



# Local Control Accountability Plan 2015-16

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

## Introduction:

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LCAP Year: 2015-2016

### ***Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

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

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

### **State Priorities**

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

#### **A. Conditions of Learning:**

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

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

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

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

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

#### **B. Pupil Outcomes:**

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

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

**C. Engagement:**

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p>LCAP informational meetings were held to provide general informational to all stakeholders. LCAP information was sent home and posted on the school’s website. Surveys were used to gather stakeholder input and priorities. Stakeholder meetings were conducted to allow for further input and prioritization of goals. LCAP drafts were presented at public board meeting for comment prior to adoption.</p> <p>Development of the 2015-16 LCAP began in February. Review of the 2014-15 LCAP shifted focus from progress (see Annual Update below) to revising goals for the coming year. To help facilitate the process a condensed goal and outcome summary was created and shared in all forums.</p> <p><b>LCAP Feedback and Input</b> School Leadership Council – general discussion, review of progress and new goal development</p>	<p>The input provided by stakeholders through the engagement and development process are the basis for the Darnall’s LCAP goals, actions, and services.</p> <p>Input collected through the engagement process served to:</p> <ul style="list-style-type: none"> <li>• Reorganize goals around Core Beliefs from Darnall Charter.</li> <li>• Align the school’s charter goals with the states eight priorities</li> <li>• Identify areas of need and themes</li> <li>• Establish LCAP goals, actions and services</li> <li>• Prioritize goals</li> </ul>

<p>2/3/15, 2/17/15, 3/3/15, 3/24/15, 4/7/15, 4/21/15, 5/5/15, 5/19/15, 6/9/15, 6/23/15</p> <p>Board Meetings-general discussion, review of progress and new goal development 2/24/15, 3/17/15, 4/21/15, 5/19/15, 6/16/15, 6/23/15</p> <p>LCAP Focus Group – general discussion, review of progress and new goal development March 2015, May 2015</p> <p>Parents 3/9/15: LCAP Information posted on website and flyer sent home March 2015, April 2015: Darnall Parent Group Meeting (70% parents of EL students) – general discussion, review of process, new goal review Parent Institute for Quality Education (PIQE) – 90% parents of EL students 5/27/15, 6/3/15, 6/17/15 4/30/15 - 5/25/15: Parent Survey The counselor contacted foster parents to ensure they completed the parent survey.</p> <p>Students 4/27/15: LCAP/Survey Information meeting with Student Council 4/28/15 - 5/21/15: Student Survey</p> <p>Staff Darnall staff participated in all of the above activities. The following are staff only activities. 5/13/15 – 5/20/15: Staff Survey Email updates related to LCAP activities 6/11/15, 6/12/15: Budget Q &amp; A 6/3/15: DCTA (bargaining unit) – LCAP/Budget meeting</p>	<ul style="list-style-type: none"> <li>Identify process for collaborative implementation of the LCAP that ensures input from all stakeholders</li> </ul> <p>This process resulted in the following overarching goals that address our local priorities, as outlined in our charter, and the state’s eight priorities:</p> <p><b>Goal #1:</b> All students will have access to rigorous, well-rounded, standards-aligned curricula taught by highly qualified teachers.</p> <p><b>Goal #2:</b> Maintain high academic achievement expectations for all students and provide the support needed to meet those expectations.</p> <p><b>Goal #3:</b> Provide a safe and caring learning environment that promotes student engagement and supports teaching and learning.</p> <p><b>Goal #4:</b> Support student achievement and build a sense of community by providing opportunities for meaningful parent involvement through education, communication and collaboration.</p>
<p><b>Annual Update:</b> In 2014-15, the progress on the LCAP was reviewed regularly in the following forums:</p>	<p><b>Annual Update:</b> Through the review process, the following actions were identified as ways to greatly improve all aspects of plan.</p>

<ul style="list-style-type: none"> <li>• School Leadership Council – two times per month August - January, includes parent or parent liaison</li> <li>• The Darnall Board – all regular public meetings August - January, parent representation on the board</li> <li>• Leadership Team Meetings – two times per week</li> </ul> <p>An LCAP Focus group was formed to review progress on the current year and priorities for the 2015-16 LCAP. This group included representation from the following stakeholder groups:</p> <ul style="list-style-type: none"> <li>• Parents</li> <li>• Classified staff</li> <li>• Certificated staff</li> <li>• Leadership</li> <li>• Students</li> </ul> <p>The LCAP Focus group review Expected Annual Measurable Outcomes and prioritized goals for the 2015-16 LCAP</p>	<ol style="list-style-type: none"> <li>1. Reconfigure the 2014-15 goals around Core Beliefs from Darnall’s Charter <ul style="list-style-type: none"> <li>• Provide high quality standards-based instruction</li> <li>• Maintain high academic achievement expectations for all students</li> <li>• Provide a safe and caring learning environment</li> <li>• Provide opportunities for meaningful parent involvement</li> </ul> </li> <li>2. Identify which 2014-15 goals should be rewritten as Expected Annual Measurable Outcomes or Action/Services steps while maintaining the purpose of the goal.</li> <li>3. Reorganize the plan to make it easier to read and possible create a reader friendly summary.</li> </ol>
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**Section 2: Goals, Actions, Expenditures, and Progress Indicators**

**Instructions:**

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

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

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each

subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

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

**Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.**

**Goal:** Describe the goal:

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

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

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

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

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



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

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

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

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

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

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

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

**Guiding Questions:**

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

<b>GOAL:</b>	<b>Goal #1: All students will have access to rigorous, well-rounded, standards-aligned curricula taught by highly qualified teachers.</b>	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3__ 4__ 5__ 6__ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
<b>Identified Need :</b>	<ul style="list-style-type: none"> <li>Common Core aligned curriculum and resources</li> <li>Curriculum for other content areas</li> <li>Professional development</li> </ul>	

Goal Applies to:	Schools: Darnall Charter School
	Applicable Pupil Subgroups: All

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. 100% of teachers will be fully credentialed and appropriately assigned.</li> <li>2. 100% of teachers will participate in annual professional development on the implementation of Common Core State Standards and the use of aligned resources and materials.</li> <li>3. 100% of students will receive standards-based science instruction based on CA History-Social Science standards and/or integrated Common Core State Standards.</li> <li>4. 100% of students will receive standards-based history/social science instruction based on the Next Generation Science Standards and/or integrated Common Core State Standards.</li> <li>5. 100% students enrolled in the Biliteracy Program will receive standards-based instruction based on the Common Core State Standards California English/Spanish Language with Linguistic Augmentation.</li> <li>6. 100% of English Learners will receive instruction to gain English proficiency through the implementation of the ELD Program, the Biliteracy curriculum and EL specific strategies for CCSS implementation.</li> <li>7. 100% of students will participate in standards-based classes guided by the California Visual and Performing Arts Content Standards.</li> <li>8. 100% of students will participate in standards-based physical education classes guided by the California Physical Education Framework and California Physical Education Standards.</li> <li>9. 100% of students will receive information literacy and technology instruction based on 21<sup>st</sup> Century skills.</li> <li>10. 100% of students will have access to standards-aligned materials and additional instructional support materials.</li> <li>11. A minimum of 85% of parents taking the annual parent survey will respond positively to questions related to Goal #1.</li> <li>12. A minimum of 85% of students taking the annual student survey will respond positively to questions related to Goal #1.</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<b>Highly Qualified Teachers &amp; Staff</b> 1. All core teacher candidates screened for employment will hold valid credential and credential status and teaching assignments will be reviewed annually. Costs associated with Executive Assistant and LT member in charge of HR. 2. Hire, develop and retain highly qualified teachers & staff: <ol style="list-style-type: none"> <li>a. 31 classroom teachers</li> <li>b. 1 PE, 1 Music and 1 Art teacher</li> <li>c. 2 Education Specialists</li> <li>d. 1 psychologist</li> </ol>	Schoolwide	<input checked="" type="checkbox"/> ALL  OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1: \$167,313, LCFF Base, LCFF S/C, 1000-2999  2: \$2,705,693, LCFF Base, LCFF S/C, 1000s

<p>e. 1 counselor</p> <p>3. Provide professional development to teachers for Common Core implementation, all other content areas, curriculum support equipment/materials, digital resources and other programs. Costs associated for Leadership Team members providing internal PD and contracted PD providers.</p> <p>4. Costs associated with the Leadership Team's oversight of the implementation of Darnall's educational program.</p> <p>5. Costs for teachers and Leadership Team to attend workshops and conferences.</p>			<p>3: See Action 4 below, \$21,500, LCFF Base, 5000s</p> <p>4: \$385,765, LCFF Base, LCFF S/C, 1000s</p>
<p><b>Curriculum &amp; Resources</b></p> <p>1. Curriculum and instructional materials will be reviewed annually and reported on School Accountability Report Card and ELA &amp; Math instructional materials purchased will be Common Core aligned. Costs associated with Instructional Leader and School Leadership Council.</p> <p>2. Curriculum:</p> <p>a. Costs associated with Ready Common Core math &amp; ELA curriculum and iReady Diagnostic &amp; Instruction digital resource.</p> <p>b. Costs associated with curriculum in other content areas.</p> <p>3. Resources: Costs associated with all other online digital resources to support Common Core implementation and instruction in other content areas.</p> <p>4. Technology:</p> <p>a. Continue implementation of 1-to-1 plan; purchase 300 chromebooks</p> <p>b. Upgrade 11 classrooms with 21<sup>st</sup> Century equipment.</p> <p>c. Implement Year 3 of state approved</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>1: See Goal 1: Highly Qualified Teachers and Staff</p> <p>2: \$104,500, LCFF Base, LCFF S/C, 4000s</p> <p>3: See Action 2</p> <p>4: \$152,000, LCFF Base, 4000s</p>

Technology Plan.			
<p><b>English Language Development &amp; Biliteracy Program</b></p> <p>1. ELD: Continue implementation of Darnall's ELD Plan. Costs associated with plan implementation.</p> <p>2. Biliteracy:</p> <p>a. Incorporate Biliteracy specific instructional strategies into Professional Development.</p> <p>b. Resources: Purchase digital resources in Spanish.</p> <p>c. Monitor progress toward English proficiency through explicit desegregation of EL data. Costs associated with AD of Programs &amp; Assessment.</p>	Charterwide	<p><u>  </u> ALL</p> <hr/> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> <input checked="" type="checkbox"/> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) _____</p>	<p>1: \$14,800, LCFF S/C, 1000-2999 \$6,345, LCFF S/C, 4000s</p> <p>2: See goal 1 Curriculum and Resources</p>

**LCAP Year 2: 2016-17**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ol style="list-style-type: none"> <li>1. 100% of teachers will be fully credentialed and appropriately assigned.</li> <li>2. 100% of teachers will participate in annual professional development on the implementation of Common Core State Standards and the use of aligned resources and materials.</li> <li>3. 100% of students will receive standards-based science instruction based on CA History-Social Science standards and/or integrated Common Core State Standards.</li> <li>4. 100% of students will receive standards-based history/social science instruction based on the Next Generation Science Standards and/or integrated Common Core State Standards.</li> <li>5. 100% students enrolled in the Biliteracy Program will receive standards-based instruction based on the Common Core State Standards California English/Spanish Language with Linguistic Augmentation.</li> <li>6. 100% of English Learners will receive instruction to gain English proficiency through the implementation of the ELD Program, the Biliteracy curriculum and EL specific strategies for CCSS implementation.</li> <li>7. 100% of students will participate in standards-based classes guided by the California Visual and Performing Arts Content Standards.</li> <li>8. 100% of students will participate in standards-based physical education classes guided by the California Physical Education Framework and California Physical Education Standards.</li> <li>9. 100% of students will receive information literacy and technology instruction based on 21<sup>st</sup> Century skills.</li> <li>10. 100% of students will have access to standards-aligned materials and additional instructional support materials.</li> <li>11. A minimum of 85% of parents taking the annual parent survey will respond positively to questions related to Goal #1.</li> </ol> <p>A minimum of 85% of students taking the annual student survey will respond positively to questions related to Goal #1.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b>Highly Qualified Teachers &amp; Staff</b></p> <ol style="list-style-type: none"> <li>1. All core teacher candidates screened for employment will hold valid credential and credential status and teaching assignments will be reviewed annually. Costs associated with Executive Assistant and LT member in charge of HR.</li> <li>2. Hire, develop and retain highly qualified teachers &amp; staff:               <ol style="list-style-type: none"> <li>a. 31 classroom teachers</li> <li>b. 1 PE, 1 Music and 1 Art teacher</li> <li>c. 2 Education Specialists</li> <li>d. 1 psychologist</li> <li>e. 1 counselor</li> </ol> </li> <li>3. Provide professional development to teachers for Common Core implementation, all other content areas, curriculum support equipment/materials, digital resources and other programs. Costs associated for Leadership Team members providing internal PD and contracted PD providers.</li> <li>4. Costs associated with the Leadership Team's oversight of the implementation of Darnall's educational program.</li> <li>5. Costs for teachers and Leadership Team to attend workshops and conferences.</li> </ol>	Schoolwide	<p><input checked="" type="checkbox"/> ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>1: \$167,313, LCFF Base, LCFF S/C, 1000-2999</p> <p>2: \$2,705,693, LCFF Base, LCFF S/C, 1000s</p> <p>3: See Action 4 below, \$21,500, LCFF Base, 5000s</p> <p>4: \$385,765, LCFF Base, LCFF S/C, 1000s</p>
<p><b>Curriculum &amp; Resources</b></p> <ol style="list-style-type: none"> <li>1. Curriculum and instructional materials will be reviewed annually and reported on School Accountability Report Card and ELA &amp; Math instructional materials purchased will be Common Core aligned. Costs associated with Instructional Leader and School Leadership Council.</li> <li>2. Curriculum:</li> </ol>	Schoolwide	<p><input checked="" type="checkbox"/> ALL</p> <hr style="border-top: 1px dashed black;"/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>1: See Goal 1: Highly Qualified Teachers and Staff</p> <p>2: \$104,500, LCFF Base,</p>

<ul style="list-style-type: none"> <li>a. Costs associated with Ready Common Core math &amp; ELA curriculum and iReady Diagnostic &amp; Instruction digital resource.</li> <li>b. Costs associated with curriculum in other content areas.</li> </ul> <p>3. Resources: Costs associated with all other online digital resources to support Common Core implementation and instruction in other content areas.</p> <p>4. Technology:</p> <ul style="list-style-type: none"> <li>a. Continue implementation of 1-to-1 plan; purchase 300 chromebooks</li> <li>b. Upgrade 11 classrooms with 21<sup>st</sup> Century equipment.</li> <li>c. Implement Year 3 of state approved Technology Plan.</li> </ul>			<p>LCFF S/C, 4000s</p> <p>3: See Action 2</p> <p>4: \$152,000, LCFF Base, 4000s</p>
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<p><b><u>English Language Development &amp; Biliteracy Program</u></b></p> <p>1. ELD: Continue implementation of Darnall's ELD Plan. Costs associated with plan implementation.</p> <p>2. Biliteracy:</p> <ul style="list-style-type: none"> <li>a. Incorporate Biliteracy specific instructional strategies into Professional Development.</li> <li>b. Resources: Purchase digital resources in Spanish.</li> <li>c. Monitor progress toward English proficiency through explicit desegregation of EL data. Costs associated with AD of Programs &amp; Assessment.</li> </ul>	<p>Charterwide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>1: \$14,800, LCFF S/C, 1000-2999 \$6,345, LCFF S/C, 4000s</p> <p>2: See goal 1 Curriculum and Resources</p>
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**LCAP Year 3: 2017-18**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<ul style="list-style-type: none"> <li>1. 100% of teachers will be fully credentialed and appropriately assigned.</li> <li>2. 100% of teachers will participate in annual professional development on the implementation of Common Core State Standards and the use of aligned resources and materials.</li> </ul>
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3. 100% of students will receive standards-based science instruction based on CA History-Social Science standards and/or integrated Common Core State Standards.
4. 100% of students will receive standards-based history/social science instruction based on the Next Generation Science Standards and/or integrated Common Core State Standards.
5. 100% students enrolled in the Biliteracy Program will receive standards-based instruction based on the Common Core State Standards California English/Spanish Language with Linguistic Augmentation.
6. 100% of English Learners will receive instruction to gain English proficiency through the implementation of the ELD Program, the Biliteracy curriculum and EL specific strategies for CCSS implementation.
7. 100% of students will participate in standards-based classes guided by the California Visual and Performing Arts Content Standards.
8. 100% of students will participate in standards-based physical education classes guided by the California Physical Education Framework and California Physical Education Standards.
9. 100% of students will receive information literacy and technology instruction based on 21<sup>st</sup> Century skills.
10. 100% of students will have access to standards-aligned materials and additional instructional support materials.
11. A minimum of 85% of parents taking the annual parent survey will respond positively to questions related to Goal #1.  
A minimum of 85% of students taking the annual student survey will respond positively to questions related to Goal #1.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b>Highly Qualified Teachers &amp; Staff</b></p> <ol style="list-style-type: none"> <li>1. All core teacher candidates screened for employment will hold valid credential and credential status and teaching assignments will be reviewed annually. Costs associated with Executive Assistant and LT member in charge of HR.</li> <li>2. Hire, develop and retain highly qualified teachers &amp; staff:               <ol style="list-style-type: none"> <li>a. 31 classroom teachers</li> <li>b. 1 PE, 1 Music and 1 Art teacher</li> <li>c. 2 Education Specialists</li> <li>d. 1 psychologist</li> <li>e. 1 counselor</li> </ol> </li> <li>3. Provide professional development to teachers for Common Core implementation, all other content areas, curriculum support equipment/materials, digital resources and other programs. Costs associated for Leadership Team members</li> </ol>	Schoolwide	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils    <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth    <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>1: \$167,313, LCFF Base, LCFF S/C, 1000-2999</p> <p>2: \$2,705,693, LCFF Base, LCFF S/C, 1000s</p> <p>3: See Action 4 below, \$21,500, LCFF Base, 5000s</p>



<p>providing internal PD and contracted PD providers.</p> <p>4. Costs associated with the Leadership Team’s oversight of the implementation of Darnall’s educational program.</p> <p>5. Costs for teachers and Leadership Team to attend workshops and conferences.</p>			<p>4: \$385,765, LCFF Base, LCFF S/C, 1000s</p>
<p><b>Curriculum &amp; Resources</b></p> <p>1. Curriculum and instructional materials will be reviewed annually and reported on School Accountability Report Card and ELA &amp; Math instructional materials purchased will be Common Core aligned. Costs associated with Instructional Leader and School Leadership Council.</p> <p>2. Curriculum:</p> <p>a. Costs associated with Ready Common Core math &amp; ELA curriculum and iReady Diagnostic &amp; Instruction digital resource.</p> <p>b. Costs associated with curriculum in other content areas.</p> <p>3. Resources: Costs associated with all other online digital resources to support Common Core implementation and instruction in other content areas.</p> <p>4. Technology:</p> <p>a. Continue implementation of 1-to-1 plan; purchase 300 chromebooks</p> <p>b. Upgrade 11 classrooms with 21<sup>st</sup> Century equipment.</p> <p>c. Implement Year 3 of state approved Technology Plan.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>1: See Goal 1: Highly Qualified Teachers and Staff</p> <p>2: \$104,500, LCFF Base, LCFF S/C, 4000s</p> <p>3: See Action 2</p> <p>4: \$152,000, LCFF Base, 4000s</p>
<p><b>English Language Development &amp; Biliteracy Program</b></p> <p>1. ELD: Continue implementation of Darnall’s ELD Plan. Costs associated with plan implementation.</p> <p>2. Biliteracy:</p>	<p>Charterwide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>1: \$14,800, LCFF S/C, 1000-2999 \$6,345, LCFF S/C,</p>

<p>a. Incorporate Biliteracy specific instructional strategies into Professional Development.</p> <p>b. Resources: Purchase digital resources in Spanish.</p> <p>c. Monitor progress toward English proficiency through explicit desegregation of EL data. Costs associated with AD of Programs &amp; Assessment.</p>		<p>4000s</p> <p>2: See goal 1 Curriculum and Resources</p>
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<p>GOAL:</p>	<p><b>Goal #2: Maintain high academic achievement expectations for all students and provide the support needed to meet those expectations.</b></p>	<p>Related State and/or Local Priorities:  1 __ 2 __ 3 __ 4 <u>X</u> 5 __ 6 __ 7 __ 8 <u>X</u>  COE only: 9 __ 10 __  Local : Specify _____</p>
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<p>Identified Need :</p>	<ul style="list-style-type: none"> <li>• Students performing below grade level</li> <li>• English Learners</li> </ul>
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<p>Goal Applies to:</p>	<p>Schools: Darnall Charter School</p> <p>Applicable Pupil Subgroups: All</p>
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**LCAP Year 1: 2015-16**

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. The percentage of students meeting or exceeding performance expectations in ELA/Literacy and Mathematics as defined by the State Board of Education will increase compared to the previous year.</li> <li>2. The percentage of students meeting their iReady Growth Targets in English Language Arts and Mathematics will increase compared to the previous year.</li> <li>3. The percentage of 5<sup>th</sup> and 8<sup>th</sup> grade students scoring proficient or advanced on the California Standards Test for Science will increase compared to the previous year.</li> <li>4. 65% or more of 5<sup>th</sup> and 7<sup>th</sup> grade students tested with the CA Physical Fitness Test will meet the Healthy Fitness Zone requirement in 5 out of 6 fitness standards.</li> <li>5. 100% of students performing below grade level will receive intervention services.</li> <li>6. The percentage of English Learners being reclassified will increase compared to the previous year.</li> <li>7. Students exiting the Biliteracy Program will demonstrate a mastery of the CCSS and English proficiency equal to or greater than English Learners enrolled in the MEC program for the same amount of time.</li> <li>8. 100% of students will demonstrate grade level information literacy and technology standards through student created evidence from specific Common Core State Standards.</li> <li>9. A minimum of 85% of parents taking the annual parent survey will respond positively to questions related to Goal #2.</li> <li>10. A minimum of 85% of students taking the annual student survey will respond positively to questions related to Goal #2.</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b><u>Educational Program</u></b></p> <ol style="list-style-type: none"> <li>1. Provide the Educational Program as described in this Darnall's charter petition. Costs associated with teachers, curriculum and materials.</li> <li>2. Monitor student achievement progress through regular analysis of student data. Cost associated with teachers, Instructional Leader and AD of Programs &amp; Assessment.</li> <li>3. Support students with IEPs to ensure they meet their academic goals. Costs associated with Education Specialists, Psychologist, Instructional Leader and contracted support providers.</li> <li>4. Resource: Purchase and use a Data and Assessment system for analysis and reporting to teachers, parents and students.</li> </ol>	Schoolwide	<p><u>X</u> ALL</p> <hr/> <p>OR:  <input type="checkbox"/> Low Income pupils   <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth   <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>1: See Goal 1 Highly Qualified Staff and Curriculum and Resources</p> <p>2: See Goal 1 Highly Qualified Staff</p> <p>3: See Goal 1 Highly Qualified Staff</p> <p>4: Se Goal 1, Curriculum and Resources</p>
<p><b><u>Interventions</u></b></p> <ol style="list-style-type: none"> <li>1. INSIDE program: Provide ELA replacement program for students in 4<sup>th</sup> and 5<sup>th</sup> who qualify. Costs associated with program materials, teacher, AD of Programs &amp; Assessment (administers assessments).</li> <li>2. Instructional Support: Provide 2 hours of support daily in each classroom. Costs associated with Instructional Associates.</li> </ol>	Charterwide	<p><u>  </u> ALL</p> <hr/> <p>OR:  <input checked="" type="checkbox"/> Low Income pupils   <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth   <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>students identified for intervention.</u></p>	<p>1: See Goal 1 Highly Qualified Staff</p> <p>2: See Goal 1 Highly Qualified Staff</p>

<p>3. LITC: Provide support in the computer lab for classroom intervention during the day. Costs associated with Computer Resource Teacher.</p> <p>4. Extended Day: Provide instructional support beyond regular school hours. Costs associated with extended day pay for teachers and program administration.</p> <p>5. RTI: Continue system to identify, monitor and support student in need. Costs associated with Instructional Leader, Psychologist and Counselor.</p>			<p>3: See Goal 1 Highly Qualified Staff</p> <p>4: See Goal 1 Highly Qualified Staff</p>
<p><b>English Language Development</b></p> <p>ELD: Continue implementation of Darnall's ELD Plan. Costs associated with plan implementation.</p>	<p>Charterwide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>See Goal 1, English Language Development and Biliteracy Program</p>

**LCAP Year 2: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. The percentage of students meeting or exceeding performance expectations in ELA/Literacy and Mathematics as defined by the State Board of Education will increase compared to the previous year.</li> <li>2. The percentage of students meeting their iReady Growth Targets in English Language Arts and Mathematics will increase compared to the previous year.</li> <li>3. The percentage of 5<sup>th</sup> and 8<sup>th</sup> grade students scoring proficient or advanced on the California Standards Test for Science will increase compared to the previous year.</li> <li>4. 65% or more of 5<sup>th</sup> and 7<sup>th</sup> grade students tested with the CA Physical Fitness Test will meet the Healthy Fitness Zone requirement in 5 out of 6 fitness standards.</li> <li>5. 100% of students performing below grade level will receive intervention services.</li> <li>6. The percentage of English Learners being reclassified will increase compared to the previous year.</li> <li>7. Students exiting the Biliteracy Program will demonstrate a mastery of the CCSS and English proficiency equal to or greater than English Learners enrolled in the MEC program for the same amount of time.</li> <li>8. 100% of students will demonstrate grade level information literacy and technology standards through student created evidence from specific Common Core State Standards.</li> <li>9. A minimum of 85% of parents taking the annual parent survey will respond positively to questions related to Goal #2.</li> </ol>
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A minimum of 85% of students taking the annual student survey will respond positively to questions related to Goal #2.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b>Educational Program</b></p> <ol style="list-style-type: none"> <li>1. Provide the Educational Program as described in this Darnall's charter petition. Costs associated with teachers, curriculum and materials.</li> <li>2. Monitor student achievement progress through regular analysis of student data. Cost associated with teachers, Instructional Leader and AD of Programs &amp; Assessment.</li> <li>3. Support students with IEPs to ensure they meet their academic goals. Costs associated with Education Specialists, Psychologist, Instructional Leader and contracted support providers.</li> <li>4. Resource: Purchase and use a Data and Assessment system for analysis and reporting to teachers, parents and students.</li> </ol>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>1: See Goal 1 Highly Qualified Staff and Curriculum and Resources</p> <p>2: See Goal 1 Highly Qualified Staff</p> <p>3: See Goal 1 Highly Qualified Staff</p> <p>4: Se Goal 1, Curriculum and Resources</p>
<p><b>Interventions</b></p> <ol style="list-style-type: none"> <li>1. INSIDE program: Provide ELA replacement program for students in 4<sup>th</sup> and 5<sup>th</sup> who qualify. Costs associated with program materials, teacher, AD of Programs &amp; Assessment (administers assessments).</li> <li>2. Instructional Support: Provide 2 hours of support daily in each classroom. Costs associated with</li> </ol>	<p>Charterwide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>students identified for intervention.</u></p>	<p>1: See Goal 1 Highly Qualified Staff</p> <p>2: See Goal 1 Highly Qualified</p>

<p>Instructional Associates.</p> <p>3. LITC: Provide support in the computer lab for classroom intervention during the day. Costs associated with Computer Resource Teacher.</p> <p>4. Extended Day: Provide instructional support beyond regular school hours. Costs associated with extended day pay for teachers and program administration.</p> <p>5. RTI: Continue system to identify, monitor and support student in need. Costs associated with Instructional Leader, Psychologist and Counselor.</p>			<p>Staff</p> <p>3: See Goal 1 Highly Qualified Staff</p> <p>4: See Goal 1 Highly Qualified Staff</p>
<p><b>English Language Development</b></p> <p>ELD: Continue implementation of Darnall's ELD Plan. Costs associated with plan implementation.</p>	<p>Charterwide</p>	<p><u>  </u> ALL</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> <input checked="" type="checkbox"/> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) _____</p>	<p>See Goal 1, English Language Development and Biliteracy Program</p>

**LCAP Year 3: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. The percentage of students meeting or exceeding performance expectations in ELA/Literacy and Mathematics as defined by the State Board of Education will increase compared to the previous year.</li> <li>2. The percentage of students meeting their iReady Growth Targets in English Language Arts and Mathematics will increase compared to the previous year.</li> <li>3. The percentage of 5<sup>th</sup> and 8<sup>th</sup> grade students scoring proficient or advanced on the California Standards Test for Science will increase compared to the previous year.</li> <li>4. 65% or more of 5<sup>th</sup> and 7<sup>th</sup> grade students tested with the CA Physical Fitness Test will meet the Healthy Fitness Zone requirement in 5 out of 6 fitness standards.</li> <li>5. 100% of students performing below grade level will receive intervention services.</li> <li>6. The percentage of English Learners being reclassified will increase compared to the previous year.</li> <li>7. Students exiting the Biliteracy Program will demonstrate a mastery of the CCSS and English proficiency equal to or greater than English Learners enrolled in the MEC program for the same amount of time.</li> <li>8. 100% of students will demonstrate grade level information literacy and technology standards through student created evidence from specific Common Core State Standards.</li> </ol>
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9. A minimum of 85% of parents taking the annual parent survey will respond positively to questions related to Goal #2.  
 A minimum of 85% of students taking the annual student survey will respond positively to questions related to Goal #2.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b>Educational Program</b></p> <ol style="list-style-type: none"> <li>1. Provide the Educational Program as described in this Darnall's charter petition. Costs associated with teachers, curriculum and materials.</li> <li>2. Monitor student achievement progress through regular analysis of student data. Cost associated with teachers, Instructional Leader and AD of Programs &amp; Assessment.</li> <li>3. Support students with IEPs to ensure they meet their academic goals. Costs associated with Education Specialists, Psychologist, Instructional Leader and contracted support providers.</li> <li>4. Resource: Purchase and use a Data and Assessment system for analysis and reporting to teachers, parents and students.</li> </ol>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>1: See Goal 1 Highly Qualified Staff and Curriculum and Resources</p> <p>2: See Goal 1 Highly Qualified Staff</p> <p>3: See Goal 1 Highly Qualified Staff</p> <p>4: Se Goal 1, Curriculum and Resources</p>
<p><b>Interventions</b></p> <ol style="list-style-type: none"> <li>1. INSIDE program: Provide ELA replacement program for students in 4<sup>th</sup> and 5<sup>th</sup> who qualify. Costs associated with program materials, teacher, AD of Programs &amp; Assessment (administers assessments).</li> <li>2. Instructional Support: Provide 2 hours of support</li> </ol>	<p>Charterwide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>students identified for intervention.</u></p>	<p>1: See Goal 1 Highly Qualified Staff</p> <p>2: See Goal 1 Highly Qualified</p>

<p>daily in each classroom. Costs associated with Instructional Associates.</p> <p>3. LITC: Provide support in the computer lab for classroom intervention during the day. Costs associated with Computer Resource Teacher.</p> <p>4. Extended Day: Provide instructional support beyond regular school hours. Costs associated with extended day pay for teachers and program administration.</p> <p>5. RTI: Continue system to identify, monitor and support student in need. Costs associated with Instructional Leader, Psychologist and Counselor.</p>			<p>Staff</p> <p>3: See Goal 1 Highly Qualified Staff</p> <p>4: See Goal 1 Highly Qualified Staff</p>
<p><b>English Language Development</b></p> <p>ELD: Continue implementation of Darnall's ELD Plan. Costs associated with plan implementation.</p>	<p>Charterwide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>See Goal 1, English Language Development and Biliteracy Program</p>

<p>GOAL:</p>	<p><b>Goal #3: Provide a safe and caring learning environment that promotes student engagement and supports teaching and learning.</b></p>	<p>Related State and/or Local Priorities:</p> <p>1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/></p> <p>COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/></p> <p>Local : Specify _____</p>
<p>Identified Need :</p>	<ul style="list-style-type: none"> <li>• Facility cleanliness</li> <li>• Lowering student absences</li> </ul>	



	• Digital citizenship education		
Goal Applies to:	Schools:	Darnall Charter School	
	Applicable Pupil Subgroups:	All	

**LCAP Year 1: 2015-16**

Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>1. 100% of students will participate in the PBIS program.</li> <li>2. 100% of students will have received age appropriate instruction regarding safe and appropriate behavior on social networking sites and other Internet services and digital citizenship.</li> <li>3. Information about online safety will be distributed to parents.</li> <li>4. 100% of homeless and foster youth will receive needed support services as identified by the school counselor.</li> <li>5. The annual expulsion rate will be less than 1%</li> <li>6. The annual suspension rate will be less than 5%.</li> <li>7. The attendance rate will be 95% or above.</li> <li>8. 100% of staff will participate in Site Safety Plan training.</li> <li>9. At least 9 fire, earthquake and safety drills will be conducted for students and staff.</li> <li>10. 90% of Facility Inspection checklists will be in compliance/good standing and 100% of identified required corrections will be corrected within three months.</li> <li>11. A minimum of 85% of parents taking the annual parent survey will respond positively to questions related to Goal #3.</li> <li>12. A minimum of 85% of students taking the annual student survey will respond positively to questions related to Goal #3.</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ol style="list-style-type: none"> <li>1. Continue implementation of Positive Behavior Intervention and Support system (PBIS), collect ongoing data on effectiveness and work with families to manage student behavior issues and concerns Costs associated with counselor, professional development and program materials.</li> <li>2. Implement a digital citizenship program. Costs associated with professional development and program materials.</li> <li>3. Attendance:               <ol style="list-style-type: none"> <li>a. Continue informing parents and students about the importance of student attendance</li> </ol> </li> </ol>	Schoolwide	<u>X</u> ALL <hr/> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	1: See Goal 1 Highly Qualified Staff  2: See Goal 1 Highly Qualified Staff  3: See Goal 1 Highly

<p>and the school's attendance policy.</p> <p>b. Continue strengthening home/school connection by communicating with parents before absences or tardies become a problem.</p> <p>c. Develop a SARB process to address problems with chronic absenteeism. Costs associated with counselor.</p>			<p>Qualified Staff</p> <p>4: See Goal 1 Highly Qualified Staff</p> <p>5: See Goal 1 Highly Qualified Staff</p>
<p>Provide support to homeless and foster youth and their families. Costs associated with school counselor, uniforms and student transportation as outlined in the McKinney-Vento Homeless Education Assistance Act.</p>	<p>Charterwide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>homeless students</u></p>	<p>See Goal 1 Highly Qualified Staff, \$50,000, LCFF S/C, 5000s</p>
<p><b>Facilities and Site Safety</b></p> <p>1. Keep facilities clean, safe and in good repair. Costs associated with BSS, cleaning company and new part time cleaning staff.</p> <p>2. Work with SDUSD to maintain facility.</p> <p>3. Annual facility inspections to screen for safety hazards.</p> <p>4. Periodic risk management inspections by SDCOE JPA.</p> <p>5. Plan fire earthquake and safety drills. Costs associated with AD of Communication and Operation.</p> <p>6. Follow the site safety plan. Costs associated with safety materials, professional development and AD of Communication and Operation.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>1: \$42,000, LCFF Base, 5000s, \$38,355, LCFF Base, 2000s</p> <p>2: \$162,719, LCFF Base, 5000s</p> <p>3: \$500, LCFF Base, 5000s</p>

4: \$30,000,  
LCFF Base,  
5000

5: See Goal  
1 Highly  
Qualified  
Staff

6: See Goal  
1 Highly  
Qualified  
Staff

**LCAP Year 2: 2016-17**

Expected Annual  
Measurable  
Outcomes:

1. 100% of students will participate in the PBIS program.
2. 100% of students will have received age appropriate instruction regarding safe and appropriate behavior on social networking sites and other Internet services and digital citizenship.
3. Information about online safety will be distributed to parents.
4. 100% of homeless and foster youth will receive needed support services as identified by the school counselor.
5. The annual expulsion rate will be less than 1%
6. The annual suspension rate will be less than 5%.
7. The attendance rate will be 95% or above.
8. 100% of staff will participate in Site Safety Plan training.
9. At least 9 fire, earthquake and safety drills will be conducted for students and staff.
10. 90% of Facility Inspection checklists will be in compliance/good standing and 100% of identified required corrections will be corrected within three months.
11. A minimum of 85% of parents taking the annual parent survey will respond positively to questions related to Goal #3.
12. A minimum of 85% of students taking the annual student survey will respond positively to questions related to Goal #3.

Actions/Services

Scope of  
Service

Pupils to be served within identified scope of service

Budgeted  
Expenditures

Schoolwide

X ALL

1: See Goal

<ol style="list-style-type: none"> <li>1. Continue implementation of Positive Behavior Intervention and Support system (PBIS), collect ongoing data on effectiveness and work with families to manage student behavior issues and concerns Costs associated with counselor, professional development and program materials.</li> <li>2. Implement a digital citizenship program. Costs associated with professional development and program materials.</li> <li>3. Attendance: <ol style="list-style-type: none"> <li>a. Continue informing parents and students about the importance of student attendance and the school's attendance policy.</li> <li>b. Continue strengthening home/school connection by communicating with parents before absences or tardies become a problem.</li> <li>c. Develop a SARB process to address problems with chronic absenteeism. Costs associated with counselor.</li> </ol> </li> </ol>		<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>1 Highly Qualified Staff</p> <p>2: See Goal 1 Highly Qualified Staff</p> <p>3: See Goal 1 Highly Qualified Staff</p> <p>4: See Goal 1 Highly Qualified Staff</p> <p>5: See Goal 1 Highly Qualified Staff</p>
<p>Provide support to homeless and foster youth and their families. Costs associated with school counselor, uniforms and student transportation as outlined in the McKinney-Vento Homeless Education Assistance Act.</p>	<p>Charterwide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>homeless students</u></p>	<p>See Goal 1 Highly Qualified Staff, \$50,000, LCFF S/C, 5000s</p>
<p><b>Facilities and Site Safety</b></p>		<p>X ALL</p>	<p>1: \$42,000,</p>

<p>7. Keep facilities clean, safe and in good repair. Costs associated with BSS, cleaning company and new part time cleaning staff.</p> <p>8. Work with SDUSD to maintain facility.</p> <p>9. Annual facility inspections to screen for safety hazards.</p> <p>10. Periodic risk management inspections by SDCOE JPA.</p> <p>11. Plan fire earthquake and safety drills. Costs associated with AD of Communication and Operation.</p> <p>12. Follow the site safety plan. Costs associated with safety materials, professional development and AD of Communication and Operation.</p>	<p>Schoolwide</p>	<p>OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>LCFF Base, 5000s, \$38,355, LCFF Base, 2000s</p> <p>2: \$162,719, LCFF Base, 5000s</p> <p>3: \$500, LCFF Base, 5000s</p> <p>4: \$30,000, LCFF Base, 5000</p> <p>5: See Goal 1 Highly Qualified Staff</p> <p>6: See Goal 1 Highly Qualified Staff</p>
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**LCAP Year 3: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. 100% of students will participate in the PBIS program.</li> <li>2. 100% of students will have received age appropriate instruction regarding safe and appropriate behavior on social networking sites and other Internet services and digital citizenship.</li> <li>3. Information about online safety will be distributed to parents.</li> <li>4. 100% of homeless and foster youth will receive needed support services as identified by the school counselor.</li> </ol>
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5. The annual expulsion rate will be less than 1%
6. The annual suspension rate will be less than 5%.
7. The attendance rate will be 95% or above.
8. 100% of staff will participate in Site Safety Plan training.
9. At least 9 fire, earthquake and safety drills will be conducted for students and staff.
10. 90% of Facility Inspection checklists will be in compliance/good standing and 100% of identified required corrections will be corrected within three months.
11. A minimum of 85% of parents taking the annual parent survey will respond positively to questions related to Goal #3.
12. A minimum of 85% of students taking the annual student survey will respond positively to questions related to Goal #3.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ol style="list-style-type: none"> <li>1. Continue implementation of Positive Behavior Intervention and Support system (PBIS), collect ongoing data on effectiveness and work with families to manage student behavior issues and concerns Costs associated with counselor, professional development and program materials.</li> <li>2. Implement a digital citizenship program. Costs associated with professional development and program materials.</li> <li>3. Attendance:               <ol style="list-style-type: none"> <li>a. Continue informing parents and students about the importance of student attendance and the school's attendance policy.</li> <li>b. Continue strengthening home/school connection by communicating with parents before absences or tardies become a problem.</li> <li>c. Develop a SARB process to address problems with chronic absenteeism. Costs associated with counselor.</li> </ol> </li> </ol>	Schoolwide	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>1: See Goal 1 Highly Qualified Staff</p> <p>2: See Goal 1 Highly Qualified Staff</p> <p>3: See Goal 1 Highly Qualified Staff</p> <p>4: See Goal 1 Highly Qualified Staff</p> <p>5: See Goal 1 Highly</p>

			Qualified Staff
Provide support to homeless and foster youth and their families. Costs associated with school counselor, uniforms and student transportation as outlined in the McKinney-Vento Homeless Education Assistance Act.	Charterwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>homeless students</u>	See Goal 1 Highly Qualified Staff, \$50,000, LCFF S/C, 5000s
<b>Facilities and Site Safety</b> 13. Keep facilities clean, safe and in good repair. Costs associated with BSS, cleaning company and new part time cleaning staff. 14. Work with SDUSD to maintain facility. 15. Annual facility inspections to screen for safety hazards. 16. Periodic risk management inspections by SDCOE JPA. 17. Plan fire earthquake and safety drills. Costs associated with AD of Communication and Operation. 18. Follow the site safety plan. Costs associated with safety materials, professional development and AD of Communication and Operation.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	1: \$42,000, LCFF Base, 5000s, \$38,355, LCFF Base, 2000s  2: \$162,719, LCFF Base, 5000s  3: \$500, LCFF Base, 5000s  4: \$30,000, LCFF Base, 5000  5: See Goal 1 Highly Qualified Staff

6: See Goal  
1 Highly  
Qualified  
Staff

GOAL:	<b>Goal #4: Support student achievement and build a sense of community by providing opportunities for meaningful parent involvement through education, communication and collaboration.</b>			Related State and/or Local Priorities: 1 __ 2 __ 3 <input checked="" type="checkbox"/> 4 __ 5 <input checked="" type="checkbox"/> 6 __ 7 __ 8 __ COE only: 9 __ 10 __ Local : Specify _____
Identified Need:	<ul style="list-style-type: none"> <li>Communication systems</li> </ul>			
Goal Applies to:	Schools:	Darnall Charter School		
	Applicable Pupil Subgroups:	All		
<b>LCAP Year 1: 2015-16</b>				
Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>Community or parent specific events will be held each trimester provide opportunities for parents to interact with their children's teacher, learn strategies to support their child's success and opportunities for families to build community through socialization.</li> <li>One to three parents will serve on the Darnall Board.</li> <li>One parent, or parent-school liaison chosen by parents, will serve on the School Leadership Council.</li> <li>Regular meetings between the Leadership Team and Parent Group president in order to support the Parent Group to promote parent involvement regarding issues of importance at the school.</li> <li>Electronic communication systems will be used to make teachers and administrators more accessible to parents by improving two-way communication between home and school.</li> <li>A minimum of 85% of parents taking the annual parent survey will respond positively to questions related to Goal #3.</li> <li>A minimum of 85% of students taking the annual student survey will respond positively to questions related to Goal #3.</li> <li></li> <li></li> </ol>			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	<ol style="list-style-type: none"> <li>Plan and hold events that include, but are not limited to, parent conferences, schoolwide events and informational meetings.</li> <li>Provide parents with timely school information via a</li> </ol>	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	1: See Goal 1 Highly Qualified Staff



<p>mass notification system that includes options like phone calls, email and texting. Costs associated with communication systems, AD of Technology and Enrollment Clerk (keeping contact information up to date).</p> <ol style="list-style-type: none"> <li>Maintain proper safety policies and procedures and provide information to parents</li> <li>Provide parents with class information via a classroom web page on the school's website or through another electronic method. Costs associated with web hosting, AD of Technology.</li> <li>A Leadership Team member will meet regularly with Darnall Parent Group leaders.</li> </ol>			<p>2: See Goal 1 Highly Qualified Staff, \$12,000, LCFF Base, 5000s</p> <p>3: See Goal 1 Highly Qualified Staff</p> <p>4: See Goal 1 Highly Qualified Staff</p> <p>5: See Goal 1 Highly Qualified Staff</p>
<p>Provide support and help with services to foster parents and homeless parents and guardians of Darnall students. Costs associated with counselor.</p>	<p>Charterwide</p>	<p><u>  </u> ALL</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <u>  </u> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>  </u>homeless students</p>	<p>See Goal 1 Highly Qualified Staff</p>
<p><b>Representation</b></p> <ol style="list-style-type: none"> <li>Darnall Board: Actively engage parents to fill open seats.</li> <li>SLC: Monitor to ensure continued representation.</li> <li>Survey parents, students and staff.</li> </ol>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><u>  </u> Low Income pupils <u>  </u> English Learners</p> <p><u>  </u> Foster Youth <u>  </u> Redesignated fluent English proficient</p> <p><u>  </u> Other Subgroups:(Specify) _____</p>	<p>1: See Goal 1 Highly Qualified Staff</p>

2: See Goal  
1 Highly  
Qualified  
Staff

3: See Goal  
1 Highly  
Qualified  
Staff

**LCAP Year 2: 2016-17**

**Expected Annual  
Measurable  
Outcomes:**

1. Community or parent specific events will be held each trimester provide opportunities for parents to interact with their children’s teacher, learn strategies to support their child’s success and opportunities for families to build community through socialization.
  2. One to three parents will serve on the Darnall Board.
  3. One parent, or parent-school liaison chosen by parents, will serve on the School Leadership Council.
  4. Regular meetings between the Leadership Team and Parent Group president in order to support the Parent Group to promote parent involvement regarding issues of importance at the school.
  5. Electronic communication systems will be used to make teachers and administrators more accessible to parents by improving two-way communication between home and school.
  6. A minimum of 85% of parents taking the annual parent survey will respond positively to questions related to Goal #3.
- A minimum of 85% of students taking the annual student survey will respond positively to questions related to Goal #3

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ol style="list-style-type: none"> <li>1. Plan and hold events that include, but are not limited to, parent conferences, schoolwide events and informational meetings.</li> <li>2. Provide parents with timely school information via a mass notification system that includes options like phone calls, email and texting. Costs associated with communication systems, AD of Technology and Enrollment Clerk (keeping contact information up to date).</li> <li>3. Maintain proper safety policies and procedures and provide information to parents</li> </ol>	Schoolwide	<p><u>X</u> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>1: See Goal 1 Highly Qualified Staff</p> <p>2: See Goal 1 Highly Qualified Staff, \$12,000, LCFF Base,</p>

<p>4. Provide parents with class information via a classroom web page on the school's website or through another electronic method. Costs associated with web hosting, AD of Technology.</p> <p>5. A Leadership Team member will meet regularly with Darnall Parent Group leaders.</p>			<p>5000s</p> <p>3: See Goal 1 Highly Qualified Staff</p> <p>4: See Goal 1 Highly Qualified Staff</p> <p>5: See Goal 1 Highly Qualified Staff</p>
<p>Provide support and help with services to foster parents and homeless parents and guardians of Darnall students. Costs associated with counselor.</p>	<p>Charterwide</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>homeless students</u></p>	<p>See Goal 1 Highly Qualified Staff</p>
<p><b>Representation</b></p> <p>4. Darnall Board: Actively engage parents to fill open seats.</p> <p>5. SLC: Monitor to ensure continued representation.</p> <p>6. Survey parents, students and staff.</p>	<p>Schoolwide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>1: See Goal 1 Highly Qualified Staff</p> <p>2: See Goal 1 Highly Qualified Staff</p> <p>3: See Goal</p>

1 Highly Qualified Staff

**LCAP Year 3: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. Community or parent specific events will be held each trimester provide opportunities for parents to interact with their children’s teacher, learn strategies to support their child’s success and opportunities for families to build community through socialization.</li> <li>2. One to three parents will serve on the Darnall Board.</li> <li>3. One parent, or parent-school liaison chosen by parents, will serve on the School Leadership Council.</li> <li>4. Regular meetings between the Leadership Team and Parent Group president in order to support the Parent Group to promote parent involvement regarding issues of importance at the school.</li> <li>5. Electronic communication systems will be used to make teachers and administrators more accessible to parents by improving two-way communication between home and school.</li> <li>6. A minimum of 85% of parents taking the annual parent survey will respond positively to questions related to Goal #3.</li> </ol> <p>A minimum of 85% of students taking the annual student survey will respond positively to questions related to Goal #3</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<ol style="list-style-type: none"> <li>1. Plan and hold events that include, but are not limited to, parent conferences, schoolwide events and informational meetings.</li> <li>2. Provide parents with timely school information via a mass notification system that includes options like phone calls, email and texting. Costs associated with communication systems, AD of Technology and Enrollment Clerk (keeping contact information up to date).</li> <li>3. Maintain proper safety policies and procedures and provide information to parents</li> <li>4. Provide parents with class information via a classroom web page on the school’s website or through another electronic method. Costs associated with web hosting, AD of Technology.</li> <li>5. A Leadership Team member will meet regularly with Darnall Parent Group leaders.</li> </ol>	<p>Schoolwide</p>	<p><u>X</u> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>1: See Goal 1 Highly Qualified Staff</p> <p>2: See Goal 1 Highly Qualified Staff, \$12,000, LCFF Base, 5000s</p> <p>3: See Goal 1 Highly Qualified Staff</p>

			4: See Goal 1 Highly Qualified Staff
			5: See Goal 1 Highly Qualified Staff
Provide support and help with services to foster parents and homeless parents and guardians of Darnall students. Costs associated with counselor.	Charterwide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>homeless students</u>	See Goal 1 Highly Qualified Staff
<b>Representation</b> 7. Darnall Board: Actively engage parents to fill open seats. 8. SLC: Monitor to ensure continued representation. 9. Survey parents, students and staff.	Schoolwide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	1: See Goal 1 Highly Qualified Staff  2: See Goal 1 Highly Qualified Staff  3: See Goal 1 Highly Qualified Staff

## Annual Update

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

**Guiding Questions:**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

**Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.**

Original GOAL from prior year	100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned	Related State and/or Local Priorities: 1_ X_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__
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LCAP:		Local : Specify _____	
Goal Applies to:		Schools: LEA	Applicable Pupil Subgroups: All Students
Expected Annual Measurable Outcomes:	100% of core teachers will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing, and will be appropriately assigned	Actual Annual Measurable Outcomes:	100% of core teachers held valid CA Teaching Credential with appropriate English learner authorization.
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English Learner authorization 2. Credential status and teaching assignments will be reviewed annually	Office staff salary & benefits to screen prospective employees - \$1,622	Core teacher candidates were screened and only qualified candidates were hired. The credential status and teaching assignments were reviewed.	\$1,622 – LCFF Base, 1000-2999
Scope of service:	LEA-wide	LCAP Year: 2014-15	Scope of service:
<input checked="" type="checkbox"/> ALL			LEA-wide
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			LCAP Year: 2014-15
What changes in actions, services,		The content of this goal will not change. In 2015-16, this goal will be incorporated in	

and expenditures will be made as a result of reviewing past progress and/or changes to goals?	action/services or used as a metric to measure progress toward a broader goal based on a local priority that focuses on providing high quality, standards-based instruction to all students.
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Original GOAL from prior year LCAP:	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in this charter petition	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: LEA	Applicable Pupil Subgroups: Students
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Expected Annual Measurable Outcomes:	All students will have access to standards-aligned instructional materials.	Actual Annual Measurable Outcomes:	All students had access to standards-aligned instructional materials.
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with this charter petition 2. Curriculum and instructional materials will be reviewed annually and reported on School Accountability Report Card	Curriculum & instructional materials - \$95,000  Leadership Team salary & benefits to review curriculum & materials - \$3,081	All instructional materials purchased aligned with the CA Common Core State Standards and Darnall's charter. Curriculum and instructional materials have been reviewed by the Associate Director of Instruction for inclusion on the School Accountability Report Card.	\$56,307 – LCFF Base, Title I, 4000s  \$3,081 – LCFF Base, 1000-2999



Scope of service:	LEA-wide		Scope of service:	LEA-wide	
X ALL			X ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The content of this goal will not change. In 2015-16, this goal will be incorporated into action/services or used as a metric to measure progress toward a broader goal based on a local priority that focuses on providing high quality, standards-based instruction to all students.
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Original GOAL from prior year LCAP:	School facilities will be clean, safe and maintained in good repair	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: LEA	Applicable Pupil Subgroups: All Students
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Expected Annual Measurable Outcomes:	All students will have access to school facilities that are clean, safe and maintained in good repair.	Actual Annual Measurable Outcomes:	All students had access to school facilities that are clean, safe and maintained in good repair.
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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

1. Daily cleaning 2. Work with SDUSD to maintain facility 3. Annual facility inspections to screen for safety hazards 4. Periodic risk management inspections by SDCOE JPA		Contractors for cleaning & maintenance - \$60,000  Salary & benefits for custodial staff - \$42,206	Planned actions/services 1 and 2 were addressed regularly throughout the year. Inspections were completed related to specific projects, like HVAC installation. A SDCOE JPA risk management inspection was not completed this year.	\$50,398 – LCFF Base, 5850  \$42,206 – LCFF Base, 1000-2999
Scope of service:	LEA-wide		Scope of service:	LEA-wide
X ALL			X ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The content of this goal will not change. In 2015-16, this goal will be incorporated in action/services or used as a metric to measure progress toward a broader goal based on a local priority that focuses on providing a safe and caring learning environment for all students.		

Original GOAL from prior year LCAP:	Maintain parent representation on the Darnall Board of Trustees and the School Leadership Council	Related State and/or Local Priorities: 1__ 2__ 3 X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:		Schools: LEA	Applicable Pupil Subgroups: All Students	
Expected Annual Measurable Outcomes:	One to three parents will serve on the Darnall Board and minimum of one parent, or parent-school liaison chosen by parents, and a maximum of two parents will serve on the School Leadership Team		Actual Annual Measurable Outcomes:	One parent served on the Darnall Board the whole year. One parent-liaison served on the School Leadership Council.
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		
Actively engage parents to fill open seats		Associate Director salary & benefits - \$10,625	Parents have been contacted to request participation in various ways. A new parent begun the process for joining the Darnall Board.	
Scope of service:	LEA - wide		Scope of service:	LEA - wide
X ALL			X ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The content of this goal will not change. In 2015-16, this goal will be incorporated in action/services or used as a metric to measure progress toward a broader goal based on a local priority that focuses on providing opportunities for meaningful parent involvement.		

Original GOAL from prior year LCAP:	Solicit parent input and work closely with the Darnall Parent Group to promote parent involvement regarding issues of importance at the school.		Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	LEA Applicable Pupil Subgroups: All Students		
Expected Annual Measurable Outcomes:	Parent will be satisfied with their opportunities for involvement.	Actual Annual Measurable Outcomes:	Parent Survey Results*: On a five point scale where 5 is "Strongly Agree" and a 1 is "Strongly Disagree", 89.7% entered 4 or 5 for the question "I am satisfied with the opportunities for parent involvement." *198 respondents	
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
<ol style="list-style-type: none"> <li>1. Hold informational and advisory meetings</li> <li>2. Survey parents</li> <li>3. A Leadership Team member will meet regularly with Darnall Parent Group leaders</li> <li>4. Have staff liaison attend Darnall Parent Group meetings</li> </ol>		Leadership Team salary & benefits - \$4,108	All actions/services were completed as described.	
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The content of this goal will not change. In 2015-16, this goal will be incorporated in action/services or used as a metric to measure progress toward a broader goal based on a local priority that focuses on providing a opportunities for meaningful parent involvement.		

Original GOAL from prior year LCAP:	Use technology to make teachers and administrators more accessible to parents by improving two-way communication between home and school	Related State and/or Local Priorities: 1__ 2__ 3X 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: LEA	Applicable Pupil Subgroups: All Students
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Expected Annual Measurable Outcomes:	100% of parents with phones or email accounts who have the option to receive timely school information via our mass notification system will participate 100% of teachers will provide parents with class information via a classroom web page on the school's website or through another electronic method	Actual Annual Measurable Outcomes:	All parents were notified via our automatic calling program. Not all parents participated other electronic methods of communication put into place.
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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Provide parents with timely school	Teachers	Parent contact information in SIS was kept up to	\$12,017 –

information via a mass notification system that includes options like phone calls, email and texting 2. Teachers will provide parents with class information via a classroom web page on the school's website or through another electronic method		salary & benefits - \$12,017  Leadership Team member salary & benefits - \$2,529	date. Teachers set up web pages, email mailing lists, Remind101 accounts and Class Dojo accounts to keep to keep parents up to date.	LCFF Base, LCFF S/S, 1000-2999  \$2,529 – LCFF Base, 1000-2999
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The content of this goal will not change. In 2015-16, this goal will be incorporated in action/services or used as a metric to measure progress toward a broader goal based on a local priority that focuses on providing a opportunities for meaningful parent involvement.		

Original GOAL from prior year LCAP:	Hold several community events annually that provide opportunities for parents to interact with their children's teachers, learn strategies to support their child's success and opportunities for families to build community through socialization.	Related State and/or Local Priorities: 1__ 2__ 3 <input checked="" type="checkbox"/> 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: LEA	Applicable Pupil Subgroups: All Students

Expected Annual Measurable Outcomes:	Events will be held throughout the year.	Actual Annual Measurable Outcomes:	Many events were held that provided opportunities to meet this goal. Some examples: Snuggle Up and Read, Back to School Night, parent conferences, Fall Carnival, Kindergarten workshop, science night, sports night, muffins for moms, doughnuts for dads.
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Plan and communicate community events	Committee of teachers salary & benefits - \$2,816	Various committees and groups planned and held the events described above.	\$2,816 – LCFF Base, 1000-2999
Scope of service:	LEA-wide	Scope of service:	LEA-wide
X ALL		X ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

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

The content of this goal will not change. In 2015-16, this goal will be incorporated in action/services or used as a metric to measure progress toward a broader goal based on a local priority that focuses on providing a opportunities for meaningful parent involvement.

Original GOAL from prior year LCAP:	The number of students meeting their Growth Targets in English Language Arts and Mathematics will increase by a minimum of 10% annually on the Performance Series Test (PST) or equivalent local assessment.	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: LEA	Applicable Pupil Subgroups: All Students
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Expected Annual Measurable Outcomes:	The number of students meeting their Growth Targets in English Language Arts and Mathematics will increase by a minimum of 10% annually on the Performance Series Test (PST) or equivalent local assessment.	Actual Annual Measurable Outcomes:	1. 2014-15 is the baseline year for new CAASPP assessment. 2. 2014-15 is the baseline year for new iReady Reading assessment.
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Provide the Educational Program, Interventions and Supports as described in this charter petition. 2. Calculate annual individual PST, or equivalent local assessment, Growth Targets for students based on the following criteria: <ul style="list-style-type: none"> <li>• 1.5 year’s growth for student scoring Below Average in the Fall</li> <li>• 1.25 year’s growth for students scoring Low Average in the Fall</li> <li>• 1.0 year’s growth for students scoring High or Above Average in the Fall</li> </ul>	Instructional Leader salary & benefits – \$6,322  Psychologist salary & benefits – \$5,399  Leadership Team members salary &	Interventions were provided including the INSIDE program and the LITC program. An extended day was not one of the strategies used this year. Our local assessment has changed from PST to iReady. The system calculates the growth target for each student based on their performance on an diagnostic assessment.	\$6,322 – LCFF Base, 1000-2999  \$5,399 – IDEA, LCFF Base, 1000-2999  \$10,097 – LCFF Base, 1000-2999



		benefits for calculations - \$10,097			
Scope of service:	Lea-wide		Scope of service:	Lea-wide	
X ALL			X ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The content of this goal will not change. In 2015-16, this goal will be incorporated in action/services or used as a metric to measure progress toward a broader goal based on a local priority that focuses on providing high quality, standards-based instruction to all students. As we learn more about the assessment, the goal for annual growth will be adjusted to incorporate progress monitoring through iReady and CAASPP formative and summative assessments.
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Original GOAL from prior year LCAP:	100% of students and subgroups will meet annual API Growth Targets, or equivalent, as mandated by the State Board of Education	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: All Students		
Expected Annual Measurable Outcomes:	100% of students and subgroups will meet annual API Growth Targets, or equivalent, as mandated by the State Board of Education	Actual Annual Measurable Outcomes:	Suspended by the State

LCAP Year: 2014-15					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Implementation of Elements of this Charter Petition		School wide staff salary & benefits - \$2,300,000	Actions/services were completed as described.		\$2,300,000 – LCFF, LCFF S/C, Title I, Title III, IDEA, 1000-2999
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The content of this goal will not change. In 2015-16, this goal will be incorporated in action/services or used as a metric to measure progress toward a broader goal based on a local priority that focuses on maintaining high academic achievement expectations for all students.			

Original GOAL from prior year LCAP:	EL students will gain English language proficiency through the implementation of the ELD curriculum, the biliteracy curriculum and EL specific instructional strategies for CCSS implementation	Related State and/or Local Priorities: 1__ 2__ 3__ 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: EL Students	
Expected	Annually, EL students will advance at least one	Actual All students EL students did not advance at least

Annual Measurable Outcomes:	level on the CELDT or maintain Early Advanced or Advanced proficiency level until reclassified	Annual Measurable Outcomes:	one level. Final accountability calculations will be available in the Title III report.
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. EL specific instructional strategies will be incorporated into CCSS professional development 2. Progress of English Learner language proficiency will be monitored through explicit disaggregation of EL data 3. EL students receive English Learner specific instructional support	Program specialist salary & benefits - \$7,550  Teachers salary & benefits - \$24,034	EL specific instructional strategies were incorporated into CCSS professional development. EL data was disaggregated. EL learners received a mix of EL specific instructional support. Significant progress was made on the Title III plan and the revision and development of a school wide EL program.	\$7,550 – LCFF S/C, Title III, 1000-2999  \$24,034 – LCFF, EPA, 1000-2999
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The content of this goal will not change. In 2015-16, this goal will be incorporated in action/services or used as a metric to measure progress toward a broader goal based on a local priority that focuses on providing high quality, standards-based instruction for all students. English Learners and the development of the program that supports them will be an important		

focus for actions and services under next year's goals

Original GOAL from prior year LCAP:	EL students will make annual progress toward reclassification and reclassified students will perform at grade level on California statewide assessments	Related State and/or Local Priorities: 1__ 2__ 3__ 4 X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	LEA	
Expected Annual Measurable Outcomes:	EL Students will meet targets and reclassified students will perform at or above grade level on state assessments.	Actual Annual Measurable Outcomes:	The process of reclassification is still in progress. State assessment results are not available.
<b>LCAP Year: 2014-15</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
<ol style="list-style-type: none"> <li>1. EL specific instructional strategies will be incorporated into CCSS professional development</li> <li>2. Progress of English Learner language proficiency will be monitored through explicit disaggregation of EL data</li> <li>3. EL students receive English Learner specific instructional support</li> </ol>	<p>Instructional Leader salary &amp; benefits for PD delivery - \$6,322</p> <p>Program specialist salary &amp; benefits - \$7,550</p> <p>Teachers salary &amp;</p>	<p>EL specific instructional strategies were incorporated into CCSS professional development. EL data was disaggregated. EL learners received a mix of EL specific instructional support. Significant progress was made on the Title III plan and the revision and development of a school wide EL program.</p>	<p>\$6,322 – Title III, 1000-2999</p> <p>\$7,550 – LCFF S/C, Title III, 1000-2999</p> <p>\$24,043 – LCFF S/C, 1000-2999</p>

		benefits - \$24,034			
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
__ ALL			__ ALL		
OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils <input checked="" type="checkbox"/> English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The content of this goal will not change. In 2015-16, this goal will be incorporated in action/services or used as a metric to measure progress toward a broader goal based on a local priority that focuses on maintaining high academic achievement expectations for all students. English Learners and the development of the program that supports them will be an important focus for actions and services under next year's goals			

Original GOAL from prior year LCAP:	Average Daily Attendance will be at least 95%	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: All Students		
Expected Annual Measurable	Students will benefit by being in school. The benefit will be demonstrated in other student achievement goals.	Actual Annual Measurable	The attendance rate through April 2015 was 95.7%

Outcomes:		Outcomes:	
LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Continue informing parents and students about the importance of student attendance and the school's attendance policy 2. Continue strengthening home/school connection by communicating with parents before absences or tardies become a problem 3. Continue to offer a safe and engaging learning environment	Counselor salary & benefits - \$2,472  Attendance clerk salary & benefits - \$4,001  Associate Director salary & benefits - \$5,313  Teachers salary & benefits - \$18,025	All actions/services were completed as described.	\$2,472 – LCFF Base, 1000-2999  \$4,001 – LCFF Base, 1000-2999  \$5,313 – LCFF Base, 1000-2999  \$18,025 – LCFF Base, 1000-2999
Scope of service:	LEA-wide	Scope of service:	LEA-wide
X ALL		X ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

__ Other Subgroups:(Specify) _____		__ Other Subgroups:(Specify) _____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The content of this goal will not change. In 2015-16, this goal will be incorporated in action/services or used as a metric to measure progress toward a broader goal based on a local priority that focuses on providing a safe and caring learning environment for all students.
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Original GOAL from prior year LCAP:	Students will have no more than three absences in any school year	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: LEA
	Applicable Pupil Subgroups: All Students

Expected Annual Measurable Outcomes:	Annually, 90% of enrolled students will have fewer than three absences	Actual Annual Measurable Outcomes:	AS of April 2015, 56% of the students had 3 or more absences. The number of unexcused absences had not be disaggregated.
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Continue informing parents and students about the importance of student attendance and the attendance policy	Counselor salary & benefits - \$4,945	All actions/services were completed as described.	\$4,945 – LCFF Base, 1000-2999
2. Continue strengthening home/school			\$4,001 –

<p>connection by communicating with parents before absences or tardies become a problem</p> <p>3. Continue to offer a safe and engaging learning environment</p> <p>4. Conduct home visits or counsel parents per the attendance policy guidelines</p>		<p>Attendance clerk salary &amp; benefits - \$4,001</p> <p>Associate Director salary &amp; benefits - \$5,313</p> <p>Teachers salary &amp; benefits - \$18,025</p>		<p>LCFF Base, 1000-2999</p> <p>\$5,313 – LCFF Base, 1000-2999</p> <p>\$18,025 – LCFF S/C, 1000-2999</p>
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>The content of this goal will not change. In 2015-16, this goal will be incorporated in action/services or used as a metric to measure progress toward a broader goal based on a local priority that focuses on providing a safe and caring learning environment for all students.</p>		

Original	Darnall Charter School will work to retain and promote all seventh and eighth	Related State and/or Local Priorities:
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GOAL from prior year LCAP:	grade students.	1__ 2__ 3__ 4__ 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: LEA	Applicable Pupil Subgroups: All Students in grade 7 and 8
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Expected Annual Measurable Outcomes:	98% of students who enroll in 7th grade, and do not enroll in another school, will be promoted from 8th grade.	Actual Annual Measurable Outcomes:	All students currently enrolled in 8 <sup>th</sup> grade will promote to 9 <sup>th</sup> grade.
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ol style="list-style-type: none"> <li>1. Provide a safe, positive environment in which they are respected, accepted, valued, nurtured as unique individuals, and challenged to achieve their full potential</li> <li>2. Support students through counseling and connecting families with support services</li> <li>3. Support students through the Rt<sup>2</sup> process</li> <li>4. Conduct exit interviews of students leaving to ensure they are enrolling in another school</li> </ol>	<p>School wide staff salary &amp; benefits - \$100,000</p> <p>Counselor salary &amp; benefits - \$9,889</p> <p>Psychologist salary &amp; benefits - \$10,798</p> <p>Instructional Leader salary &amp; benefits -</p>	<p>All actions/services were completed as described.</p>	<p>\$100,000 – LCFF S/C, 1000-2999</p> <p>\$9,889 – LCFF Base, 1000-2999</p> <p>\$10,798, IDEA, AB602, 1000-2999</p> <p>\$6,322 – LCFF Base, 1000-2999</p>

	\$6,322		
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups:(Specify) <u>Grade 7 and 8</u>		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> <input type="checkbox"/> Other Subgroups:(Specify) <u>Grade 7 and 8</u>	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The content of this goal will not change. In 2015-16, this goal will be incorporated in action/services or used as a metric to measure progress toward a broader goal based on a local priority that focuses on maintaining high academic achievement expectations for all students.
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Original GOAL from prior year LCAP:	Annually, 5% or fewer of all enrolled students will be suspended	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: All Students		
Expected Annual Measurable Outcomes:	Annually, 5% or fewer of all enrolled students will be suspended benefiting all students by promoting a positive school climate	Actual Annual Measurable Outcomes:	Less than 5% of all enrolled students were suspended. Final suspension rate will be available at a future date.
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	

		Budgeted Expenditures			Estimated Actual Annual Expenditures
Continue implementation of Positive Behavior Intervention and Support system (PBIS), collect ongoing data on effectiveness and work with families to manage student behavior issues and concerns		Committee of teachers salary & benefits for administration of PBIS - \$2,816  School wide staff salary & benefits - \$100,000	All actions/services were completed as described. In addition, restorative practices have been implemented to further reduce the suspension rate.		\$2,816 – LCFF Base, 1000-2999  \$100,000 – LCFF Base, 1000-2999
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The content of this goal will not change. In 2015-16, this goal will be incorporated in action/services or used as a metric to measure progress toward a broader goal based on a local priority that focuses on providing a safe and caring learning environment for all students.			

Original GOAL from	Annually, 1% or fewer of all enrolled students will be expelled	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X 7__ 8__
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<b>prior year LCAP:</b>				COE only: 9__ 10__
Local : Specify _____				
<b>Goal Applies to:</b>	<b>Schools:</b> LEA			
	<b>Applicable Pupil Subgroups:</b> All Students			
<b>Expected Annual Measurable Outcomes:</b>	Annually, 1% or fewer of all enrolled students will be expelled benefiting all students by promoting a positive school climate	<b>Actual Annual Measurable Outcomes:</b>	Less than 1% of all enrolled students were expelled.	
<b>LCAP Year: 2014-15</b>				
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>		
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>	
Continue implementation of Positive Behavior Intervention and Support system (PBIS), collect ongoing data on effectiveness and work with families to manage student behavior issues and concerns	Committee of teachers salary & benefits for administration of PBIS - \$2,816  School wide staff salary & benefits - \$100,000	All actions/services were completed as described. In addition, restorative practices have been implemented to further reduce the suspension rate.	\$2,816 – LCFF Base, 1000-2999  \$100,000 – LCFF Base, 1000-2999	
<b>Scope of service:</b>	LEA-wide	<b>Scope of service:</b>	LEA-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL		
OR:		OR:		
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		
<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		
<input type="checkbox"/> Other Subgroups:(Specify) _____		<input type="checkbox"/> Other Subgroups:(Specify) _____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The content of this goal will not change. In 2015-16, this goal will be incorporated in action/services or used as a metric to measure progress toward a broader goal based on a local priority that focuses on providing a safe and caring learning environment for all students.		

Original GOAL from prior year LCAP:	Parents, pupils and teachers will feel a sense of safety and school connectedness.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: LEA	Applicable Pupil Subgroups: All Students
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Expected Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>100% of parents will receive information about relevant policies and procedures</li> <li>90% of parents, students and teachers will be satisfied with Darnall Charter School on survey</li> <li>3. See STATE PRIORITY #3— PARENTAL INVOLVEMENT</li> </ol>	Actual Annual Measurable Outcomes:	<p>All parents received the parent handbook. Parent Survey Results*: On a five point scale where 5 is “Strongly Agree” and a 1 is “Strongly Disagree”, 91.67% entered 4 or 5 for the question “My child feels safe at Darnall.”</p> <p>*198 respondents</p>
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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Maintain proper safety policies and procedures and provide information to	Associate Director salary &	All actions/services were completed as described. See summary of goals related to parent involvement.	\$5,313 – LCFF Base, 1000-2999

parents 2. Implement STATE PRIORITY #3— PARENTAL INVOLVEMENT		benefits - \$5,313  Leadership Team member salary & benefits - \$2,529		\$2,529 – LCFF Base, 1000-2999
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The content of this goal will not change. In 2015-16, this goal will be incorporated in action/services or used as a metric to measure progress toward a broader goal based on a local priority that focuses on providing a safe and caring learning environment for all students.
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Original GOAL from prior year LCAP:	Students and staff will adhere to the Site Safety Plan	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6 X 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: All Students		
Expected Annual	1. 100% of staff will participate in Site Safety Plan training	Actual Annual	The Site Safety Plan is being revised, current procedures remain in place. Students have

Measurable Outcomes:	2. Students will participate in at least nine fire, earthquake or safety drills annually	Measurable Outcomes:	participated in fire and earthquake drills.
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Annually, all school employees will be trained on the elements of the School Safe Plan 2. Students will participate in monthly Fire, Earthquake, or safety drills	Committee of teachers salary & benefits - \$2,816	The Site Safety Plan is being revised, current procedures remain in place. Students have participated in fire and earthquake drills.	\$2,816 – LCFF Base, 1000-2999
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The content of this goal will not change. In 2015-16, this goal will be incorporated in action/services or used as a metric to measure progress toward a broader goal based on a local priority that focuses on providing a safe and caring learning environment for all students.	

Original GOAL from prior year	Helps students stay safe online by providing age- appropriate instruction regarding safe and appropriate behavior on social networking sites and other Internet services. Including, but not be limited to, the dangers of posting personal	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6X 7__ 8__ COE only: 9__ 10__
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<b>LCAP:</b>	information online, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.	Local : Specify _____
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<b>Goal Applies to:</b>	Schools: LEA	Applicable Pupil Subgroups: All Students
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<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>100% of students will have received age-appropriate instruction regarding safe and appropriate behavior on social networking sites and other Internet services</li> <li>100% of parents will receive information about online safety</li> </ol>	<b>Actual Annual Measurable Outcomes:</b>	All students received instruction on cybersafety. Parents were given information about online safety. All information is posted on the school website.
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ol style="list-style-type: none"> <li>Implement NetSmartz workshop for online safety for students</li> <li>Send home online safety information for parents</li> </ol>	Leadership Team member salary & benefits - \$2,529 Computer Tech salary & benefits -	All actions/services were completed as described.	\$2,529 – LCFF Base, 1000-2999  \$3,759 – LCFF Base, 1000-2999



		\$3,759		
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The content of this goal will not change. In 2015-16, this goal will be incorporated in action/services or used as a metric to measure progress toward a broader goal based on a local priority that focuses on providing a safe and caring learning environment for all students.
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Original GOAL from prior year LCAP:	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in the educational program outlined in the Darnall charter.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7_X 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: LEA	Applicable Pupil Subgroups: All Students
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Expected Annual Measurable Outcomes:	Annually, 100% of students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core courses available	Actual Annual Measurable Outcomes:	All students had access and were enrolled in age appropriate courses offered.
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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

All academic courses will be made available to all students, including student subgroups, at all grade levels		No cost for this item	All students had access and were enrolled in age appropriate courses offered.	\$0
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The content of this goal will not change. In 2015-16, this goal will be incorporated in action/services or used as a metric to measure progress toward a broader goal based on a local priority that focuses on providing high quality, standards-based instruction to all students.
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Original GOAL from prior year LCAP:	<ol style="list-style-type: none"> <li>The percentage of students meeting or exceeding performance expectations in English Language Arts as defined by the State Board of Education will increase annually</li> <li>Until the CAASPP is in place, the number of students meeting their Growth Targets in English Language Arts will increase by a minimum of 10% annually on the Performance Series Test (PST) or equivalent local assessment.</li> </ol>	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ <input checked="" type="checkbox"/> X__ COE only: 9__ 10__  Local : Specify _____
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Goal Applies to:	Schools: LEA
	Applicable Pupil Subgroups: All Students

Expected Annual Measurable	The number of students meeting their Growth Targets in English Language Arts will increase by a minimum of 10% annually on the Performance	Actual Annual Measurable	1. 2014-15 is the baseline year for new CAASPP assessment.
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Outcomes:	Series Test (PST) or equivalent local assessment.	Outcomes:	2. 2014-15 is the baseline year for new iReady Reading assessment.
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ol style="list-style-type: none"> <li>1. Provide the Educational Program, Interventions and Supports as described in this charter petition</li> <li>2. Continue CCSS implementation (State Priority #2)</li> <li>3. Calculate annual individual PST Growth Targets for students based on the following criteria: <ul style="list-style-type: none"> <li>• 1.5 year’s growth for student scoring Below Average in the Fall</li> <li>• 1.25 year’s growth for students scoring Low Average in the Fall</li> <li>• 1.0 year’s growth for students scoring High or Above Average in the Fall</li> </ul> </li> </ol>	<p>Instructional Lead salary &amp; benefits – \$6,322</p> <p>Psychologist salary &amp; benefits – \$5,399</p> <p>Leadership Team salary &amp; benefits for calculations - \$10,097</p>	<p>Interventions were provided including the INSIDE program and the LITC program. An extended day was not one of the strategies used this year. Our local assessment has changed from PST to iReady. The system calculates the growth target for each student based on their performance on an diagnostic assessment.</p>	<p>\$6,322 – LCFF Base, 1000-2999</p> <p>\$5,399 – IDEA, 1000-2999</p> <p>\$10,097 – LCFF Base, 1000-2999</p>

Scope of service:	LEA-wide		Scope of service:	LEA-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The content of this goal will not change. In 2015-16, this goal will be incorporated in action/services or used as a metric to measure progress toward a broader goal based on a local priority that focuses on providing high quality, standards-based instruction to all students. As we learn more about the assessment, the goal for annual growth will be adjusted to incorporate progress monitoring through iReady and CAASPP formative and summative assessments.
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Original GOAL from prior year LCAP:	<ol style="list-style-type: none"> <li>The percentage of students meeting or exceeding performance expectations in Mathematics as defined by the State Board of Education will increase annually</li> <li>Until the CAASPP is in place, the number of students meeting their Growth Targets in Mathematics will increase by a minimum of 10% annually on the Performance Series Test (PST) or equivalent local assessment.</li> </ol>	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ <u>X</u> COE only: 9__ 10__  Local : Specify _____
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Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: All Students
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Expected Annual Measurable Outcomes:	The number of students meeting their Growth Targets in Mathematics will increase by a minimum of 10% annually on the Performance Series Test (PST) or equivalent local assessment.	Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"> <li>2014-15 is the baseline year for new CAASPP assessment.</li> <li>2014-15 is the baseline year for new iReady Reading</li> </ol>
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assessment.

**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Provide the Educational Program, Interventions and Supports as described in this charter petition 2. Continue CCSS implementation (State Priority #2) 3. Calculate annual individual PST Growth Targets for students based on the following criteria: <ul style="list-style-type: none"> <li>a. 1.5 year's growth for student scoring Below Average in the Fall</li> <li>b. 1.25 year's growth for students scoring Low Average in the Fall</li> <li>c. 1.0 year's growth for students scoring High or Above Average in the Fall</li> </ul>	Instructional Lead salary & benefits – \$6,322  Psychologist salary & benefits – \$5,399  Leadership Team salary & benefits for calculations - \$10,097	Interventions were provided including the INSIDE program and the LITC program. An extended day was not one of the strategies used this year. Our local assessment has changed from PST to iReady. The system calculates the growth target for each student based on their performance on an diagnostic assessment.	\$6,322 – LCFF Base, 1000-2999  \$5,399 – IDEA, 1000-2999  \$10,097 – LCFF Base, 1000-2999
Scope of service: LEA-wide <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		Scope of service: LEA-wide <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

__ Other Subgroups:(Specify) _____		__ Other Subgroups:(Specify) _____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The content of this goal will not change. In 2015-16, this goal will be incorporated in action/services or used as a metric to measure progress toward a broader goal based on a local priority that focuses on providing high quality, standards-based instruction to all students. As we learn more about the assessment, the goal for annual growth will be adjusted to incorporate progress monitoring through iReady and CAASPP formative and summative assessments.
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Original GOAL from prior year LCAP:	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will achieve grade level proficiency and knowledge of history and social science	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ X__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: LEA	Applicable Pupil Subgroups: All Students
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Expected Annual Measurable Outcomes:	Annually, students will demonstrate mastery of history and social science standards on formative and summative assessments	Actual Annual Measurable Outcomes:	School wide summative and formative assessments still need to be developed. Teachers develop their own assessments and enter one score on the report card.
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Continue high quality instruction of CA History-Social Science Content Standards 2. Continue CCSS implementation (State Priority #2) with integrated K-5 reading in history/social sciences; and 6-12 literacy in history/social sciences standards	Instructional Leader salary & benefits - \$2,529  Teachers salary & benefits - \$12,017	Implementation of the CCSS standards continued throughout the year.	\$2,529 – LCFF Base, 1000-2999  \$12,017 – LCFF Base, 1000-2999
Scope of service: LEA-wide		Scope of service: LEA-wide	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

__ Other Subgroups:(Specify) _____		__ Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The content of this goal will not change. In 2015-16, this goal will be incorporated in action/services or used as a metric to measure progress toward a broader goal based on a local priority that focuses on maintaining high academic achievement expectations for all students.	

Original GOAL from prior year LCAP:	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will achieve grade level proficiency and knowledge of science content in physical science; life science; earth and space science; and engineering, technology and applications of science		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ X__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: LEA	Applicable Pupil Subgroups: All Students	
Expected Annual Measurable Outcomes:	Annually, the number of students scoring proficient or advanced on the California Standards Test for Science will increase by 10%	Actual Annual Measurable Outcomes:	Results pending: Measured at 5 <sup>th</sup> and 8 <sup>th</sup> with CST
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Continue high quality inquiry-based science instruction 2. Continue CCSS implementation (State Priority #2) with integrated K–5 reading in	Instructional Leader salary & benefits - \$2,529	Implementation of the CCSS standards continued throughout the year. Planning for implementation for the Next Generation Science Standards has begun.	\$2,529 – LCFF Base, 1000-2999  \$12,017 –



science and technical subjects; and 6-12 literacy in science and technical subjects standards		Teachers salary & benefits - \$12,017		LCFF Base, 1000-2999
3. Begin reconfiguring Science curriculum based on the Next Generation Science Standards (NGSS) and the proposed learning progressions				
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		The content of this goal will not change. In 2015-16, this goal will be incorporated in action/services or used as a metric to measure progress toward a broader goal based on a local priority that focuses on maintaining high academic achievement expectations for all students.		

Original GOAL from prior year LCAP:	Annually, All students, including all student subgroups, unduplicated students, and students with exceptional needs, will attend a minimum of 90% of Visual and Performing Arts classes available to them	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ <input checked="" type="checkbox"/> X__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: LEA	Applicable Pupil Subgroups: All Students	
Expected Annual Measurable	Annually, All students, including all student subgroups, unduplicated students, and students with exceptional needs, will attend a minimum of	Actual Annual Measurable	All students attended music and art rotations throughout the year. The ADA for all students was 95.7%

Outcomes:	90% of Visual and Performing Arts classes available to them	Outcomes:	
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue offering classes in Visual and Performing Arts	Art teacher salary & benefits - \$45,000	All students participated in Music and Art classes all year.	\$45,000 – LCFF Base, 1000-2999
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The content of this goal will not change. In 2015-16, this goal will be incorporated in action/services or used as a metric to measure progress toward a broader goal based on a local priority that focuses on providing high quality, standards-based instruction to all students.
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Original GOAL from prior year LCAP:	All students, including all student subgroups, unduplicated students, and students with exceptional needs, will participate in standards-based physical education classes guided by the California Physical Education Framework and California Physical Education Standards.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ <u>X</u> COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: LEA
	Applicable Pupil Subgroups: All Students

Expected Annual Measurable Outcomes:	Annually, 65% or more of students tested with the CA Physical Fitness Test will meet the Healthy Fitness Zone requirement in 5 out of 6 fitness standards	Actual Annual Measurable Outcomes:	CA Physical Fitness Test results will be available in the Fall.
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue offering a physical education program that increases fitness, the development of physical skills, cognition, sport, and affective domains of attitude, interest, and cultural acceptance	PE teacher salary & benefits - \$68,000	All students participated in Physical Education all year.	\$68,000 – LCFF Base, 1000-2999
Scope of service:	LEA-wide	Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The content of this goal will not change. In 2015-16, this goal will be incorporated in action/services or used as a metric to measure progress toward a broader goal based on a local priority that focuses on providing high quality, standards-based instruction to all students.
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Original	All students enrolled in the Biliteracy Program will use their primary language to	Related State and/or Local Priorities:
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GOAL from prior year LCAP:	access the core curriculum and exit the program proficient in English with a solid foundation for lifelong biliteracy	1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ X__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: EL Students
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Expected Annual Measurable Outcomes:	Students exiting the Biliteracy Program will demonstrate a mastery of the CCSS and English proficiency equal to or greater than English Learners enrolled in the MEC program for the same amount of time	Actual Annual Measurable Outcomes:	This is the baseline year for the action steps described below.
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ol style="list-style-type: none"> <li>1. Continue CCSS implementation (State Priority #2)</li> <li>2. Biliteracy specific instructional strategies will be incorporated into Professional Development</li> <li>3. Provide a rigorous program using the Common Core State Standards California English/Spanish Language with Linguistic Augmentation as a guide.</li> <li>4. The progress toward English proficiency of EL students enrolled in the Biliteracy Program will be monitored through explicit disaggregation of EL data</li> </ol>	<p>Biliteracy teachers salary &amp; benefits - \$73,000</p> <p>Instructional Leader salary &amp; benefits - \$6,322</p> <p>Leadership Team member salary &amp; benefits - \$2,529</p>	<p>Action steps 1-3 were completed as described. Action stop 4 is still in progress.</p>	<p>\$73,000 – LCFF S/C, 1000-2999</p> <p>\$6,322 – LCFF Base, 1000-2999</p> <p>\$2,529 – LCFF Base, 1000-2999</p>

Scope of service:	LEA-wide		Scope of service:		
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Scope of service:			Scope of service:		
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The content of this goal will not change. In 2015-16, this goal will be incorporated in action/services or used as a metric to measure progress toward a broader goal based on a local priority that focuses on maintaining high academic achievement expectations for all students				

Original GOAL from prior year LCAP:	Students will become proficient at information literacy and technology use based on NETS for students and the Partnership for 21st century skills	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ X__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: LEA Applicable Pupil Subgroups: All Students		
Expected Annual	By July 2016, 90% of students will meet grade level information literacy and technology	Actual Annual	The actions steps below were followed. The develop of rubrics to evaluate student work will

Measurable Outcomes:	standards (NETS and P21 standards) as demonstrated through student created evidence from specific Common Core State Standards	Measurable Outcomes:	continue into 2015-16.
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ol style="list-style-type: none"> <li>1. Review CCSS/Technology Crosswalk, Rigor Relevance Chart, NETS/P21 Standards and generate examples of student created evidence at each grade level</li> <li>2. Collect and share student examples and best practices of student created evidence</li> <li>3. Provide Prof. Development and information to teachers about NETS/P21 standards, CCSS alignment and instructional strategies for integration into the curriculum.</li> <li>4. Create/acquire rubrics to evaluate student created evidence to evaluate if meets NETS/P21 and Common Core State Standards</li> </ol>	<p>Leadership Team member salary &amp; benefits - \$2,529</p> <p>Teachers salary &amp; benefits - \$12,017</p> <p>Committee of teachers salary &amp; benefits for rubric administration - \$2,816</p> <p>Instructional Leader salary &amp; benefits for PD and rubric administration</p>	<p>CCSS/Technology Crosswalk, Rigor Relevance Chart, NETS/P21 Standards and student generated evidence was reviewed. Student samples and best practices were shared. Professional Development on CCSS alignment and technology skills were completed. Development of skills matrices have started.</p>	<p>\$2,529 – LCFF Base, 1000-2999</p> <p>\$12,017 – LCFF Base, 1000-2999</p> <p>\$2,816 – LCFF Base, 1000-2999</p> <p>\$6,322 – LCFF Base, 1000-2999</p>

		- \$6,322		
Scope of service:	LEA-wide		Scope of service:	LEA-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	The content of this goal will not change. In 2015-16, this goal will be incorporated in action/services or used as a metric to measure progress toward a broader goal based on a local priority that focuses on providing high quality, standards-based instruction to all students.			

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated: \$ 694,757

Darnall Charter School estimates the level of unduplicated pupils for the LCAP year (2015-16) will be at least 90.89%. This will result in approximately \$694,757 of supplemental and concentration grant funds. Funds will be spent schoolwide and charterwide as described in Section 2 (above). The funds will be used to increase and expand services for English Learners, low income students and foster youth. The services include:

- purchasing Common Core and ELD curriculum (books and software)
- purchase additional supplemental resources
- expanding janitorial and maintenance services
- provide counseling and psychological services for extra intervention and support
- utilizing bilingual teachers and a program specialist for ELD support
- targeted support to EL and FRL students
- expanded services provided by teachers
- targeted professional development for ELD and Common Core
- implement the ELD plan



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

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

14.50	%	Darnall estimates the level of unduplicated pupils for the LCAP year (2015-16) to be at least 90.89%. The estimated minimum proportionality percentage is 14.50%. Students who are considered English Learners, low income students and foster youth will receive services above what is being provided to the general student population
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The school will meet this proportionality percentage through allocated supplemental and concentration funds, representing increased services, of approximately \$695,000.

In addition, improved services will also be provided for focus students to promote equity and excellence for all students.

A description and overview of increased and improved services for schoolwide and charterwide focused strategies is provided in Section 2 (above).

**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:

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

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

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

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

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

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

(2) The total number of cohort members.

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

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

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

(2) The total number of cohort members.

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

(e) “Suspension rate” shall be calculated as follows:

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

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

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

(f) “Expulsion rate” shall be calculated as follows:

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

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

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

01-13-15 [California Department of Education]