CSI.

None

## Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

## Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

# Annual Update

## LCAP Year Reviewed:

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

60% enrollment of neighborhood enrollment

80% enrollment within Fresno Unified boundaries

### Actual

54% neighborhood enrollment

76% within Fresno Unified boundaries



**Expected**

Marketing practices: 45%

**Actual**

19% - marketing and website

**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 enrollment and Fresno Unified boundary enrollment including reasons for dropped enrollment.

**Actual Actions/Services**

76% Fresno Unified boundaries  
24% other districts  
54% neighborhood enrollment

**Budgeted Expenditures**

None

**Estimated Actual Expenditures**

None

**Action 2**

**Planned Actions/Services**

Monitor reasons for enrollment drops and/or patterns of enrollment

**Actual Actions/Services**

Pending

**Budgeted Expenditures**

None

**Estimated Actual Expenditures**

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

37% word of mouth/friend referral  
19% siblings  
2% marketing  
17% website  
6% school referral  
9% area school  
7% driving by  
4% other

None

None

**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.)

- Website
- Social media
- Admission Application available January 2019
- Distributed enrollment and community night information to local preschools
- Extended open enrollment to three weeks
- Staff outreach through community service
- Held PYP Community night during Open Enrollment
- Posted enrollment and community night information in local businesses
- Banners on fences throughout the process
- Admission application available in three languages
- Staff & families distributing flyers to local neighborhoods

\$5,000

\$757

## 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 implementation of the goal was met. All actions were implemented, including expanding marketing opportunities for enrollment. We increased marketing for Community Night to reach a broader scope of families and distributed flyers by walking local neighborhoods.

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 with the amount of applications received.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

15% of funds were expended. Families and staff were used to market open enrollment and banners from previous years were used, as well as copies made at the school.

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

- Expand enrollment focus to central Fresno due to no attendance boundary of a charter
- Delete Action 2, as it is a duplicate of Action 1

# 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:**

## Annual Measurable Outcomes

### Expected

95% of parents are satisfied with their child's school

95% of parents are aware of their child's progress

35% of parents enrolled in EduText.

95% of parents feel the school communicates with them

98% attendance rate

### Actual

99% of parents are satisfied with their child's school

100% of parents are aware of their child's progress

12% of parents enrolled in EduText.

99% of parents feel the school communicates with them.

96% attendance rate

**Expected**

10% decrease in tardies

5% decrease in early checkouts

Less than 5% chronic absenteeism

**Actual**

18% increase

12% increase

2% chronic absenteeism (according to ATLAS)

**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**

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

**Actual Actions/Services**

-Information on the bottom of report cards/progress reports  
-Information located in the Parent-Student Handbook

**Budgeted Expenditures**

None

**Estimated Actual Expenditures**

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

- Restructured back to school night to provide parents ways to help their students at home; also gave resources to parents
- Lessons presented in Director's Chat
- Resource videos on the Dailey website
- School Messenger sent in text, email, and phone messages
- School Messenger language options for text and emails

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

- Structured information for PVC to send out updates and information
- Created resource page on the website for instructional videos
- School Messenger sent in text, email, and phone messages
- School Messenger language options for text and emails
- Flyers posted on the school website and emailed through School Messenger

None

None

#### Action 4

##### Planned Actions/Services

##### Actual Actions/Services

##### Budgeted Expenditures

##### Estimated Actual Expenditures

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

- Restructured back to school night to provide parents ways to help their students at home; also gave resources to parents
- Held Community Barn Dance, Mother Event, Dad Event, Community Night, Fiesta Night
- Dailey Olympics in May 2019

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.

- Alzheimer's Walk (2nd grade action) that supported their unit of inquiry
- Participation in Wreaths Across America (December 2018)
- Formed student action committee with two representatives from each 3rd-5th grade classroom
- Staff created snack baskets for local police officers during the holidays
- Created Valentine's Day cards for local senior living
- Kindness Notes to IB schools

\$1,000

\$84

### Action 6

#### Planned Actions/Services

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

#### Actual Actions/Services

- Administered survey at Director's Chat on August 17th
- Used data to select content for IB newsletters and/or Director's Chat meetings

#### Budgeted Expenditures

None

#### Estimated Actual Expenditures

None

### Action 7

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

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

-Sent home parent information sheet that included volunteer opportunities for school events and the classroom  
 -Launched online volunteer and donation sign-ups

None

None

### Action 8

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Revise (if needed) the Parent Volunteer Committee meetings / personnel in order to create a schoolwide and grade level email structure to provide additional communication from the school and grade levels, along with meeting information from the PVC meetings.

-Sent home information sheet at Back to School night to authorize email release  
 -Grade level representatives to share communications and/or notes from Director's Chat/PVC meetings

None

None

### Action 9

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

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

- Weekly attendance monitoring
- Shared document for Office Manager and Director to review attendance

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

- Discussed during phone calls and/or conferences
- Included in newsletter
- Included at Back to School night presentations
- Included during family tours

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)

- Emails and/or hard copies of attendance notification sent to families with attendance updates
- Phone calls to families with ongoing attendance concerns

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.

-Restructured tracking system for attendance  
-Attendance reviewed at the end of each week and notifications sent the following week

None

None

## 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 working towards engaging families and the community in the school.

Successes include expanding communication to include texts and emails, building grade level databases for emails, and engaging in community action. Challenges include an increase in tardies and early check-outs.

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

Overall, the communication structures have been positive in getting more parents information. Attendance is a continued area of focus.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Minimal funds used as action projects focused on time and/or materials at the school.

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.

The metric for EduText was removed, as parents did not find a need to utilize that information with the access of Parent Portal. In addition, the early check-out was removed as a metric.

Actions that were removed were around EduText, Community Service (as this is a part of the IB program), revised tracking of attendance, combined two actions into one, added a metric from Goal 6 around school communication, and added engagements into Action 4.

# 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.

82% Meeting or Exceeding Standards on SBAC ELA.  
82% Meeting or Exceeding Standards on SBAC Math.

82% Meeting or Exceeding Standards on SBAC ELA.  
82% Meeting or Exceeding Standards on SBAC Math.

82% Meeting or Exceeding Standards on SBAC ELA.  
82% Meeting or Exceeding Standards on SBAC Math.

100% of additional planning days and substitute planning days implemented.

**Actual**

41% of teachers participating in extended learning opportunities for students.

98% of parents feel that the school provides learning experiences that they can connect to outside of school.

84% Meeting or Exceeding Standards on SBAC ELA.  
73% Meeting or Exceeding Standards on SBAC Math.

84% Meeting or Exceeding Standards on SBAC ELA.  
73% Meeting or Exceeding Standards on SBAC Math.

84% Meeting or Exceeding Standards on SBAC ELA.  
73% Meeting or Exceeding Standards on SBAC Math.

120% of additional planning days and substitute planning days implemented.  
Additional planning time for Kindergarten on Friday afternoons.

**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**

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

**Actual Actions/Services**

-Attended both the Fresno State and Fresno Pacific job fairs  
 -Used EdJoin to post jobs  
 -Secured substitutes for both job fairs for teachers to attend

**Budgeted Expenditures**

\$1,716

**Estimated Actual Expenditures**

\$1,720

**Action 2****Planned Actions/Services**

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

**Actual Actions/Services**

-Professional development on EL strategies, reading and technology integration, Math conceptual teaching

**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.

- Peer observation schedule with focused goal setting
- Room wall walks
- Coaching cycles with administration
- Research teams

None

None

### Action 4

#### Planned Actions/Services

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

#### Actual Actions/Services

- Training attended by 3 staff members in October 2018
- 4 staff attended a Math conference in November 2018
- 2 staff attended UnboundEd conference in February 2019
- Scheduling IB conference for June 2019

#### Budgeted Expenditures

\$35,000

#### Estimated Actual Expenditures

\$18,946

### Action 5

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

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

- Social Emotional support coordinator
- Action/Community Involvement
- Learner Profile Assemblies
- Technology
- Soccer class
- Kickball class
- Science Olympiad
- Lunchtime activities through Specialty teachers
- Eco Warrior group

\$20,000

\$5,500

### Action 6

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

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

- Soccer class
- Kickball class
- Science Olympiad
- Lunchtime activities through Specialty teachers
- Purchase of materials and equipment

\$11,000

\$3,862

### Action 7

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

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

- Specialty teachers attend planning days with staff
- Planning days for 1/2 day and full day before unit launch
- Additional planning days for horizontal articulation
- Additional planning days for backwards mapping
- Professional development for administrator support
- Additional planning for Exhibition
- Release days for staff attending conferences

\$15,000

\$10,140

**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. Professional development encompassed strategies to support all learners, teachers were given time to collaborate and plan with instructional engagements, and the school has focused professional development goals. Specialty classes also developed 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 evidenced by the LCFF Rubrics, which have the school in the Blue category for both ELA and Math.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Overall, 49% of funds were expended. Conferences were put on hold while the IB PYP program underwent changes. Final supplemental contracts are submitted at the end of the school 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.

The metric of 'parents feel the school provides a challenging and rigorous education' was removed. Additional funds will be allocated due to an increase in substitute pay for the 2019-2020 school year. Duplicate SBAC metrics were removed.

# 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

100% of students have sufficient materials needed for learning

100% of students at or above grade level norms

82% Meeting or Exceeding Standards on SBAC ELA  
82% Meeting or Exceeding Standards on SBAC Math

### Actual

100% of students have sufficient materials needed for learning

100% of students at or above grade level norms

84% Meeting or Exceeding Standards on SBAC ELA  
73% Meeting or Exceeding Standards on SBAC Math

**Expected**

100% of English Learners increased or remained on CELDT (Note: ELPAC replaced the CELDT test for 2017-2018)

40% or higher redesignation rate

No disproportionality on NWEA Assessments

High / Very High Indicator on LCFF Rubrics

Blue or Green Indicators and Increased / Increased Significantly

Blue or Green Indicators and Increased / Increased Significantly

No disproportionality in attendance

No disproportionality in SBAC Levels

**Actual**

Test results for 2018-2019 not available

76% redesignation rate for 2017-2018.

No disproportionality on NWEA Assessments

81% of EL students scored in Level 4 (Well Developed) on the ELPAC. No data available for SBAC.

Blue indicator on Data Dashboard and increased.

Green indicator and maintained.

No Foster Youth enrolled.

No Foster Youth enrolled.

**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**

- Use of NWEA MAP growth
- NWEA Fluency (K-3rd)
- Affirm Math assessments (3rd-5th)
- Classroom formative assessments
- Unit summative assessments
- Conferencing

**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**

- Professional development on conferencing
- Data analysis with SBAC
- Data analysis with NWEA
- Ongoing professional development

**Budgeted Expenditures**

None

**Estimated Actual Expenditures**

None

### Action 3

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

-Monitor Special Education students and their growth

None

None

### Action 4

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

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

-Purchased NWEA Growth assessments for K-5th  
 -Purchased NWEA Fluency assessments for K-3rd  
 -Purchased Affirm online assessments for 3rd-5th grade

\$9,000

\$7,932

### Action 5

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

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

-Tracking sheet to ensure all students have their needs met with referrals to SST's and Special Education staff

None

None



**Action 6****Planned Actions/Services**

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

**Actual Actions/Services**

- Attended Math conference in November 2018
- Attended UnboundEd in February 2019
- Purchase of additional books
- Purchase of professional literature to support instructional practices
- Purchase of materials that support learning modalities
- Purchased Scholastic News for all grade levels

**Budgeted Expenditures**

\$75,160

**Estimated Actual Expenditures**

\$5,686

**Action 7****Planned Actions/Services**

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

**Actual Actions/Services**

- Monitor EL students through tracking sheets and performance on redesignation criteria
- Monitor EL students on NWEA assessments

**Budgeted Expenditures**

None

**Estimated Actual Expenditures**

None

**Action 8**

**Planned Actions/Services**

Teachers participate in high quality professional development designed to support English Language Development and quality instructional practices for English Learners

**Actual Actions/Services**

- Professional development on EL supports
- Integration of technology and reading skills
- Coherence of Math instruction with specific strategies
- Use of EL supports in Readers and Writers Workshop
- Conferencing and goal setting

**Budgeted Expenditures**

None

**Estimated Actual Expenditures**

None

**Action 9**

**Planned Actions/Services**

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

**Actual Actions/Services**

- Use of supports for Readers and Writers Workshop
- Continue with sentence frames to support academic discourse in classrooms
- Conferencing and goal setting
- Transdisciplinary instruction

**Budgeted Expenditures**

None

**Estimated Actual Expenditures**

None

**Action 10**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Provide professional development in supporting students from a low socioeconomic background with supports, strategies, and structures

- Professional development focused on Math and providing inquiry based instruction, vocabulary, conferencing (reading, writing, math), and increased opportunities for reading
- Alignment of mathematical strategies and models from Kindergarten-5th grade
- Data teams researching and implementing best practices

None

None

### Action 11

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

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

- Integration of technology and reading skills
- Field trips
- Guest speakers
- Inquiry projects
- Hands on learning
- Integrated learning of disciplines

None

None

### Action 12

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Monitor attendance, behavior, and school performance

No Foster Youth enrolled

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

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

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 as evidenced by no disproportionality for EL students on NWEA assessments, low socioeconomic students were in Blue/Green on LCFF rubrics, all grade levels at or above grade level norms for NWEA, 81% of EL students were in Level 4 on ELPAC, and all students have sufficient materials and highly qualified teachers.

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 and the progress of EL students and low socioeconomic groups.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

16% of funds were expended. Funds were not expended due to the anticipation of a Science and Social Studies adoption that was not able to occur. However, student learning was not impacted.

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.

- Change CELDT metric to ELPAC, to reflect the new assessment
- Increase funds allocated to digital assessments

# 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:**

## Annual Measurable Outcomes

### Expected

Based on technology plan

Based on technology plan

### Actual

Outcomes met based on technology plan:

- Purchased 148 tablets for 3rd & 4th grade
- Purchased 60 Kindergarten tablets
- Laptop refresh for 6 teachers
- GLOBAL lessons
- Technology and Reading professional development

Outcome met based on technology plan:

- Focused technology resources (EPIC, KidBlog, Padlet)
- Purchased schoolwide plans for Padlet
- Purchased KidBlog subscription for 3rd-5th

## 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

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

#### Actual Actions/Services

- Purchased 148 tablets for 3rd & 4th grade
- Purchased 60 Kindergarten tablets
- Laptop refresh for 6 teachers
- Purchased schoolwide plans for Padlet
- Purchased KidBlog subscription for 3rd-5th

#### Budgeted Expenditures

\$40,000

#### Estimated Actual Expenditures

\$46,106

### Action 2

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

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

- Focused technology tools with Padlet, EPIC, KidBlog)
- Professional development in technology integration
- Technology drop-in sessions for staff
- KidBlog training lessons for teachers
- Director and teacher attended technology training in June 2019

None

None

### Action 3

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

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

- Continued implementation of technology scope and sequence
- Built a unit on research/citing sources skills that progresses through the grade level
- Coding
- Development of ICT policy

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

- Implementation of year 2 of the technology plan
- Refreshed 6 staff laptops
- Purchased 148 tablets for 3rd & 4th grade
- Purchased 60 Kindergarten tablets

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, as well as increased access to technology devices at all grade levels. Teachers also participated in professional development that focused on technology integration.

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 in Kindergarten, 3rd & 4th grade, more access was available for 1st & 2nd grade.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Expenses were over the budgeted expenditures due to purchasing tablet lockers in the 3rd-5th grade classrooms.

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

95% 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

100% of parents feel Dailey provides a safe and secure environment

82% of students feel safe on campus

79% of students feel supported at school

92% of students know the rules

**Expected**

No disproportionality in suspensions

0 students expulsions based on suspension and expulsion data

95% of parents feel the school communicates with them

95% of parents feel their child's teacher communicates with them

95% of parents feel the office provides courteous and professional interactions

**Actual**

No suspensions.

No expulsions.

99% of parents feel the school communicates with them

96% of parents feel their child's teacher communicates with them

99% of parents feel the office provides courteous and professional interactions

**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

-Daily walks conducted by plant coordinator  
 -Weekly facilities meeting  
 -Work orders tracked to ensure completion

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

-Safety plan protocols reviewed and discussed at Facilities meetings  
 -Safety plan for 2019-2020 was Board approved on March 5, 2019

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

-Professional learning on student behavior supports and strategies  
 -Professional learning on positive student interactions and choices for consequences

None

None

## Action 4

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

-Classroom and schoolwide tracking sheets for referrals and classroom incidents  
-No suspensions or expulsions

None

None

**Action 5**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Office support for health concerns

-Health aide left mid-September 2018  
-Substitute health aide began in October 2018  
-Health aide hired in January 2019  
-Retiree contracts for hearing and vision screenings

\$26,000

\$15,719

**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

- Professional learning on student behavior supports and strategies
- Professional learning on positive student interactions and choices for consequences
- Consulting with school psychologist
- Professional learning on incorporation of positive behavior with the Learner Profile and goal setting

None

None

### Action 7

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Teachers build strong relationships between the school and through strong communication

- Professional learning on how to build student relationships
- Reflecting on current practices/next steps

None

None

### Action 8

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

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

- Launched spirit Fridays
- Relaunched the school chant
- Began the year with a kick off rally
- Additional lunch activities for students through staff
- Student survey administered Spring only

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 with the exception of administering a survey twice a year. Instead, students were read the survey during administration. Office referrals show a decrease from last year at this time.

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

Overall, the effectiveness of the action and services are positive based on the available data. With results of the surveys pending, a thorough analysis is unable to be completed at the drafting of this plan.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

60% of funds were expended. Funds were used to provide support students, conduct health screenings, and other services to students.

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

- Removed teacher and office communication metrics to focus on school communication and moved to Goal 2
- Remove Action 1, as that is a primary function of the Plant Coordinator
- Combined Action 3 into Action 6
- Removed Action 7

# 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

82% Meeting or Exceeding Standards on SBAC ELA  
82% Meeting or Exceeding Standards on SBAC Math

### Actual

84% Meeting or Exceeding Standards on SBAC ELA  
73% Meeting or Exceeding Standards on SBAC Math

## Actions/Services

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

### Action 1

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Instruction for All Students: All

Instruction for all students: Full

\$3,654,404

\$3,718,475

**Planned Actions/Services**

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**

teaching staff, all students have access to appropriate learning materials and resources, purchase of additional books  
  
 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  
  
 Parent Outreach: Active social media accounts; website is maintained; website allows for online purchases/donations; school flyers sent home on a designated day of the week and posted on the website; flyers sent home via email through School Messenger, marketing materials to neighborhood homes, community involvement

**Budgeted Expenditures**

**Estimated Actual Expenditures**

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

in action/service projects, seeking feedback and continuing to involve parents through multiple communication methods

Prevention and Intervention:  
Ongoing monitoring of attendance and communication with parents

Assessment: Ongoing assessments to inform instruction, surveys being administered, participation in state assessments, quarterly progress reports and report cards; monitoring of English Learners 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

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Administration: All positions staffed

Operational Services:  
Collaboration with Fresno Unified 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 providing a high quality instructional program. Services were provided to support all areas, all LCFF rubrics were Green or Blue. Will continue to work on fostering partnerships that benefit students and the program.

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

Overall, the results were effective as measured by the LCFF rubrics.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

All funds expended.

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.

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# Stakeholder Engagement

LCAP Year: 2019-20

## Involvement Process for LCAP and Annual Update

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

- LCAP updates presented to the Board of Directors on December 4th
- LCAP updates sent home to families on December 11th
- LCAP update posted on the school's website
- Community meeting posted on website calendar
- Flyers announcing community meeting went home twice
- Announcement of community meeting in weekly phone call, email & text
- Community meeting date posted on school marquee
- Community meeting held on January 24th
- LCFF input survey available online and in the office beginning January 25th, along with Community Meeting presentation
- Email to staff for input emailed on February 5th
- Community Meeting presented at Director's Chat/PVC meeting on February 15th; Surveys distributed to attendees
- Parents emailed notes from meeting with information on locating the LCFF information and survey
- Reminders in the school newsletter to take the 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:

- Continue with planning time
- Continue with activities to engage students
- Continue hosting informational night
- Continue with professional learning
- Use of websites for students
- Refine ways to gather parent emails

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# 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)

Modified

## Goal 1

High Enrollment of Central Fresno 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 students within Fresno Unified boundaries (authorizer)	78% within Fresno Unified boundaries	80% enrollment within Fresno Unified boundaries	80% enrollment within Fresno Unified boundaries	80% enrollment within Fresno Unified boundaries
Marketing practices	Word of mouth: 22% Siblings: 41% Other: 37%	Marketing practices: 40%	Marketing practices: 45%	Marketing practices: 50%

### Planned Actions/Services

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**

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**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

Modified

**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 Fresno Unified boundary enrollment, including reasons for dropped enrollment of all students.

**Budgeted Expenditures**

**Year**                      **2017-18**

**2018-19**

**2019-20**

**Amount**

None

None

None

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Source</b>	None	None	None
<b>Budget Reference</b>	Not Applicable	Not Applicable	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

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**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

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

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

**Budgeted Expenditures**

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 #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**

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**

Modified

**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 fence, postcards/flyers, preschool outreach, etc.)

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	TBD	\$5,000	\$3,000
<b>Source</b>	General Fund	General Fund	General Fund

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
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<b>Budget Reference</b>
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5725
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5725
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5725
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(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
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<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
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 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



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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

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

Modified

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

Modified

**2019-20 Actions/Services**

Create a schoolwide and grade level email structure to provide additional communication from the school and grade levels, along with meeting information from the PVC meetings.

**Budgeted Expenditures**

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**

Unchanged

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

Unchanged

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

Modified

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

Monitor attendance rates that include absences and tardies.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

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

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 #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**

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

<b>Source</b>	None	None	None
<b>Budget Reference</b>	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

Unchanged

Modified

**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 and engagements 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 #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**

**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

<b>Budget Reference</b>	None	None	None
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## 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

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
<b>Amount</b>	None	None	None
<b>Source</b>	None	None	None
<b>Budget Reference</b>	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

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  
82% Meeting or Exceeding Standards on SBAC Math

Increased implementation of the State Standards to support differentiated instruction for all students

78% Meeting or Exceeding Standards on SBAC ELA  
75% Meeting or Exceeding Standards on SBAC Math

80% Meeting or Exceeding Standards on SBAC ELA  
80% Meeting or Exceeding Standards on SBAC Math

82% Meeting or Exceeding Standards on SBAC ELA  
82% Meeting or Exceeding Standards on SBAC Math

85% Meeting or Exceeding Standards on SBAC ELA  
82% Meeting or Exceeding Standards on SBAC Math

Weekly professional development meetings for staff and grade level meetings

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  
82% Meeting or Exceeding Standards on SBAC Math

Planning days for professional development

Before / after school year planning days, 5 non-student teacher training days, 3 full substitute planning days, and 3 half day substitute planning days

100% of additional planning days and substitute planning days implemented.

100% of additional planning days and substitute planning days implemented.

100% of additional planning days and substitute planning days implemented.

## Planned Actions/Services

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

### Action #1

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

**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

Unchanged

### 2017-18 Actions/Services

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

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

Modified

### 2018-19 Actions/Services

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

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

Modified

### 2019-20 Actions/Services

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	\$1,800
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**

**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, Foster Youth, Low Income

Schoolwide

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**

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.

**2018-19 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.

**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.

**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

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

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

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

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

**Budgeted Expenditures**

**Year 2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	\$35,000	\$35,000	\$45,000
<b>Source</b>	General Fund	General Fund	General Fund
<b>Budget Reference</b>	5200	5200	5200

## 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

Modified

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

Create incentives for staff to provide support, extra opportunities to students, and/or benefit 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**

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

Modified

**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

\$6,000

**Source**

General Fund

General Fund

General Fund

<b>Budget Reference</b>	4300	4300	4300
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## 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

Modified

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	\$23,000
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 82% Meeting or Exceeding Standards on SBAC Math
English Learners increased or remain the same on ELPAC	100% of English Learners increased or remained on ELPAC	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 ELPAC (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**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	None	None	None
<b>Source</b>	None	None	None
<b>Budget Reference</b>	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
<b>Amount</b>	None	None	None
<b>Source</b>	None	None	None
<b>Budget Reference</b>	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**



<b>Amount</b>	None	None	None
<b>Source</b>	None	None	None
<b>Budget Reference</b>	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

Modified

**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 systems (NWEA, Affirm, etc) to monitor student learning and progress.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$5,700	\$9,000	\$12,000
<b>Source</b>	General Fund	General Fund	General Fund
<b>Budget Reference</b>	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

<b>Source</b>	None	None	None
<b>Budget Reference</b>	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

Modified

**2017-18 Actions/Services**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

Purchase standards based materials, professional development materials, and/or training for differentiated instructional practices.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$60,000	\$75,160	\$74,717
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**

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**

**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**

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

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

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

**Budgeted Expenditures**

**Year 2017-18**

**2018-19**

**2019-20**

**Amount**

None

None

None

**Source**

None

None

None

<b>Budget Reference</b>	None	None	None
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## 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
<b>2017-18 Actions/Services</b>	<b>2018-19 Actions/Services</b>	<b>2019-20 Actions/Services</b>

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

<b>Budget Reference</b>	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
<b>2017-18 Actions/Services</b>	<b>2018-19 Actions/Services</b>	<b>2019-20 Actions/Services</b>

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
<b>Amount</b>	None	None	None
<b>Source</b>	None	None	None
<b>Budget Reference</b>	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

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	None	None	None
<b>Source</b>	None	None	None
<b>Budget Reference</b>	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**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	None	None	None
<b>Source</b>	None	None	None
<b>Budget Reference</b>	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



<b>Source</b>	None	None	None
<b>Budget Reference</b>	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

Modified

**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
<b>Amount</b>	\$30,000	\$40,000	\$46,000
<b>Source</b>	General Fund	General Fund	General Fund
<b>Budget Reference</b>	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

<b>Source</b>	None	None	None
<b>Budget Reference</b>	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**

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

**2018-19 Actions/Services**

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

**2019-20 Actions/Services**

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

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	None	None	None
<b>Source</b>	None	None	None
<b>Budget Reference</b>	None	None	None

**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**

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

## 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

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

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

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

**Budgeted Expenditures**

**Year**            **2017-18**

**2018-19**

**2019-20**

**Amount**

None

None

None

<b>Source</b>	None	None	None
<b>Budget Reference</b>	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

Modified

Modified

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Office support for health concerns

Office support for health concerns

Office support to support students, health concerns and screenings, and/or supplies as needed.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$26,000	\$26,000	\$25,000
<b>Source</b>	General Fund	General Fund	General Fund
<b>Budget Reference</b>	2900	2900	2900

**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**

Unchanged

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

Unchanged

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

Modified

**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, Restorative Justice practices, 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

<b>Budget Reference</b>	None	None	None
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## 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**

**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
<b>Amount</b>	None	None	None
<b>Source</b>	None	None	None
<b>Budget Reference</b>	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 82% 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

Modified

**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	\$3020885

<b>Source</b>	General and Restricted Budget	General and Restricted Budget	General and Restricted Budget
<b>Budget Reference</b>	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.

## LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

\$256,517

Percentage to Increase or Improve Services

7.87%

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

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

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

Goal 1, Action 4: Market enrollment opportunities

- This action directly relates to the targets set forth in the charter petition to have neighborhood students and to increase diversity in student population. Expanded area to central Fresno, as that is the authorizer's area.

Goal 3, Action 1: Provide effective teacher hiring, recruitment, and retention practices

- 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, along with a qualified representation of staff conducting interviews.

Goal 3, Action 4: Provide opportunities to attend 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 training 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, extra opportunities for students and/or benefit 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. In addition, teachers provide services that impact student learning around social-emotional needs and technology.

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 systems (NWEA, Affirm, etc) 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. Affirm provides online Math assessments to remove technology as a barrier to student success.

Goal 4, Action 6: Purchase standards-based materials, professional development 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 to support students, health concerns and screenings, and/or supplies as needed.

- This provides access to resources and health monitoring that unduplicated students may not receive on a regular basis, including health screenings at identified grades.