

§ 15497. Local Control and Accountability Plan and Annual Update Template.**Introduction:**

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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.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?

- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<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 about the state’s eight priorities. Stakeholder meetings were conducted to allow for further input and prioritization of goals. LCAP drafts were presented at public board meetings for comment prior to adoption.</p> <p><u>Stakeholder Engagement</u></p> <p>Charter Renewal Charter renewal goal setting and discussions regarding the state’s eight priorities were conducted from June 2013 – November 2013 at Board meetings, School Leadership Council meetings, staff meetings and task force team meetings. These meetings were held prior to the SBE adoption of the LCAP template.</p> <p>LCAP Specific Engagement</p> <p>Staff 2/18/14: Staff Meeting – LCAP information and discussion 4/28/14 – 5/2/14: Based on parent and student surveys, reviewed and revised charter goals and actions steps for LCAP 5/15/14 – 5/31/15: Staff Survey on goals and actions steps 5/28/14 & 5/29/14: Staff Meeting – LCAP/Budget information and discussion 6/2/14: DCTA (bargaining unit) – LCAP/Budget Meeting</p> <p>Students 4/18/14: LCAP Information meeting with Student Council 4/16/14 – 5/15/14: Student Survey</p>	<p>The input provided by stakeholders through the engagement and involvement 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"> • Align the school’s charter goals with the states eight priorities • Identify areas of need and themes • Establish LCAP goals, actions and services • Prioritize goals • Identify process for collaborative implementation of the LCAP that ensures input from all stakeholders

Involvement Process	Impact on LCAP
<p>Parents, Staff & Public</p> <p>3/3/14: LCAP Information posted on website and flyer sent home</p> <p>3/20/14 – 4/25/14: Parent Survey – Importance explained at individual parent conferences</p> <p>5/5/14: Parent Group Leadership Meeting (10 parents)– Review parent survey results, review goals and actions, prioritize goals and plan for general parent meeting. Seventy percent of members are parents of English Learners.</p> <p>5/6/14: School Leadership Council (SLC) - Review parent survey results, review goals and actions.</p> <p>5/27/14: General Parent Group Meeting (34 parents) – Review goals prioritized by Parent Group Leadership, discussion, feedback on goals. Seventy-one percent of attendees were parents of English Learners.</p> <p>6/2/14 – 6/10/14: LCAP Draft posted on website for review</p> <p>6/3/14: School Leadership Council – LCAP update and discussion</p> <p>6/10/14: Darnall Special Board Meeting – Stakeholder Engagement information and results shared, final LCAP Draft discussion and comment, 2014-2015 Budget discussion.</p> <p>6/24/14 – Darnall Board Meeting – Presentation of final LCAP draft for public comment. LCAP approved by Board.</p>	

Section 2: Goals and Progress Indicators

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address

each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Goal: 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 be appropriately assigned</p> <p>Metric: Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance; Reporting on School Accountability Report Card</p>	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	All Students	LEA		All students will be taught by an appropriately assigned, fully credentialed teacher.	All students will have access to an appropriately assigned fully credentialed teacher.	All students will have access to an appropriately assigned fully credentialed teacher.	STATE PRIORITY #1— BASIC SERVICES
<p>Goal: 100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in this charter petition</p> <p>Metric:</p>	100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition	All Students	LEA		All students will have access to standards-aligned instructional materials.	All students will have access to standards-aligned instructional materials.	All students will have access to standards-aligned instructional materials.	STATE PRIORITY #1— BASIC SERVICES

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
The Instructional Leader, School Leadership Council or appropriate staff will review all instructional materials before purchase, Reporting on School Accountability Report Card								
Goal: School facilities will be clean, safe and maintained in good repair Metric: Annual Facility Inspection Reports, Risk Management Reports, School Accountability Report	1. Daily cleaning will be monitored 2. Annually, 90% of Facility Inspection checklists will be in compliance/good standing and 100% of identified Required Corrections will be corrected within three months 3. Risk management suggestions will be addresses in a timely manner based on identified priority	All Students	LEA		All students will have access to school facilities that are clean, safe and maintained in good repair.	All students will have access to school facilities that are clean, safe and maintained in good repair.	All students will have access to school facilities that are clean, safe and maintained in good repair.	STATE PRIORITY #1— BASIC SERVICES
Goal: 100% of teachers will participate in annual professional development on the implementation of Common Core State Standards and the use of aligned	Annually, 100% of teachers will participate in ongoing CCSS professional development and 100% of teachers will follow through with CCSS implementation in their classroom.	All Students	LEA		Teacher Professional Development will ensure all students will be taught the Common Core	Teacher Professional Development will ensure all students will be taught the Common Core	Teacher Professional Development will ensure all students will be taught the Common Core	STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
instructional materials Metric: Professional development agendas, grade level meeting notes, classroom observation data					State Standards	State Standards	State Standards	
Goal: EL students will be supported in order to gain academic content knowledge through the implementation of the CCSS Metric: EL performance on the CAASPP assessments, CELDT assessments (ELPAC when available), Performance Series Tests (PST) or equivalent local assessment, standards aligned benchmark assessments, Professional Development agendas, Biliteracy CCSS assessments	Annually, 100% of EL students will gain academic content knowledge through implementation of the CCSS	EL Students	LEA		EL students will gain academic content as demonstrated by identified metric.	EL students will gain academic content as demonstrated by identified metric.	EL students will gain academic content as demonstrated by identified metric.	STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS
Goal: EL students will gain English language proficiency through the implementation of the ELD curriculum, the biliteracy curriculum and EL specific	Annually, EL students will advance at least one level on the CELDT or maintain Early Advanced or Advanced proficiency level until reclassified	EL Students	LEA		EL students will advance at least one level on the CELDT or maintain Early	EL students will advance at least one level on the CELDT or maintain Early	EL students will advance at least one level on the CELDT or maintain Early	STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>instructional strategies for CCSS implementation</p> <p>Metric: Title III AMAO report, EI performance on the CAASPP assessments, CELDT assessments (ELPAC when available), Performance Series Tests (PST) or equivalent local assessment, standards aligned benchmark assessments, Professional Development agendas</p>					Advanced or Advanced proficiency level until reclassified	Advanced or Advanced proficiency level until reclassified	Advanced or Advanced proficiency level until reclassified	
<p>Goal: Maintain parent representation on the Darnall Board of Trustees and the School Leadership Council</p> <p>Metric: Meeting agendas and minutes identifying parent members</p>	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	All Students	LEA		Students will benefit from parent involvement in decision making for the school.	Students will benefit from parent involvement in decision making for the school.	Students will benefit from parent involvement in decision making for the school.	STATE PRIORITY #3— PARENTAL INVOLVEMENT
<p>Goal: Solicit parent input and work closely with the Darnall Parent Group to promote parent involvement regarding issues of importance at the school.</p> <p>Metric:</p>	<ol style="list-style-type: none"> The number of meetings One survey will be sent home annually, issue specific as needed. Meetings will be held 	All Students	LEA		Students will benefit from parent involvement in decision making for the school.	Students will benefit from parent involvement in decision making for the school.	Students will benefit from parent involvement in decision making for the school.	STATE PRIORITY #3— PARENTAL INVOLVEMENT

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<ol style="list-style-type: none"> 1. Meeting notices and agendas 2. Survey results 3. Meeting communications and agendas 4. Meeting agendas 	<p>weekly</p> <ol style="list-style-type: none"> 4. A staff representative will be at every Darnall Parent Group meeting 							
<p>Goal: Use technology to make teachers and administrators more accessible to parents by improving two-way communication between home and school</p> <p>Metric: <ol style="list-style-type: none"> 1. System usage statistics 2. Website and teacher surveys </p>	<ol style="list-style-type: none"> 1. 100% of parents with phones or email accounts who have the option to receive timely school information via our mass notification system will participate 2. 100% of teachers will provide parents with class information via a classroom web page on the school's website or through another electronic method 	All Students	LEA		Students will benefit when their parents are informed and participate in their education.	Students will benefit when their parents are informed and participate in their education.	Students will benefit when their parents are informed and participate in their education.	STATE PRIORITY #3— PARENTAL INVOLVEMENT
<p>Goal: 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</p>	The number of events held annually	All Students	LEA		Students will benefit when they are supported by their parents and are a part of a positive educational community.	Students will benefit when they are supported by their parents and are a part of a positive educational community.	Students will benefit when they are supported by their parents and are a part of a positive educational community.	STATE PRIORITY #3— PARENTAL INVOLVEMENT

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
socialization. Metric: Planning documentation and annual calendar								
Goal: 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 annually 2. Until the CAASPP is in place, 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. Metric: CAASPP Reports; PST Reports and school created PST Growth Target reports or equivalent local assessment reports.	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.	All Students	LEA		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.	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.	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.	STATE PRIORITY #4— STUDENT ACHIEVEMENT

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Goal: All students and subgroups will meet annual API Growth Targets, or equivalent, as mandated by the State Board of Education</p> <p>Metric: CAASPP reports; CDE API, or equivalent, reports</p>	100% of students and subgroups will meet annual API Growth Targets, or equivalent, as mandated by the State Board of Education	All Students	LEA		100% of students and subgroups will meet annual API Growth Targets, or equivalent, as mandated by the State Board of Education	100% of students and subgroups will meet annual API Growth Targets, or equivalent, as mandated by the State Board of Education	100% of students and subgroups will meet annual API Growth Targets, or equivalent, as mandated by the State Board of Education	STATE PRIORITY #4— STUDENT ACHIEVEMENT
<p>Goal: EL students will gain English language proficiency through the implementation of the ELD curriculum, the biliteracy curriculum and EL specific instructional strategies</p> <p>Metric: Title III AMAO report, El performance on the CAASPP assessments, CELDT assessments (ELPAC when available), Performance Series Tests (PST) or equivalent local assessment, standards aligned benchmark assessments, Professional Development agendas</p>	Annually, EL students will advance at least one level on the CELDT or maintain Early Advanced or Advanced proficiency level until reclassified	EL Students	LEA		Annually, EL students will advance at least one level on the CELDT or maintain Early Advanced or Advanced proficiency level until reclassified	Annually, EL students will advance at least one level on the CELDT or maintain Early Advanced or Advanced proficiency level until reclassified	Annually, EL students will advance at least one level on the CELDT or maintain Early Advanced or Advanced proficiency level until reclassified	STATE PRIORITY #4— STUDENT ACHIEVEMENT

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Goal: EL students will make annual progress toward reclassification and reclassified students will perform at grade level on California statewide assessments</p> <p>Metric: Title III AMAO report, EI performance on the CAASPP assessments, CELDT assessments (ELPAC when available), Performance Series Tests (PST) or equivalent local assessment, standards aligned benchmark assessments, Professional Development agendas</p>	<ol style="list-style-type: none"> Annually, EL students will meet SBE adopted targets defined in Title III AMAO 2 Annually, at least 90% of students previously reclassified will perform at grade level or above on California statewide assessments 	EL Students	LEA		EL Students will meet targets and reclassified students will perform at or above grade level on state assessments.	EL Students will meet targets and reclassified students will perform at or above grade level on state assessments.	EL Students will meet targets and reclassified students will perform at or above grade level on state assessments.	STATE PRIORITY #4— STUDENT ACHIEVEMENT
<p>Goal: Darnall Charter School will maintain an attendance rate of 95% or above</p> <p>Metric: ADA reports, records of information given to parents regarding the importance of attendance</p>	Average Daily Attendance will be at least 95%	All Students	LEA		Students will benefit by being in school. The benefit will be demonstrated in other student achievement goals.	Students will benefit by being in school. The benefit will be demonstrated in other student achievement goals.	Students will benefit by being in school. The benefit will be demonstrated in other student achievement goals.	STATE PRIORITY #5— STUDENT ENGAGEMENT

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Goal: Students will have no more than three absences in any school year</p> <p>Metric: ADA reports, records of information given to parents regarding the importance of attendance, communication records addressing chronic absenteeism</p>	Annually, 90% of enrolled students will have fewer than three absences	All Students	LEA		Students will benefit by being in school. The benefit will be demonstrated by cross-referencing attendance data with other student achievement measures.	Students will benefit by being in school. The benefit will be demonstrated by cross-referencing attendance data with other student achievement measures.	Students will benefit by being in school. The benefit will be demonstrated by cross-referencing attendance data with other student achievement measures.	STATE PRIORITY #5— STUDENT ENGAGEMENT
<p>Goal: Darnall Charter School will work to retain and promote all seventh and eighth grade students</p> <p>Metric: Enrollment and gain/loss data from SIS system</p>	98% of students who enroll in 7 th grade, and do not enroll in another school, will be promoted from 8 th grade	All Students in grades 7 and 8.	LEA		Reducing dropout rates benefits students by keeping them in school.	Reducing dropout rates benefits students by keeping them in school.	Reducing dropout rates benefits students by keeping them in school.	STATE PRIORITY #5— STUDENT ENGAGEMENT
<p>Goal: Darnall Charter School will maintain an annual suspension rate of less than 5%</p> <p>Metric: PBIS data, Annual School Accountability Report Card & Annual Report and CALPADS</p>	Annually, 5% or fewer of all enrolled students will be suspended	All Students	LEA		Annually, 5% or fewer of all enrolled students will be suspended benefiting all students by promoting a positive school	Annually, 5% or fewer of all enrolled students will be suspended benefiting all students by promoting a positive school	Annually, 5% or fewer of all enrolled students will be suspended benefiting all students by promoting a positive school	STATE PRIORITY #6— SCHOOL CLIMATE

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Report 7.1 Discipline Incidents will be used as evidence					climate	climate	climate	
Goal: Darnall Charter School will maintain an annual expulsion rate of less than 1% Metric: PBIS data, Annual School Accountability Report Card & Annual Report and CALPADS Report 7.1 Discipline Incidents will be used as evidence	Annually, 1% or fewer of all enrolled students will be expelled	All Students	LEA		Annually, 1% or fewer of all enrolled students will be expelled benefiting all students by promoting a positive school climate	Annually, 1% or fewer of all enrolled students will be expelled benefiting all students by promoting a positive school climate	Annually, 1% or fewer of all enrolled students will be expelled benefiting all students by promoting a positive school climate	STATE PRIORITY #6— SCHOOL CLIMATE
Goal: Parents, pupils and teachers will feel a sense of safety and school connectedness. Metric: Parent Handbook form signed by parents Survey results See STATE PRIORITY #3— PARENTAL INVOLVEMENT	1. 100% of parents will receive information about relevant policies and procedures 2. 90% of parents, students and teachers will be satisfied with Darnall Charter School on survey 3. See STATE PRIORITY #3— PARENTAL INVOLVEMENT	All Students	LEA		All students will benefit when parents, pupils and teachers feel a sense of safety and school connectedness.	All students will benefit when parents, pupils and teachers feel a sense of safety and school connectedness.	All students will benefit when parents, pupils and teachers feel a sense of safety and school connectedness.	STATE PRIORITY #6— SCHOOL CLIMATE
Goal: Students and staff will adhere to the Site Safety Plan Metric:	1. 100% of staff will participate in Site Safety Plan training 2. Students will	All Students	LEA		All students will benefit when parents, pupils and teachers feel a	All students will benefit when parents, pupils and teachers feel a	All students will benefit when parents, pupils and teachers feel a	STATE PRIORITY #6— SCHOOL CLIMATE

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
1. Professional Development agenda 2. Annual drill calendars	participate in at least nine fire, earthquake or safety drills annually				sense of safety and school connectedness.	sense of safety and school connectedness.	sense of safety and school connectedness.	
Goal: 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 information online, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying. Metric: 1. Attendance records 2. Online safety communication documents	1. 100% of students will have received age-appropriate instruction regarding safe and appropriate behavior on social networking sites and other Internet services 2. 100% of parents will receive information about online safety	All Students	LEA		All students will benefit when parents, pupils and teachers feel a sense of safety and school connectedness.	All students will benefit when parents, pupils and teachers feel a sense of safety and school connectedness.	All students will benefit when parents, pupils and teachers feel a sense of safety and school connectedness.	STATE PRIORITY #6— SCHOOL CLIMATE
Goal: All students, including all student subgroups, unduplicated students, and	Annually, 100% of students, including all student subgroups, unduplicated students, and students with	All Students	LEA		Annually, 100% of students, including all	Annually, 100% of students, including all	Annually, 100% of students, including all	STATE PRIORITY #7— COURSE ACCESS

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
students with exceptional needs, will have access to and enroll in the educational program outlined in this charter petition Metric: Student schedules and enrollment data	exceptional needs, will have access to and enroll in all core and non-core courses available				student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core courses available	student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core courses available	student subgroups, unduplicated students, and students with exceptional needs, will have access to and enroll in all core and non-core courses available	
Goal: 1. The percentage of students meeting or exceeding performance expectations in ELA/Literacy as defined by the State Board of Education will increase annually 2. 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	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.	All Students	LEA		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.	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.	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.	STATE PRIORITY #8— OTHER STUDENT OUTCOMES

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Performance Series Test (PST) or equivalent local assessment.								
<p>Goal:</p> <ol style="list-style-type: none"> The percentage of students meeting or exceeding performance expectations in Mathematics as defined by the State Board of Education will increase annually 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. <p>Metric: CAASPP Reports; PST Reports or equivalent local assessment reports and school created PST Growth Target reports or equivalent local assessment reports.</p>	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.	All Students	LEA		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.	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.	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.	STATE PRIORITY #8—OTHER STUDENT OUTCOMES

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Goal: 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</p> <p>Metric: Progress will be monitored with formative and summative assessments; CST for Science reports; CAASPP Reports on assessment of CCSS integrated history/social science standards; CAASPP history/social science assessment once available</p>	Annually, students will demonstrate mastery of history and social science standards on formative and summative assessments	All Students	LEA		Annually, students will demonstrate mastery of history and social science standards on formative and summative assessments	Annually, students will demonstrate mastery of history and social science standards on formative and summative assessments	Annually, students will demonstrate mastery of history and social science standards on formative and summative assessments	STATE PRIORITY #8— OTHER STUDENT OUTCOMES
<p>Goal: 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</p>	Annually, the number of students scoring proficient or advanced on the California Standards Test for Science will increase by 10%	All Students	LEA		Annually, the number of students scoring proficient or advanced on the California Standards Test for Science will increase by 10%	Annually, the number of students scoring proficient or advanced on the California Standards Test for Science will increase by 10%	Annually, the number of students scoring proficient or advanced on the California Standards Test for Science will increase by 10%	STATE PRIORITY #8— OTHER STUDENT OUTCOMES

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Metric: Progress will be monitored with formative and summative assessments; CST for Science reports; CAASPP Reports on assessment of CCSS integrated science standards; CAASPP science assessment once available								
Goal: All students, including all student subgroups, unduplicated students, and students with exceptional needs, will participate in standards-based classes guided by the California Visual and Performing Arts Content Standards. Metric: Class schedules; attendance data;	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	All Students	LEA		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	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	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	STATE PRIORITY #8— OTHER STUDENT OUTCOMES
Goal: All students, including all student subgroups,	Annually, 65% or more of students tested with the CA Physical Fitness Test will	All Students	LEA		Annually, 65% or more of students tested	Annually, 65% or more of students tested	Annually, 65% or more of students tested	State Priority #8—Other Student Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
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. Metric: Progress will be monitored with grade level fitness assessments; CA Physical Fitness Test	meet the Healthy Fitness Zone requirement in 5 out of 6 fitness standards				with the CA Physical Fitness Test will meet the Healthy Fitness Zone requirement in 5 out of 6 fitness standards	with the CA Physical Fitness Test will meet the Healthy Fitness Zone requirement in 5 out of 6 fitness standards	with the CA Physical Fitness Test will meet the Healthy Fitness Zone requirement in 5 out of 6 fitness standards	
Goal: All students enrolled in the Biliteracy Program will use their primary language to access the core curriculum and exit the program proficient in English with a solid foundation for lifelong biliteracy Metric: El performance on the CAASPP assessments, CELDT assessments (ELPAC when available), Performance Series Tests (PST) or	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	EL Students	LEA		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	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	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	State Priority #8—Other Student Outcomes

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
equivalent local assessment, standards aligned benchmark assessments, Professional Development agendas, Biliteracy CCSS assessments					amount of time	amount of time	amount of time	
Goal: Students will become proficient at information literacy and technology use based on NETS for students and the Partnership for 21st century skills Metric: Professional development records; rubric score data	By July 2016, 90% of students will meet grade level information literacy and technology standards (NETS and P21 standards) as demonstrated through student created evidence from specific Common Core State Standards	All Students	LEA		By July 2016, 90% of students will meet grade level information literacy and technology standards (NETS and P21 standards) as demonstrated through student created evidence from specific Common Core State Standards	By July 2016, 90% of students will meet grade level information literacy and technology standards (NETS and P21 standards) as demonstrated through student created evidence from specific Common Core State Standards	By July 2016, 90% of students will meet grade level information literacy and technology standards (NETS and P21 standards) as demonstrated through student created evidence from specific Common Core State Standards	State Priority #8—Other Student Outcomes

Section 3: Actions, Services, and Expenditures

Approved by Darnall Board June 24, 2014

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, 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?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal: 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 be appropriately assigned	State Priority #1— Basic Services	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	LEA		Office staff salary & benefits to screen prospective employees - \$1,622	Office staff salary & benefits to screen prospective employees - \$1,654	Office staff salary & benefits to screen prospective employees - \$1,688
Goal: 100% of pupils will have access to standards-aligned materials and additional instructional materials as outlined in this charter petition	STATE PRIORITY #1— BASIC SERVICES	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	LEA		Curriculum & instructional materials - \$95,000 Leadership Team salary & benefits to review curriculum & materials - \$3,081	Curriculum & instructional materials - \$90,000 Leadership Team salary & benefits to review curriculum & materials - \$3,143	Curriculum & instructional materials - \$90,000 Leadership Team salary & benefits to review curriculum & materials - \$3,206
Goal: School facilities will be clean, safe and maintained in good repair	State Priority #1— Basic Services	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	LEA		Contractors for cleaning & maintenance - \$60,000 Salary & benefits for custodial staff - \$42,206	Contractors for cleaning & maintenance - \$61,200 Salary & benefits for custodial staff - \$43,050	Contractors for cleaning & maintenance - \$62,424 Salary & benefits for custodial staff - \$43,911

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal: Maintain parent representation on the Darnall Board of Trustees and the School Leadership Council	STATE PRIORITY #3— PARENTAL INVOLVEMENT	Actively engage parents to fill open seats	LEA		Associate Director salary & benefits - \$10,625	Associate Director salary & benefits - \$10,838	Associate Director salary & benefits - \$11,054
Goal: Solicit parent input and work closely with the Darnall Parent Group to promote parent involvement regarding issues of importance at the school.	STATE PRIORITY #3— PARENTAL INVOLVEMENT	<ol style="list-style-type: none"> 1. Hold informational and advisory meetings 2. Survey parents 3. A Leadership Team member will meet regularly with Darnall Parent Group leaders 4. Have staff liaison attend Darnall Parent Group meetings 	LEA		Leadership Team salary & benefits - \$4,108	Leadership Team salary & benefits - \$4,191	Leadership Team salary & benefits - \$4,274
Goal: Use technology to make teachers and administrators more accessible to parents by improving two-way communication between home and school	STATE PRIORITY #3— PARENTAL INVOLVEMENT	<ol style="list-style-type: none"> 1. Provide parents with timely school 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 	LEA		Teachers salary & benefits - \$12,017 Leadership Team member salary & benefits - \$2,529	Teachers salary & benefits - \$12,257 Leadership Team member salary & benefits - \$2,579	Teachers salary & benefits - \$12,502 Leadership Team member salary & benefits - \$2,631
Goal: 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.	STATE PRIORITY #3— PARENTAL INVOLVEMENT	Plan and communicate community events	LEA		Committee of teachers salary & benefits - \$2,816	Committee of teachers salary & benefits - \$2,873	Committee of teachers salary & benefits - \$2,930

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<p>Goal:</p> <ol style="list-style-type: none"> The percentage of students meeting or exceeding performance expectations in ELA/Literacy and Mathematics as defined by the State Board of Education will increase annually Until the CAASPP is in place, 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. 	STATE PRIORITY #4— STUDENT ACHIEVEMENT	<ol style="list-style-type: none"> Provide the Educational Program, Interventions and Supports as described in this charter petition Calculate annual individual PST, or equivalent local assessment, Growth Targets for students based on the following criteria: <ul style="list-style-type: none"> 1.5 year’s growth for student scoring Below Average in the Fall 1.25 year’s growth for students scoring Low Average in the Fall 1.0 year’s growth for students scoring High or Above Average in the Fall 	LEA		Instructional Leader salary & benefits – \$6,322 Psychologist salary & benefits – \$5,399 Leadership Team members salary & benefits for calculations - \$10,097	Instructional Leader salary & benefits – \$6,448 Psychologist salary & benefits – \$5,507 Leadership Team members salary & benefits for calculations - \$10,299	Instructional Leader salary & benefits – \$6,577 Psychologist salary & benefits – \$5,617 Leadership Team members salary & benefits for calculations - \$10,505
<p>Goal:</p> <p>All students and subgroups will meet annual API Growth Targets, or equivalent, as mandated by the State Board of Education</p>	STATE PRIORITY #4— STUDENT ACHIEVEMENT	Implementation of Elements of this Charter Petition	LEA		School wide staff salary & benefits - \$2,300,000	School wide staff salary & benefits - \$2,400,000	School wide staff salary & benefits - \$2,500,000
<p>Goal:</p> <p>EL students will gain English language proficiency through the implementation of the ELD curriculum, the biliteracy curriculum and EL specific instructional strategies</p>	State Priority #4— Student Achievement	<ol style="list-style-type: none"> EL specific instructional strategies will be incorporated into CCSS professional development Progress of English Learner language proficiency will be monitored through explicit disaggregation of EL data EL students receive English Learner specific instructional support 	LEA		Program specialist salary & benefits - \$7,550 Teachers salary & benefits - \$24,034	Program specialist salary & benefits - \$7,701 Teachers salary & benefits - \$24,514	Program specialist salary & benefits - \$7,855 Teachers salary & benefits - \$25,004

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal: EL students will make annual progress toward reclassification and reclassified students will perform at grade level on California statewide assessments	State Priority #4— Student Achievement	<ol style="list-style-type: none"> 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 	LEA		Instructional Leader salary & benefits for PD delivery - \$6,322 Program specialist salary & benefits - \$7,550 Teachers salary & benefits - \$24,034	Instructional Leader salary & benefits for PD delivery - \$6,448 Program specialist salary & benefits - \$7,701 Teachers salary & benefits - \$24,514	It is anticipated Instructional Leader salary & benefits for PD delivery - \$6,577 Program specialist salary & benefits - \$7,855 Teachers salary & benefits - \$25,004
Goal: Darnall Charter School will maintain an attendance rate of 95% or above	STATE PRIORITY #5— STUDENT ENGAGEMENT	<ol style="list-style-type: none"> 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 	LEA		Counselor salary & benefits - \$2,472 Attendance clerk salary & benefits - \$4,001 Associate Director salary & benefits - \$5,313 Teachers salary & benefits - \$18,025	Counselor salary & benefits - \$2,522 Attendance clerk salary & benefits - \$4,081 Associate Director salary & benefits - \$5,419 Teachers salary & benefits - \$18,386	Counselor salary & benefits - \$2,572 Attendance clerk salary & benefits - \$4,631 Associate Director salary & benefits - \$5,527 Teachers salary & benefits - \$18,753
Goal: Students will have no more than three absences in any school year	STATE PRIORITY #5— STUDENT ENGAGEMENT	<ol style="list-style-type: none"> 1. Continue informing parents and students about the importance of student attendance and the attendance policy 2. Continue strengthening 	LEA		Counselor salary & benefits - \$4,945 Attendance clerk salary & benefits	Counselor salary & benefits - \$5,044 Attendance clerk salary & benefits	Counselor salary & benefits - \$5,144 Attendance clerk salary & benefits

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>home/school 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>			- \$4,001 Associate Director salary & benefits - \$5,313 Teachers salary & benefits - \$18,025	- \$4,081 Associate Director salary & benefits - \$5,419 Teachers salary & benefits - \$18,386	- \$4,631 Associate Director salary & benefits - \$5,527 Teachers salary & benefits - \$18,753
Goal: Darnall Charter School will work to retain and promote all seventh and eighth grade students	State Priority #5— Student Engagement	<p>1. Provide a safe, positive environment in which they are respected, accepted, valued, nurtured as unique individuals, and challenged to achieve their full potential</p> <p>2. Support students through counseling and connecting families with support services</p> <p>3. Support students through the RtI² process</p> <p>4. Conduct exit interviews of students leaving to ensure they are enrolling in another school</p>	LEA		School wide staff salary & benefits - \$100,000 Counselor salary & benefits - \$9,889 Psychologist salary & benefits - \$10,798 Instructional Leader salary & benefits - \$6,322	School wide staff salary & benefits - \$100,000 Counselor salary & benefits - \$11,014 Psychologist salary & benefits - \$10,798 Instructional Leader salary & benefits - \$6,448	School wide staff salary & benefits - \$100,000 Counselor salary & benefits - \$11,234 Psychologist salary & benefits - \$10,798 Instructional Leader salary & benefits - \$6,577
Goal: Darnall Charter School will maintain an annual suspension rate of less than 5%	STATE PRIORITY #6— SCHOOL CLIMATE	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	LEA		Committee of teachers salary & benefits for administration of PBIS - \$2,816 School wide staff salary & benefits - \$100,000	Committee of teachers salary & benefits for administration of PBIS - \$2,873 School wide staff salary & benefits - \$100,000	Committee of teachers salary & benefits for administration of PBIS - \$2,930 School wide staff salary & benefits - \$100,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal: Darnall Charter School will maintain an annual expulsion rate of less than 1%	STATE PRIORITY #6— SCHOOL CLIMATE	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	LEA		Committee of teachers salary & benefits for administration of PBIS - \$2,816 School wide staff salary & benefits - \$100,000	Committee of teachers salary & benefits for administration of PBIS - \$2,873 School wide staff salary & benefits - \$100,000	Committee of teachers salary & benefits for administration of PBIS - \$2,930 School wide staff salary & benefits - \$100,000
Goal: Parents, pupils and teachers will feel a sense of safety and school connectedness.	STATE PRIORITY #6— SCHOOL CLIMATE	1. Maintain proper safety policies and procedures and provide information to parents 2. Implement STATE PRIORITY #3— PARENTAL INVOLVEMENT	LEA		Associate Director salary & benefits - \$5,313 Leadership Team member salary & benefits - \$2,529	Associate Director salary & benefits - \$5,419 Leadership Team member salary & benefits - \$2,579	Associate Director salary & benefits - \$5,527 Leadership Team member salary & benefits - \$2,631
Goal: Students and staff will adhere to the Site Safety Plan	STATE PRIORITY #6— SCHOOL CLIMATE	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	LEA		Committee of teachers salary & benefits - \$2,816	Committee of teachers salary & benefits - \$2,873	Committee of teachers salary & benefits - \$2,930
Goal: 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	STATE PRIORITY #6— SCHOOL CLIMATE	1. Implement NetSmartz workshop for online safety for students 2. Send home online safety information for parents	LEA		Leadership Team member salary & benefits - \$2,529 Computer Tech salary & benefits - \$3,759	Leadership Team member salary & benefits - \$2,579 Computer Tech salary & benefits - \$3,834	Leadership Team member salary & benefits - \$2,631 Computer Tech salary & benefits - \$3,911

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
information online, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.							
Goal: 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 this charter petition	STATE PRIORITY #7— COURSE ACCESS	All academic courses will be made available to all students, including student subgroups, at all grade levels	LEA		No cost for this item	No cost for this item	No cost for this item
Goal: 1. The percentage of students meeting or exceeding performance expectations in ELA/Literacy as defined by the State Board of Education will increase annually 2. 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.	State Priority #8— Other Student Outcomes	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"> • 1.5 year’s growth for student scoring Below Average in the Fall • 1.25 year’s growth for students scoring Low Average in the Fall • 1.0 year’s growth for students scoring High or Above Average in the Fall 	LEA		Instructional Lead salary & benefits – \$6,322 Psychologist salary & benefits – \$5,399 Leadership Team salary & benefits for calculations - \$10,097	Instructional Lead salary & benefits – \$6,448 Psychologist salary & benefits – \$5,507 Leadership Team salary & benefits for calculations - \$10,299	Instructional Lead salary & benefits – \$6,577 Psychologist salary & benefits – \$5,617 Leadership Team salary & benefits for calculations - \$10,505
Goal: All students, including all	State Priority #8— Other Student	1. Continue high quality instruction of	LEA		Instructional Leader salary &	Instructional Leader salary &	Instructional Leader salary &

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
student subgroups, unduplicated students, and students with exceptional needs, will achieve grade level proficiency and knowledge of history and social science	Outcomes	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			benefits - \$2,529 Teachers salary & benefits - \$12,017	benefits - \$2,579 Teachers salary & benefits - \$12,257	benefits - \$2,631 Teachers salary & benefits - \$12,502
Goal: 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	State Priority #8— Other Student Outcomes	1. Continue high quality inquiry-based science instruction 2. Continue CCSS implementation (State Priority #2) with integrated K-5 reading in science and technical subjects; and 6-12 literacy in science and technical subjects standards 3. Begin reconfiguring Science curriculum based on the Next Generation Science Standards (NGSS) and the proposed learning progressions	LEA		Instructional Leader salary & benefits - \$2,529 Teachers salary & benefits - \$12,017	Instructional Leader salary & benefits - \$2,579 Teachers salary & benefits - \$12,257	Instructional Leader salary & benefits - \$2,631 Teachers salary & benefits - \$12,502
Goal: All students, including all student subgroups, unduplicated students, and students with exceptional needs, will participate in standards-based classes guided by the California Visual and Performing Arts Content Standards.	State Priority #8— Other Student Outcomes	Continue offering classes in Visual and Performing Arts	LEA		Art teacher salary & benefits - \$45,000	Art teacher salary & benefits - \$46,000	Art teacher salary & benefits - \$47,000
Goal: All students, including all student subgroups, unduplicated students, and students with exceptional	State Priority #8— Other Student Outcomes	Continue offering a physical education program that increases fitness, the development of physical skills, cognition, sport, and affective domains	LEA		PE teacher salary & benefits - \$68,000	PE teacher salary & benefits - \$70,000	PE teacher salary & benefits - \$71,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
needs, will participate in standards-based physical education classes guided by the California Physical Education Framework and California Physical Education Standards.		of attitude, interest, and cultural acceptance					
Goal: All students enrolled in the Biliteracy Program will use their primary language to access the core curriculum and exit the program proficient in English with a solid foundation for lifelong biliteracy	State Priority #8— Other Student Outcomes	<ol style="list-style-type: none"> 1. Continue CCSS implementation (State Priority #2) 2. Biliteracy specific instructional strategies will be incorporated into Professional Development 3. Provide a rigorous program using the Common Core State Standards California English/Spanish Language with Linguistic Augmentation as a guide. 4. The progress toward English proficiency of EL students enrolled in the Biliteracy Program will be monitored through explicit disaggregation of EL data 	LEA		Biliteracy teachers salary & benefits - \$73,000 Instructional Leader salary & benefits - \$6,322 Leadership Team member salary & benefits - \$2,529	Biliteracy teachers salary & benefits - \$74,000 Instructional Leader salary & benefits - \$6,448 Leadership Team member salary & benefits - \$2,579	Biliteracy teachers salary & benefits - \$75,000 Instructional Leader salary & benefits - \$6,577 Leadership Team member salary & benefits - \$2,631
Goal: Students will become proficient at information literacy and technology use based on NETS for students and the Partnership for 21st century skills	State Priority #8— Other Student Outcomes	<ol style="list-style-type: none"> 1. Review CCSS/Technology Crosswalk, Rigor Relevance Chart, NETS/P21 Standards and generate examples of student created evidence at each grade level 2. Collect and share student examples and best practices of student created evidence 3. Provide Prof. Development and information to teachers about NETS/P21 standards, CCSS alignment and instructional strategies for integration into the 	LEA		Leadership Team member salary & benefits - \$2,529 Teachers salary & benefits - \$12,017 Committee of teachers salary & benefits for rubric administration - \$2,816	Leadership Team member salary & benefits - \$2,579 Teachers salary & benefits - \$12,257 Committee of teachers salary & benefits for rubric administration - \$2,873	Leadership Team member salary & benefits - \$2,631 Teachers salary & benefits - \$12,502 Committee of teachers salary & benefits for rubric administration - \$2,930

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		curriculum. 4. Create/acquire rubrics to evaluate student created evidence to evaluate if meets NETS/P21 and Common Core State Standards			Instructional Leader salary & benefits for PD and rubric administration - \$6,322	Instructional Leader salary & benefits for PD and rubric administration - \$6,448	Instructional Leader salary & benefits for PD and rubric administration - \$6,577

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 20XX-XX	Year 2: 20XX-XX	Year 3: 20XX-XX
See Section 3A	1, 2, 3, 4, 5, 6, 7, 8	For low income pupils: See Actions and Services in Section 3A – Darnall is a school wide Title I school	LEA-wide		See Actions and Services in Section 3A - \$225,314	See Actions and Services in Section 3A - \$264,020	See Actions and Services in Section 3A - \$302,024
See Section 3A	2, 3, 4, 5, 6, 7, 8	For English learners: Implement strategies from LEA Title III Program Improvement Plan	LEA-wide		See Actions and Services in Section 3A - \$35,000	See Actions and Services in Section 3A - \$36,750	See Actions and Services in Section 3A - \$38,588
See Section 3A	2, 3, 4, 5, 6, 7, 8	For foster youth: Counselor will help monitor and support Foster Youth and facilitate needed interventions	LEA-wide		See Actions and Services in Section 3A (No foster youth are enrolled at this time, funds will be set aside for them. If no foster youth are identified, these funds will be reallocated to the low income pupils line item) - \$3,500	See Actions and Services in Section 3A (No foster youth are enrolled at this time, funds will be set aside for them. If no foster youth are identified, these funds will be reallocated to the low income pupils line item) - \$3,675	See Actions and Services in Section 3A (No foster youth are enrolled at this time, funds will be set aside for them. If no foster youth are identified, these funds will be reallocated to the low income pupils line item) - \$3,859
See Section 3A	2, 3, 4, 5, 6, 7, 8	For redesignated fluent English proficient pupils: EL Coordinator will monitor and support redesignated students.	LEA-wide		See Actions and Services in Section 3A Program Specialist salary & benefits - \$40,000	See Actions and Services in Section 3A Program Specialist salary & benefits - \$42,000	See Actions and Services in Section 3A Program Specialist salary & benefits - \$44,100

Describe the LEA's increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

Darnall Charter School estimates the level of unduplicated pupils for the LCAP year (2014-15) will be at least 86%. This will result in approximately \$303,814 of supplemental and concentration grant funds. As a charter school, funds will be spent district/LEA – wide. 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
- hiring an Associate Director to coordinate parent outreach
- 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

- C. 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). 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). 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.

As stated in the previous section, Darnall estimates the level of unduplicated pupils for the LCAP year (2014-15) to be at least 86%. The estimated minimum proportionality percentage is 7.08%. 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.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.