

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Darnall Charter School

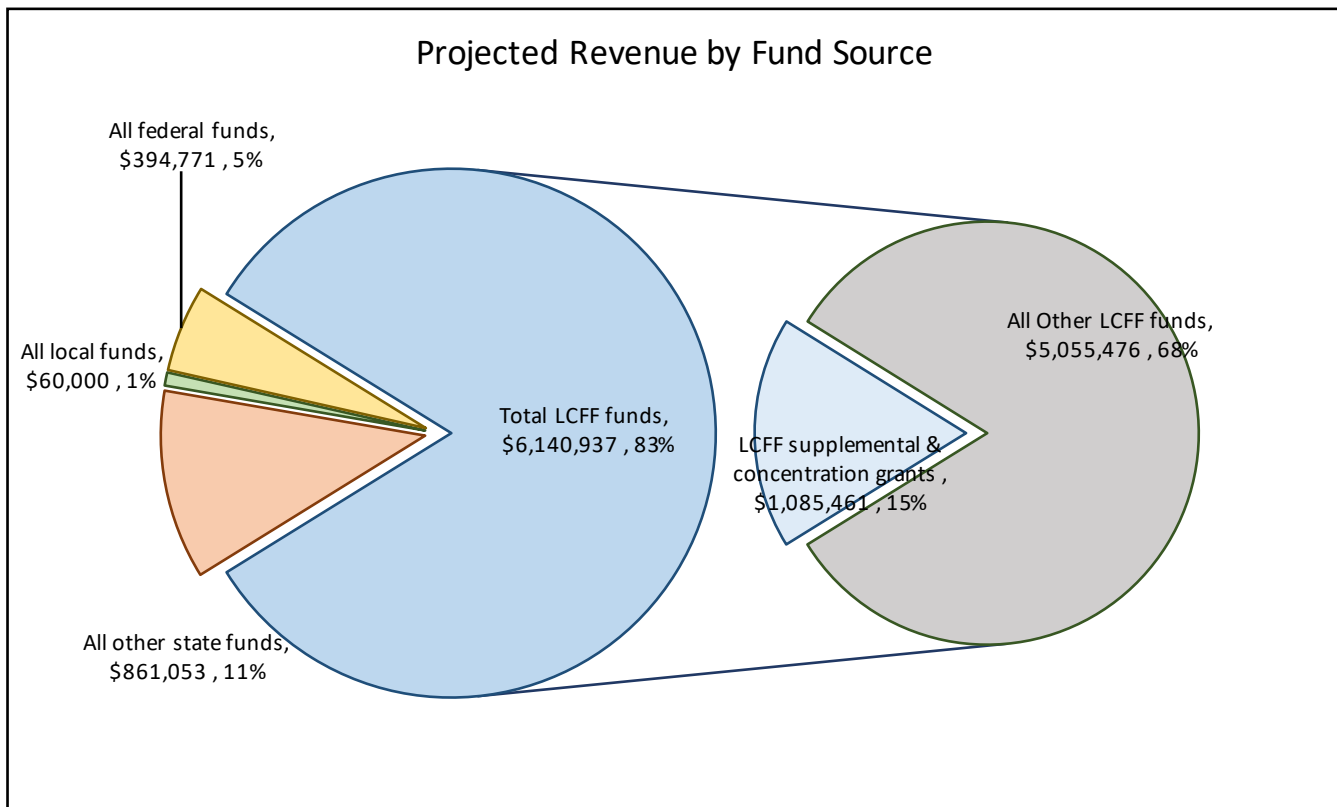
CDS Code: 37-68338-6039457

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

LEA contact information: Tim Simmons, Associate Director 619.582.1822 tsimmons@darnallcharter.org

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

Budget Overview for the 2019-20 LCAP Year

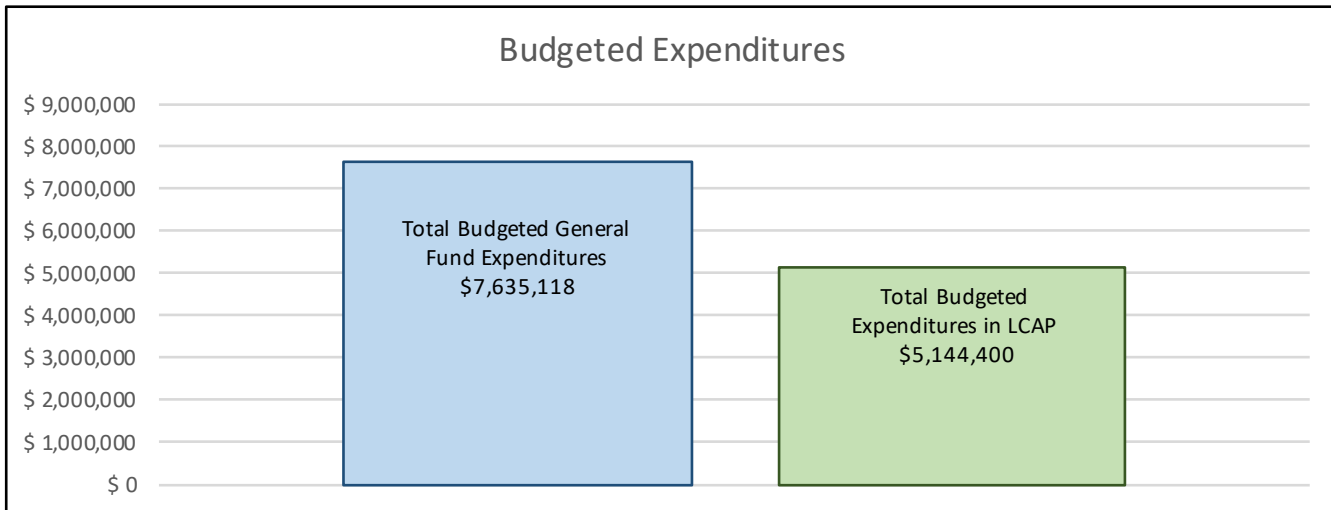


This chart shows the total general purpose revenue Darnall Charter School expects to receive in the coming year from all sources.

The total revenue projected for Darnall Charter School is \$7,456,761.00, of which \$6,140,937.00 is Local Control Funding Formula (LCFF), \$861,053.00 is other state funds, \$60,000.00 is local funds, and \$394,771.00 is federal funds. Of the \$6,140,937.00 in LCFF Funds, \$1,085,461.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

LCFF Budget Overview for Parents



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

Darnall Charter School plans to spend \$7,635,118.00 for the 2019-20 school year. Of that amount, \$5,144,400.00 is tied to actions/services in the LCAP and \$2,490,718.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

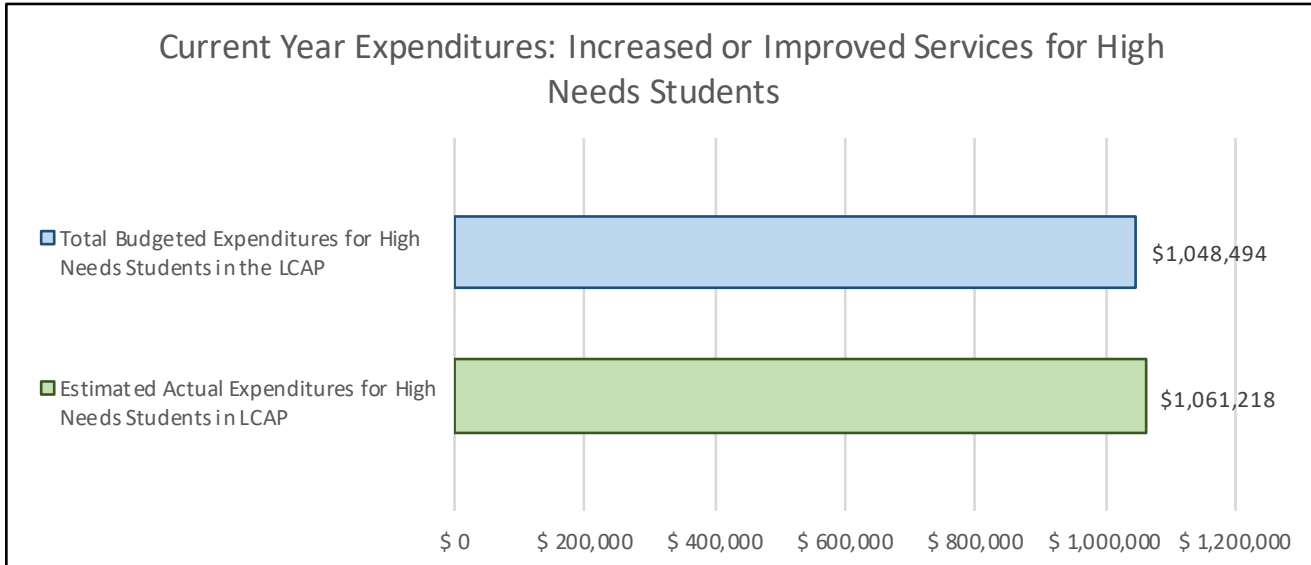
General salaries and consumables expenses that are not directly related to student or program services.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Darnall Charter School is projecting it will receive \$1,085,461.00 based on the enrollment of foster youth, English learner, and low-income students. Darnall Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Darnall Charter School plans to spend \$1,249,900.00 on actions to meet this requirement.

LCFF Budget Overview for Parents

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



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

In 2018-19, Darnall Charter School's LCAP budgeted \$1,048,494.00 for planned actions to increase or improve services for high needs students. Darnall Charter School estimates that it will actually spend \$1,061,218.00 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Darnall Charter	Tim Simmons, Associate Director	tsimmons@darnallcharter.org 619-582-1822

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Darnall Charter School, is a K-8 public charter school situated in the Redwood Village, Mid-City region of San Diego. Currently, Darnall Charter School serves 653 students in grades TK-8, of which 77% Hispanic, 11% African-American, 6% Asian, 2% White, 3% 2+ Races; 55% English Learners, 13% Students with Disabilities, 2% Homeless, and 76% qualify for free/reduced lunch.

LCAP Highlights

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

Darnall Charter School was the recipient of the SUMS Grant, and this academic school year, our school’s MTSS Team received extensive professional learning at the San Diego County Office of Education, as part of the Planning Phase in establishing a Multi-tiered System of Supports.

MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the school’s system for supporting students. This comprehensive framework focuses on the Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students’ academic, behavioral and social success. MTSS has a broader scope than does Response to Intervention (RtI), because MTSS includes focusing on aligning the entire system of initiatives, supports, and resources and systematically addressing support for all students, including gifted and high achievers.

MTSS enables a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection for few components of RtI and intensive interventions. It endorses Universal Design for Learning Instructional strategies so all students have opportunities for learning through differentiated content, processes, and product. MTSS integrates instructional and intervention support so that systemic changes are sustainable and based on the Common Core State Standards aligned classroom instruction.

Based on an analysis of multiple forms of data including student achievement data (including CAASPP), Fall 2018 CA Schools Dashboard, WASC Report, survey findings, CSI Planning (Comprehensive Needs Assessment, Root Cause Analysis, and Equity Report) and input and feedback from stakeholders (staff, parents) through meetings and survey findings; our LCAP goals were revised to the following:

- **GOAL #1:** Implement a schoolwide Multi-tiered System of Supports (MTSS) utilizing multiple forms of data to identify the academic, social-emotional and/or behavioral needs of our students and provide appropriate supports; inform instructional decisions; to improve academic outcomes for all students (schoolwide & student groups). Continue to use data to support professional learning for all educators, paraprofessionals and Leadership Team. *(Aligns with WASC CAF # 1 & 4)*
- **GOAL #2:** Continue to strengthen professional learning for all educators in order to improve: instruction, teacher retention, and address the diverse learning needs of all student groups (including English learners, Students with Disabilities); to improve student academic outcomes. *(Aligns with WASC CAF #2-4)*
- **GOAL #3:** Engage parents, families, and members of the community as partners through education and communication to support student academic achievement, social-emotional needs of students, the school's mission/vision, and to provide a safe, supportive, inclusive, and positive learning environment for all.

Review of Performance

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

Greatest Progress

This school year Darnall Charter School's Leadership Team conducted a deep-dive into analyzing student achievement and demographic data as part of the school's charter renewal process, and to measure program efficacy. A comprehensive needs assessments was conducted with input and feedback from stakeholders that include Leadership Team, teachers, paraprofessionals, SPED Team and EL Director, classified, parents, and students. This process provided us the opportunity to identify our school's strengths and areas for significant growth. This included revisions to our LCAP Goals, Actions/Services, Annual Measurable Outcomes aligned to our school's educational program, charter petition, WASC Accreditation findings, the 8 State Priorities, and CA Schools Dashboard.

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

Greatest Needs

Darnall Charter School's 2018 CA School's Dashboard demonstrated declines across all student groups and State Indicators. The following chart

FALL 2018 CA DASHBOARD: DARNALL CHARTER SCHOOL				
	CHRONIC ABSENTEEISM	SUSPENSION RATE	ELA	MATH
ALL STUDENTS	ORANGE	RED	ORANGE	ORANGE
ENGLISH LEARNERS	YELLOW	RED	ORANGE	YELLOW
SOC. ECON DISADV.	ORANGE	RED	ORANGE	ORANGE
SWD	ORANGE	YELLOW	ORANGE	RED
AFRICAN-AMERICAN	RED	ORANGE	YELLOW	ORANGE
ASIAN	BLUE	GREEN	--	--
HISPANIC	ORANGE	ORANGE	ORANGE	ORANGE

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

Performance Gaps

Darnall Charter School does not have any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. However, our school does have “Red” and “Orange” Performance Category for all 4 State Indicators

Comprehensive Support and Improvement

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

Schools Identified

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

Darnall Charter School

Support for Identified Schools

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

Darnall Charter School, a direct-funded public charter school, and as its own LEA, the entire CSI funds will be allocated directly to the school.

Darnall Charter School was identified for CSI based on the Red and Orange Performance Categories for the “all students” as identified in the 2018 Fall CA Schools Dashboard (see chart):

FALL 2018 CA DASHBOARD: DARNALL CHARTER SCHOOL				
	CHRONIC ABSENTEEISM	SUSPENSION RATE	ELA	MATH
ALL STUDENTS	ORANGE	RED	ORANGE	ORANGE
ENGLISH LEARNERS	YELLOW	RED	ORANGE	YELLOW
SOC. ECON DISADV.	ORANGE	RED	ORANGE	ORANGE
SWD	ORANGE	YELLOW	ORANGE	RED
AFRICAN-AMERICAN	RED	ORANGE	YELLOW	ORANGE
ASIAN	BLUE	GREEN	--	--
HISPANIC	ORANGE	ORANGE	ORANGE	ORANGE

Darnall Charter School staff has been engaged in the self-reflection process as a result of:

- The ongoing schoolwide improvement cycle as a WASC accredited school;
- The Multi-tiered System of Support (MTSS) year-long Training at the San Diego County Office of Education (SDCOE) as a recipient of the SUMS Grant; and
- As part of the school’s successful charter petition renewal process through the San Diego Unified School District, its’ authorizer

- Its identification for Comprehensive Support & Improvement (CSI).

Darnall Charter School's CSI Leadership Team is comprised of the Associate Director of Instruction, Curriculum, and Operations (SPED, Parent Engagement); Associate Director of Student Services (Counseling services); Associate Director of Finance and Technology (operations, data, tech); and Associate Director of Programs & Assessments (Compliance Reporting, HR, interventions, & EL). Our Leadership team developed a Comprehensive Needs Assessment, which included the collection, disaggregation and analysis of multiple types of data (including student demographics and student achievement data) Dashboard data, LCAP CDE metrics, and internal assessment data.

- **Data reviewed included:** Student demographic data (including EL, SWD, Homeless, Migrant, Foster Youth), enrollment, transiency rate, middle school dropout rates, attendance rates, EL Reclassification Rates, LtEL, ELPAC, parent education levels, iReady ELA/Math results, teacher attrition and retention rates, Illuminate Data, iXL Math results, including Suspension Rates & Chronic Absenteeism rates by student group for the 2016-17 and 2017-18 school year (including count, cumulative enrolled, unduplicated counts). ELA & Math CAASPP Data was disaggregated by student group and grade level, using Mean Scale Score for the past 3 years.

This data was used to present to various stakeholders at different venues this year. Input and feedback was collected from formal and informal stakeholder meetings, which included: School Site Council, ELAC, Coffee with the Principal, Schoolwide events, and parent/teacher/student and staff surveys. In addition, we also administered a Staff LCAP/CSI Survey that focused on Tier 2 & 3 academic, social-emotional and behavioral supports for students.

We met with stakeholders, which included: school staff (includes teachers, EL, SPED, Paraprofessionals, and counselor), parents/guardians and students to ensure a high level transparency but also ensure fidelity of our CSI plan. This data was used to present to various stakeholders at different venues this year. Input and feedback was collected from formal and informal stakeholder meetings, which included: School Site Council, ELAC, Coffee with the Principal, Schoolwide events, and parent/teacher/student and staff surveys.

The purpose of each of our meetings/discussion was to present our Needs assessment data, inform stakeholders of schoolwide needs, the CA Dashboard results, identification for CSI, and discuss methods to improve overall schoolwide and student outcomes, and its impact on the CA Schools Dashboard.

This process allowed us to identify areas of strength, and areas for growth; and develop a list of top needs that were ranked based on priority.

The following charts illustrate the **chronic absenteeism** rates for the 2016-17 and 2017-18 school year schoolwide and further disaggregated by student group. This State Indicator resulted in an "Orange"

Performance Category. The charts include the cumulative enrollment the number of students identified as “chronically absent” (count); and the percentage (rate).

2016-17 CHRONIC ABSENTEEISM RATE				2017-18 CHRONIC ABSENTEEISM RATE			
	CUM ENROLL	COUNT	RATE		CUM ENROLL	COUNT	RATE
SCHOOLWIDE	683	86	12.6%	SCHOOLWIDE	672	99	14.7%
AFRICAN-AMERICAN	66	11	16.7%	AFRICAN-AMERICAN	79	23	29.1%
ASIAN	52	3	5.8%	ASIAN	40	1	2.5%
HISPANIC	521	67	12.9%	HISPANIC	509	67	13.2%
WHITE	14	1	7.1%	WHITE	15	3	20.0%
2+ RACES	20	2	10.0%	2+ RACES	21	5	23.8%
EL	447	55	12.3%	EL	384	45	11.7%
HOMELESS	32	11	34.4	HOMELESS	24	6	25.0%
SOC. ECON DISADV.	602	79	13.1	SOC. ECON DISADV.	588	88	15.0%
SWD	84	11	13.1%	SWD	100	18	18.0%

The following charts provide the **suspension rate** data disaggregated by student group; total number of suspensions, the unduplicated count, suspension rate (percentage); and the percentage of students with 1 and multiple suspensions for the 2016-17 and 2017-18 school year, which resulted in a “Red” Performance Category on the 2018 Fall CA Schools Dashboard.

2016-17 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	808	63	39	4.8%	69.2%	30.8%
AFRICAN-AMERICAN	82	17	9	11.0%	44.4%	55.6%
ASIAN	65	2	2	3.1%	100.0%	0.0%
HISPANIC	608	40	25	4.1%	76.0%	24.0%
WHITE	16	1	1	6.3%	100.0%	0.0%
2+ RACES	22	2	1	4.5%	0.0%	100.0%
ELL	514	26	16	3.1%	62.5%	37.5%
HOMELESS	41	3	2	4.9%	50.0%	50.0%
SOC. ECON DISADV	703	60	36	5.1%	66.7%	33.3%
SPED	97	11	7	7.2%	57.1%	42.9%

2017-18 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	685	57	43	6.3%	79.1%	20.9%
AFRICAN-AMERICAN	80	11	8	10.0%	62.5%	37.5%
ASIAN	40	1	1	2.5%	100.0%	0.0%
HISPANIC	521	39	30	5.8%	83.3%	16.7%
WHITE	15	3	1	6.7%	0.0%	100.0%
2+ RACES	21	*	*	*	*	*
ELL	393	31	26	6.6%	84.6%	15.4%
HOMELESS	26	2	2	7.7%	100.0%	0.0%
SOC. ECON DISADV	597	46	37	6.2%	81.1%	18.9%
SPED	100	8	6	6.0%	83.3%	16.7%

The following charts reflect our students' performance on the ELA and Math CAASPP for the past 2 years, reported by Mean Scale Score, Distance from Standard (Level 3 Standards Met criteria) schoolwide and disaggregated by student group. This resulted in an "Orange" Performance Category for ELA and Math on the Dashboard.

ELA CAASPP PERFORMANCE			MATH CAASPP PERFORMANCE		
2017 vs. 2018 DISTANCE FROM STANDARD (DFS)			2017 vs. 2018 DISTANCE FROM STANDARD (DFS)		
	2017 DFS	2018 DFS		2017 DFS	2018 DFS
ALL STUDENTS	-29.1	-28.1	ALL STUDENTS	-50.7	-51.9
ENGLISH LEARNERS	-34.3	-32.3	ENGLISH LEARNERS	-55	-50
HOMELESS	-15	-43.7	HOMELESS	-31.8	-49
SOC. ECON DISADV.	-28.5	-29.9	SOC. ECON DISADV.	-48.8	-51.2
SWD	-110.7	-83.9	SWD	-115	-116
AFRICAN-AMERICAN	-57.3	-43.2	AFRICAN-AMERICAN	-79.1	-81.7
ASIAN	+10.6	+9.3	ASIAN	-5	-14.3
HISPANIC	-32.5	-32.1	HISPANIC	-55.4	-54.3

ROOT CAUSE ANALYSIS:

Our school was identified for CSI because all indicators on our school's dashboard were either "red" or "orange" performance levels. For each of the state indicators: Chronic absenteeism, Suspension rate, ELA and Math; we conducted a root causes analysis which further drove our discussion and identification on 3 major areas of focus for 2019-20 with the support of CSI Grant Funds:

- Professional Development for teachers
- Intervention tracking tool
- Social-emotional & Behavioral Supports Universal Screener

SUMMARY OF FINDINGS

During the analysis of data, a root-cause analysis took place with stakeholders to identify root causes (which varied), and possible solutions to implement immediately. Some solutions require systems and protocols to be established in order to effectively implement change, fidelity to our educational program, continuity, and the ongoing collection and analysis of data that will result in positive outcomes for our students.

An Analysis of our school's Dashboard data and internal data concluded the following:

- There is a need to strengthen the quality and delivery of instruction by providing our teachers with a robust, and ongoing Professional Development on evidence-based pedagogical strategies to address the diverse learning needs of our students and increase student engagement.
- There is a need to strengthen ELA and math instruction by providing ongoing coaching for teacher
- There is a need to train our teachers on using data to inform and differentiate instruction.
- There is a need to strengthen our PBIS and Restorative Justice Program to effectively identify students who need social-emotional and/or behavioral supports through the use of a universal screener.
- There is a need to continue to strengthen our counseling services for students with social-emotional and/or behavioral supports and intervention.
- There is a need to provide our teacher with coaching on strategies for classroom management.
- There is a need to strengthen our English Learner (EL) Instructional Program for EL, Long-term EL (LtEL), and Newcomers.

EVIDENCE-BASED INTERVENTIONS (EBI)

Within that list, items (actions/services) were ranked in order of preference; and having the most impact; and we searched various resources to ensure that our plan included evidence-based interventions. To verify that interventions met this threshold, we used the following websites and resources:

- What works Clearinghouse
- Evidence for ESSA (John Hopkins University)
- CDE "Evidence-based Interventions (EBI)" Under [ESSA Video](#), which identified EBI under ESSA have 4 Tiers/levels of evidence
- Attended SDCOE Workshop on LCAP, CSI & ATSI Workshop Series
- Participated in [CDE's Tuesday @2 webinars](#). Addressing the CSI Prompts in the LCAP"
- CDE "Evidence-based Interventions (EBI)" Under [ESSA Video](#), which identified EBI under ESSA have 4 Tiers/levels of evidence

RESOURCE INEQUITIES REVIEW

Our school's Unduplicated Pupil Percentage (UPP) is 90.23%

During the review process to identify resource inequities we focused on 3 areas:

- Access to student interventions and supports

- Personnel: quality and delivery of instruction
- Suspension Rate: compared our rates across student groups most of the students who are suspended fall into multiple student groups (ex. Hispanic, EL, SWD, Homeless, and Socio-economically Disadvantaged).

Upon an extensive review of our school's entire budget, resource allocation, and Comprehensive Needs assessment, we did not identify any resource inequities. Rather, our school offers a Comprehensive educational program, with a focus on social-emotional and behavioral supports and intervention.

ACTION ITEMS

- Contract services for Instructional Coaching for Tier 1 Instruction: Differentiation/UDL with San Diego County Office of Education (SDCOE) specialist who will provides ongoing support, classroom observations, feedback, assists with planning and with coaching on how to differentiate lessons for diverse level learners; prepare engaging lessons that elicit higher level critical thinking and problem-solving skills, that are also relevant to our student's background and culture. Culturally Responsive Teaching will also be a key area of focus.

- Contract services for **Behavioral Specialist Coaching** for teachers on evidence-based strategies for addressing with challenging disruptive behavioral issues in the classroom.

Contract services for **Math Coaching** for all Elementary teachers and Math Middle School teachers with SDCOE focusing developing engaging, and rigorous lessons and strategies for effective teaching of Common Core Math through Explicit Instruction.

- Contract services for **ELD Coaching** with SDCOE - for all teachers on designated and integrated ELD standards; and strategies to support EL, newcomer EL and long-term EL.

- **GLAD Strategies** training for all teachers and paraprofessional by SDCOE

- Contract **Professional Development** training for our data platform **Illuminate Education** – to create rich data reports by classroom, grade level, student group (SWD, EL, SED etc.), and individual student that will allow to monitor student progress over time, assess the effectiveness of intervention, educational program, and instruction.

- Temporary position, **Reading/ELD Interventionist** to provide academic support and intervention for our chronically low-performing students in reading and provide additional support for our newcomers, EL and long-term EL students through small group targeted instruction.

- Purchase **Educlimber** Intervention Tracking. Data warehouse, cloud-based data system, which allows making data analysis more efficient, and accurate allowing educators to focus on teaching and supporting students. This application supports best practices with a focus on creating sustainable and successful systems change through effective data-based decision making and identifying professional development needs.

- Purchase a **social-emotional and behavioral universal screener**, Panorama survey, which will be administered multiple times during the school year to measure progress over time.

- **Panorama survey** (teacher/coaching) module, which will survey teachers, on the effectiveness of the coaches/coaching, and identify any issues/gaps.

Monitoring and Evaluating Effectiveness

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

Darnall Charter School's (CSI) Leadership Team will monitor and evaluate the implementation and effectiveness of the school's CSI plan to support student and school improvement through the following methods that include their roles/responsibilities:

1. The Associate Director (AD) of Student Services will monitor attendance; at-risk youth for chronic absenteeism present and disseminate the school's attendance policy, meet with families/guardians and conduct home visit, when necessary; and collaborate with the Behavioral Specialist who will
2. The Associate Director (AD) of Curriculum, Operations, and Direct Instruction will monitor and ensure all teachers participate in professional development and receive ongoing coaching from the Instructional Coach; ELD Coach, ELA Coach and Math Coach. During weekly classroom observations the Principal will observe the frequency and impact of these strategies on student engagement and outcomes.
3. The Associate Director of Programs and Assessment will monitor EL and SWD academic progress using multiple types of assessments and will prepare these reports for EL and SPED Department teams to monitor student academic progress.
4. The Associate Director of Finance and Technology will develop data reports using Illuminate and Edulimber; and Panorama Survey Data, for grade level and student groups; and present findings to stakeholders: Leadership Team, Staff, Parents, and Governing Board.
5. Teachers will use data reports from EduClimber and Illuminate to monitor student progress data monthly; and for use during grade level team planning meetings.
6. Our (CSI) Leadership Team will meet on a quarterly basis to monitor and evaluate the effectiveness of the CSI plan by analyzing comprehensive data at Leadership Team

Meetings:

- Academic grades
- Monthly/quarterly reports from: internal assessments (iReady, iXL, CAASPP, ELPAC, CAASPP. These reports will be disaggregated by grade level and student group.
- Quantity and types of referrals
- Findings from universal screener survey

- Survey results – teachers on coaching
- Suspension Rates
- Attendance and at-risk chronically absent students
- Coaching hours
- Observational tool findings
- Academic grades in ELA & Math
- Home visit findings

Annual Update

LCAP Year Reviewed: 2018-19

Goal 1

All students will have access to rigorous, well rounded, standards aligned curricula taught by highly qualified teachers.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7, 8

Local Priorities: 1, 2, 7

Annual Measurable Outcomes

Expected

Actual

**100% of teachers will be fully credentialed and appropriately assigned:
Maintain baseline**

2018-19: 100%

**100% of teachers will participate in annual professional development
on the implementation of Common Core State Standards and the use of
aligned resources and materials: Maintain or improve on new 2017-18
baseline**

2018-19: 100%

**100% of students will receive standards based science instruction based
on CA History Social Science standards and/or integrated Common Core
State Standards: From California School Dashboard Local Measure:
Maintain or improve on new 2017-18 baseline**

2018-19: 100%

**100% of students will receive standards based history/social science
instruction based on the Next Generation Science Standards and/or**

2018-19: 100%

Expected

Actual

integrated Common Core State Standards: Maintain or improve on new 2017-18 baseline	
100% students enrolled in the Biliteracy Program will receive standards based instruction based on the Common Core State Standards California English/Spanish Language with Linguistic Augmentation: Maintain baseline	2018-19: 100%
100% of English Learners will receive instruction to gain English proficiency through the implementation of the ELD Program, the Biliteracy curriculum and EL specific strategies for CCSS implementation: Maintain or improve on new 2017-18 baseline	2018-19: 100%
100% of students will participate in standards based classes guided by the California Visual and Performing Arts Content Standards: Maintain new 2017-18 baseline	2018-19: 100%
100% of students will participate in standards based physical education classes guided by the California Physical Education Framework and California Physical Education Standards: Maintain or improve on new 2017-18 baseline	2018-19: 100%
100% of students will receive information literacy and technology instruction based on 21st Century skills: Improve on new 2017-18 baseline	2018-19: 100%
100% of students will have access to standards-aligned materials and additional instructional support materials: Maintain or improve on new 2017-18 baseline	2018-19: 100%
A minimum of 85% of parents taking the annual parent survey will respond positively to questions related to Goal #1: Maintain or improve on new 2017-18 baseline	See Goals 3 & 4 for survey responses.

Expected

A minimum of 85% of students taking the annual parent survey will respond positively to questions related to Goal #1: Maintain or improve on new 2017-18 baseline

Actual

See Goals 3 & 4 for survey responses.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>Highly Qualified Teachers & Staff</u></p> <p>a. All core teacher candidates screened for employment will hold valid credential and credential status and teaching assignments will be reviewed annually. Costs associated with Executive Assistant and LT member in charge of HR.</p> <p>b. Hire, develop and retain highly qualified teachers & staff:</p> <ul style="list-style-type: none"> • 30 classroom teachers • 2 PE, 1 Music and 1 Art teacher • 3 Education Specialists • 1 psychologist • 1 psychologist intern • 2 counselors Instructional Assistants <p>c. Provide professional development to teachers for Common Core implementation, all other content areas, curriculum support equipment/materials, digital resources and other programs. Costs associated for Leadership Team members providing internal PD and contracted PD</p>	<p><u>APPROPRIATELY CREDENTIALLED TEACHERS</u></p> <p>a. 100% teachers are appropriately credentialed and assigned. These documents were verified by the Executive Assistant and LT member in charge of HR.</p> <p>b. As stated above all teachers are appropriately credentialed and assigned.</p> <ul style="list-style-type: none"> • Associate Director of Curriculum, Operations & Direct Instruction • 29 teachers • 2 PE, 1 Music, & 1 Art • 5 Education Specialist including Instructional Aides for SPED Department. • 1 Psychologist • 1 Psychologist Intern • 2 Counselors • Instructional Assistants 	<p>a. 154,048</p> <p>b. 2,809,263</p> <p>c. included in c</p> <p>d. 330,990</p> <p>e. 12,000</p> <p>f. 1,715,872</p> <p>LCFF Base LCFF S/C</p> <p>a. 1000s, 2000s</p> <p>b. 1000s, 2000s</p> <p>c. included in c</p> <p>d. 1000s</p> <p>e. 5200</p> <p>f. 3000</p>	<p>\$3,940,000</p> <p>LCFF Base</p> <p>1000s, 2000s, 3000s, 5000s</p> <p>2PE, 1 Music, 1 Art, Counselors, Instructional Coach</p> <p>\$575,000</p> <p>LCFF S/C</p> <p>1000s, 2000s, 3000s</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>providers.</p> <p>d. Costs associated with the Leadership Team’s oversight of the implementation of Darnall’s educational program.</p> <p>e. Costs for teachers and Leadership Team to attend workshops and conferences.</p> <p>f. Costs for payroll and benefits associated with hiring and retaining highly qualified teachers & staff.</p>	<ul style="list-style-type: none"> • Instructional Coach <p>c. Professional Development offered this year focused on the following:</p> <ul style="list-style-type: none"> • De-escalation (SELPA) • Designated ELD • Small Group • SpED • Suicide Prevention • Restorative Practices • CAASPP Training • Co-Teaching • Data analysis • PBIS update <p>d. Common core implementation: MTSS, Math Conference, Kindergarten, Benchmark (ELA)</p> <p>e. Role of Leadership team can be found in the following Goals and Actions.</p> <p>f. Professional Development & Workshops/Conferences</p> <p>g. This is a duplicate action and already included in “b” above</p>		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>Curriculum & Resources</u></p> <p>a. Curriculum and instructional materials will be reviewed annually and reported on School Accountability Report Card and ELA & Math instructional materials purchased will be Common Core aligned. Costs associated with Instructional Leader and School Leadership Council.</p> <p>b. Curriculum: Costs associated with Ready Common Core math & ELA curriculum and iReady Diagnostic & Instruction digital resource. Costs associated with curriculum in other content areas.</p> <p>c. Resources: Costs associated with all other online digital resources to support Common Core implementation and instruction in other content areas.</p> <p>d. Technology: Continue implementation of 1-to-1 plan; maintain student technology Maintain and Upgrade classrooms with 21st Century equipment.</p> <p>e. Conduct a comprehensive curriculum review across all grade levels, and develop mechanisms to ensure all students are</p>	<p><u>Curriculum & Resources</u></p> <p>a. Curriculum and Instructional materials were reviewed and reported on the SARC.</p> <p>b. Curriculum purchased this year:</p> <ul style="list-style-type: none"> • Benchmark ELA, ELD, & SPED • Mystery Science • McGraw Hill: My Math • Reading resources • TCI History (Gr. 6-8) <p>c. Digital resources purchased/subscribed to:</p> <p>d. Technology purchases include:</p> <ul style="list-style-type: none"> • Promethean Boards (9): every class is equipped with a Promethean Board. • IT Tech Support • Chromebook Laptop replacement • Costs for website: Edlio <p>e. Comprehensive curricular review across all grade levels took place.</p> <p>f. This is a duplicate action, see “b”</p>	<p>a. See Highly Qualified Teachers and Staff</p> <p>b. 121,900.00</p> <p>c. Included in b</p> <p>d. 31,000.00</p> <p>e. See Highly Qualified Teachers and Staff</p> <p>f. 46,000.00</p> <p>b-d: LCFF Base f: LCFF S/C</p> <p>b-c and f: 4000s d: 4400s</p>	<p>\$75,000 LCFF Base 4000s</p> <p>Items included in D: \$55,000 LCFF S/C 5000s, 6000s</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
engaging in rich learning experiences and rigorous curriculum to meet the expectations of Common Core State Standards. (WASC) f. Purchase and implement new English Language Arts curriculum			

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>English Language Development & Biliteracy Program</u></p> <p>a. ELD: Continue implementation of Darnall’s ELD Plan. Costs associated with plan implementation.</p> <p>b. Biliteracy: Incorporate Biliteracy specific instructional strategies into Professional Development. Resources: Purchase digital resources in Spanish.</p> <p>c. Monitor progress toward English proficiency through explicit desegregation of EL data. Costs associated with AD of Programs & Assessment.</p> <p>d. Support English Learners through Integrated and Designated ELD instruction using the new English Language Arts curriculum.</p>	<p><u>English Language Development & Biliteracy Program</u></p> <p>a. Designated & Integrated ELD implementation took place with the adoption of Benchmark – as noted in Action 2.</p> <p>b. Biliteracy program review took place and was included in the charter petition renewal for the Transitional Bilingual program.</p> <p>c. The monitoring of English proficiency of EL took place. Costs was noted in Action 1 (salaries)</p> <p>d. Designated ELD took place for 45 minutes daily. 1 Instructional Assistant was assigned to “newcomers” and another Instructional Assistant was assigned to Bilingual TK classroom. Currently, Darnall is establishing a transitional bilingual program in grades TK-4.</p>	<p>A: 40,000</p> <p>b-c: See Highly Qualified Teachers and Staff and, Curriculum and Resources d: 46,000</p> <p>a-c: See Highly Qualified Teachers and Staff and, Curriculum and Resources.</p> <p>d: LCFF S/C</p> <p>a: 2100s, 5000s</p>	<p>\$39,500</p> <p>Title III</p> <p>2000s, 3000s</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

All actions were implemented with fidelity to support Goal #1. A few actions were duplicates, and captured in a previous action.

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

This academic year was the planning phase of the Multi-Tiered System of Supports (MTSS), where key staff members received ongoing coaching and support from the SDCOE. During the year-long training our team developed MTSS Goals, which will align to our newly developed LCAP Goals for 2019-20.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The differences between Budgeted Expenditures and Estimated Actual Expenditures include:

- Action 1: Key staff members were not accounted for in the 2018-19 LCAP but were employees of the school, performing duties outlined in this LCAP.

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

As a result of the school's identification for Comprehensive Support & Improvement (CSI), Fall 2018 CA School's Dashboard, MTSS Implementation, WASC Accreditation findings, and analysis of CAASPP and internal benchmark assessment data (ELA/Math), there is a need to revise LCAP Goal #1: Implement a schoolwide Multi-tiered System of Supports (MTSS) utilizing multiple forms of data to identify the academic, social-emotional and/or behavioral needs of our students and provide appropriate supports; inform instructional decisions; to improve academic outcomes for all students (schoolwide & student groups). Continue to use data to support professional learning for all educators, paraprofessionals and Leadership Team.

(Aligns with WASC CAF # 1 & 4). In addition, the annual measurable outcomes; and actions and services will also be revised to support Goal #1, and the CDE requirements on the 8 State Priorities. The AMO's for this goal are impactful in attaining the goal, or improving student academic outcomes, therefore they will be eliminated and our LCAP will address the required metrics/outcomes outlined in the instructions provided by the CDE of the LCAP document.

Goal 2

Maintain high academic achievement expectations for all students and provide the support needed to meet those expectations.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 8

Local Priorities:

Annual Measurable Outcomes

Expected

Based on ELA and Mathematic CAASPP scores, the California Dashboard Change for All Students will be marked Increased compared to the previous year.

Student groups performing below All Students will have a higher Change rate than the All Students group. For a Status level of blue, the goal will be to Maintain:

ELA

All Students: Increased SWD, Increased African American, Increased

Math

All Students: Increased SWD, Increased African American, Increased

Actual

SPRING 2018 ELA CAASPP MEAN SS	
	DFS
ALL STUDENTS	-28.1
ENGLISH LEARNERS	-32.3
HOMELESS	-43.7
SOC. ECON DISADV.	-29.9
SWD	-83.9
AFRICAN-AMERICAN	-43.2
ASIAN	+9.3
HISPANIC	-32.1

Expected

Actual

	<table> <tr> <th colspan="2">SPRING 2018 MATH CAASPP MEAN SS</th></tr> <tr> <th></th><th>DFS</th></tr> <tr> <td>ALL STUDENTS</td><td>-51.9</td></tr> <tr> <td>ENGLISH LEARNERS</td><td>-50</td></tr> <tr> <td>HOMELESS</td><td>-49</td></tr> <tr> <td>SOC. ECON DISADV.</td><td>-51.2</td></tr> <tr> <td>SWD</td><td>-116</td></tr> <tr> <td>AFRICAN-AMERICAN</td><td>-81.7</td></tr> <tr> <td>ASIAN</td><td>-14.3</td></tr> <tr> <td>HISPANIC</td><td>-54.3</td></tr> </table>	SPRING 2018 MATH CAASPP MEAN SS			DFS	ALL STUDENTS	-51.9	ENGLISH LEARNERS	-50	HOMELESS	-49	SOC. ECON DISADV.	-51.2	SWD	-116	AFRICAN-AMERICAN	-81.7	ASIAN	-14.3	HISPANIC	-54.3
SPRING 2018 MATH CAASPP MEAN SS																					
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SWD	-116																				
AFRICAN-AMERICAN	-81.7																				
ASIAN	-14.3																				
HISPANIC	-54.3																				
The percentage of students meeting their iReady Growth Targets in English Language Arts and Mathematics will increase compared to the previous year: Increase percentage	<p>2017-18 Reading – 55%</p> <p>2018-19 Reading – 51% (84% complete)</p> <p>2017-18 Math – 55%</p> <p>2018-19 Math – 56% (90% complete)</p>																				
The percentage of 5 th and 8 th grade students scoring proficient or advanced on the California Standards Test for Science will increase compared to the previous year: Establish baseline	<p>2018-19: CST Science was eliminated in 2015.</p> <p>Spring 2019 CA Science Test (CAST) results are pending.</p>																				
75% or more of 5 th and 7 th grade students tested with the CA Physical Fitness Test will meet the Healthy Fitness Zone requirement in 5 out of 6 fitness standards: Maintain or improve baseline	<p><u>For Grade 5</u></p> <p>2017-18: 23.6% Met 5 of 6 Standards</p> <p>2017-18: 52.8% Met 6 of 6 Standards</p> <p><u>For Grade 7</u></p> <p>2017-18: 10.8% Met 5 of 6 Standards</p> <p>2017-18: 4.6% Met 5 of 6 Standards</p>																				
100% of students performing below grade level will receive intervention	<p>2018-19: 100%</p>																				

Expected

Actual

services: Maintain baseline	
The percentage of English Learners being reclassified will increase compared to the previous year. (local measure): Increase percentage	2017-18: 8.8% (CELDT) 2018-19: 7.5% (ELPAC)
The percentage of English Learners making progress toward proficiency will increase compared to the previous year. (CELDT): Increase percentage	2017-18: Per CDE Guidelines – CELDT was administered for Initials only. ELPAC was administered as Summative
The percentage of English Learners making progress toward proficiency will increase compared to the previous year. (ELPAC): Establish baseline based on ELPAC	2017-18: 34.3% (ELPAC)
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: Maintain or improve baseline	Analysis pending CAASPP results
100% of students will demonstrate grade level information literacy and technology standards through student created evidence from specific Common Core State Standards: Maintain	2018-19: 70%
A minimum of 85% of parents taking the annual parent survey will respond positively to questions related to Goal #2: Changing metric to California Dashboard local indicator Parent Engagement. See Goal 1, AMO 11.	See Goals 3 & 4 for survey responses.
A minimum of 85% of students taking the annual student survey will respond positively to questions related to Goal #2: Changing metric to California Dashboard local indicator School Climate. See Goal 1, AMO 12.	See Goals 3 & 4 for survey responses.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>Educational Program</u></p> <p>a. Provide the Educational Program as described in this Darnall's charter petition. Costs associated with teachers, curriculum and materials.</p> <p>b. Monitor student achievement progress through regular analysis of student data. Cost associated with teachers, Instructional Leader and AD of Programs & Assessment.</p> <p>c. Support students with IEPs to ensure they meet their academic goals. Costs associated with Education Specialists, Psychologist, Instructional Leader and contracted support providers.</p> <p>d. Resource: Purchase and use a Data and Assessment system for analysis and reporting to teachers, parents and students.</p> <p>e. Plan a balanced assessment system that provides teachers with actionable student achievement data to further inform curricular and instructional practices. (WASC)</p> <p>f. Design a Multi-Tiered System of Supports to ensure all students receive inclusive</p>	<p><u>Educational Program</u></p> <p>a. This is a duplicate action. See Goal 1, Action 1.</p> <p>b. Associate Director of Programs & Assessment collects, disaggregates and analyzes data and prepares reports for analysis and discussion. The grade level teams and leaders in collaboration with the Leadership Team engaged in monitoring student achievement data.</p> <p>c. This is a duplicate action. See Goal 1, Action 1.</p> <p>d. A Data & Assessment System for analysis and reporting to teachers, parents and students was not purchased. Associate Director of Finance and Technology has been conducting this research.</p> <p>e. 2018-19 served as a research/planning year. This action will take place in 2019-20 school year.</p> <p>f. 2018-19 served as a research/planning year. This action will take place in the 2019-20 school year.</p>	<p>A-b & e: See Highly Qualified Teachers and Staff and, Curriculum and Resources</p> <p>c: 149,500</p> <p>f: 12,000</p> <p>c: Federal and State SPED f: SUMS Grant</p> <p>c: 5851</p> <p>f: various</p>	<p>\$141,144, LCFF S/C</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
academic, behavioral and social-emotional instruction. (MTSS)			

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>Interventions</u></p> <p>a. Summer School: Provide four weeks of Summer School for students below grade level, English Learners, homeless and foster youth.. Expand to include ELD, enrichment and counseling services. Costs associated with program materials, teachers, and administration of program.</p> <p>b. Instructional Support: Provide support for students identified for intervention support. Costs associated with Instructional Associates.</p> <p>c. Instructional Support: Provide support for students with IEPs using the inclusion model. Costs associated with Special Education Instructional Associates.</p> <p>d. LITC: Provide support in the computer lab for K-2 classroom interventions. Costs associated with Computer Resource Teacher.</p> <p>e. RTI: Continue system to identify, monitor and support student in need. Costs associated with Instructional Leader, Psychologist, Counselor and teachers.</p> <p>f. Provide academic support before and after school.</p> <p>g. Implement strategies to improve</p>	<p><u>Interventions</u></p> <p>a. A total of 4-weeks of summer school was offered.</p> <p>b. A total of 5 Instructional Associates provided academic intervention/support.</p> <p>c. See Goal 1, Action 1 (SPED Expenses)</p> <p>d. Purchased the following:</p> <ul style="list-style-type: none"> • iReady • Illuminate Data & Assessment • EduClimber (pilot) • iXL Math • Moby Max • Reading A-Z/RAZ Kids <p>e. Orton- Gillingham SST Tier 2</p> <p>f. Darnall offered a 12-week Extended Learning Support Program for each session (total: 2)</p> <p>g. Small group instruction was implemented partially. Our schoolwide MTSS Goal is to implement small group instruction, and provide Benchmark PD.</p>	<p>b, d, e & g: See Goal 1, Action 1 - See Highly Qualified Teachers and Staff and Curriculum and Resources</p> <p>a. 60,000</p> <p>c. 45,386</p> <p>f. 273,000</p> <p>a & f. LCFF S/C</p> <p>c. SPED</p> <p>a. 1000s, 2000s</p> <p>c. 2100</p> <p>f. 5851</p>	<p>\$110,200</p> <p>\$60,200 Title I, Summer school, homeless</p> <p>\$156,250 LCFF S/C, Item B and D</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
differentiated instruction to address the varying levels of proficiency in classrooms. In doing so, teachers and staff can positively impact academic performance for student subgroups including EL, special education, high performing students, and students performing below grade level. (WASC)			

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>English Language Development</u></p> <p>a. Increase resources and focus professional development on ELD</p> <p>b. Continue implementation of Darnall's ELD Plan. Costs associated with plan implementation</p> <p>c. Implement a structured approach to ELD in organization, implementation, and professional development to support EL student population across all grade levels. This will provide administration and staff additional support structures to improve EL student academic growth and success. (WASC)</p>	<p><u>English Language Development</u></p> <p>a-c: These actions are duplicates. See Goal 1, Action 3</p>	<p>a & c: See Goal 1, Action 1 Highly Qualified Teachers and Staff and Curriculum and Resources</p> <p>b: See Goal 1, Action 3</p>	<p>\$0</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide additional support to all English Learners, homeless and foster youth:</p> <p>a. Expand Extended Learning Support (after school) and invite all English Learners, homeless and foster youth.</p> <p>b. Expand Summer school and invite all English Learners, homeless and foster youth.</p> <p>c. Provide additional academic, behavior and social-emotional support to all English Learners, homeless and foster youth.</p>	<p>a. This is a duplicate action. 12-week Extended Learning Support Program was provided (see Goal 2, Action 2)</p> <p>b. This is a duplicate action. Summer School was offered for 4-weeks. (See Goal 2, Action 2)</p> <p>c. This is a duplicate action. However, Darnall had a total of 12 enrolled students identified as Homeless. Per McKinney-Vento; school uniforms, transportation passes, school supplies and personal items were provided to these students.</p>	<p>a-c: See Action 2</p>	<p>\$200</p> <p>Title I</p> <p>4000s</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Overall, actions/services were implemented with fidelity to support Goal #2. A few actions were duplicate actions already discussed in a prior goal or prior action.

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

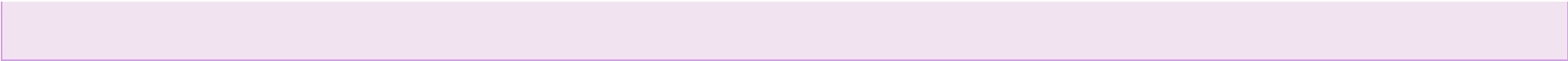
Most of the actions, specifically the assessments administered internally were implemented this year and once end of year assessments are administered and reported, they will be compared with CAASPP ELA & Math Achievement Level, which will provide our staff with a better understanding the degree to which the actions/services were effective. Significant resources were allocated this year to improve student academic outcomes; including a shift in the use of assessments to drive instruction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference because all actions were accounted for.

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

As a result of the school's identification for Comprehensive Support & Improvement (CSI), Fall 2018 CA School's Dashboard, MTSS Implementation, WASC Accreditation findings, and analysis of CAASPP and internal benchmark assessment data (ELA/Math), there is a need to revise LCAP Goal #2: Continue to strengthen professional learning for all educators in order to improve: instruction, teacher retention, and address the diverse learning needs of all student groups (including English learners, Students with Disabilities); to improve student academic outcomes. (*Aligns with WASC CAF #2-4*) In addition, the annual measurable outcomes; and actions and services will also be revised to support Goal #2, and the CDE requirements on the 8 State Priorities. The AMO's for this goal are impactful in attaining the goal, or improving student academic outcomes, therefore they will be eliminated and our LCAP will address the required metrics/outcomes outlined in the instructions provided by the CDE of the LCAP document.



Goal 3

Provide a safe and caring learning environment that promotes student engagement and supports teaching and learning.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 6

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

100% of students will participate in the PBIS program: Maintain baseline

2018-19: 100%

100% of students will have received age appropriate instruction regarding safe and appropriate behavior on social networking sites and other Internet services and digital citizenship: Maintain

2018-19: 100%

Information about online safety will be distributed to parents: Maintain baseline

2018-19: Outcome Met

100% of homeless and foster youth will receive needed support services as identified by the school counselor: Maintain baseline

2018-19: 100%

The annual expulsion rate will be less than 1%: Maintain or improve

2017-18: 0.3%

Expected

Actual

The annual suspension rate will be less than 5%: Maintain or improve

2017-18 SUSPENSION RATE						
ETHNICITY	CUM ENROLL	TOTAL #	UNDUP COUNT	RATE	% STUD. W/1 SUSP	% STUD. W/MULT. SUSP
SCHOOLWIDE	685	57	43	6.3%	79.1%	20.9%
AFRICAN-AMERICAN	80	11	8	10.0%	62.5%	37.5%
ASIAN	40	1	1	2.5%	100.0%	0.0%
HISPANIC	521	39	30	5.8%	83.3%	16.7%
WHITE	15	3	1	6.7%	0.0%	100.0%
2+ RACES	21	*	*	*	*	*
ELL	393	31	26	6.6%	84.6%	15.4%
HOMELESS	26	2	2	7.7%	100.0%	0.0%
SOC. ECON DISADV	597	46	37	6.2%	81.1%	18.9%
SPED	100	8	6	6.0%	83.3%	16.7%

The attendance rate will be 95% or above: Maintain or improve

2017-18: 95%

100% of staff will participate in Site Safety Plan training: Meet and maintain

2018-19: Outcome Met

At least 9 fire, earthquake and safety drills will be conducted for students and staff: Meet goal and maintain

2018-19: Outcome Met

90% of Facility Inspection checklists will be in compliance/good standing and 100% of identified required corrections will be corrected within three months: Maintain

2018-19: FIT Score - Exemplary

A minimum of 85% of parents taking the annual parent survey will respond positively to questions related to Goal #3: Changing metric to California Dashboard local indicator Parent Engagement. See Goal 1, AMO 11.

2018-19: 184 Participants

School Climate: Panorama Survey

Of the parent respondents:

- 75% stated that the classroom lessons at Darnall are extremely/quite motivating.
- 78% stated that their child/ren enjoy going to school at Darnall a tremendous amount/quite a bit.

Expected

Actual

A minimum of 85% of students taking the annual student survey will respond positively to questions related to Goal #3: Changing metric to California Dashboard local indicator School Climate. See Goal 1, AMO 12.

- 77% stated that the school values the diversity of their children's background a tremendous amount/quite a bit.
- 90% stated that teachers have a tremendous amount/quite a bit of respect for the children.
- 74% stated that administrators at the school create a school environment that helps children learn.

School Safety: Panorama Survey

Of the parent respondents:

- 37% almost never/once in a while – worry about violence at Darnall Charter School.
- 60% stated that if a student is bullied at Darnall it is not/slightly difficult to get help from an adult.
- 73% stated that their child feels slightly/not at all unsafe at Darnall.
- 87% stated that drugs are a little/not a problem at the school.
- 78% stated that it is slightly/not at all likely that their child would be bullied online at Darnall.

2018-19: 188 Participants in Grades 3-5: School Climate: Panorama Survey

Of the student respondents:

- 66% stated that the energy at the school is positive.
- 26% stated the behavior of other students helps their learning; while 45% stated it hurt their learning.
- 79% stated that teachers almost always/frequently seem excited to be teaching.

Expected

Actual

School Safety

- 59% stated that if a student is bullied in school, it is not at all/slightly difficult to get help from an adult.
- 57% stated they almost never/once in a while worry about violence at the school.
- 61% stated that almost never/once in a while students get into physical fights at the school.
- 80% stated that it not at all/slightly likely that they would be bullied online by another student at the school.

164 Participants in grades 6-8: School Climate: Panorama Survey

Of the student respondents:

- 43% stated that the energy at the school is positive.
- 29% stated the behavior of other students helps their learning; while 45% stated it hurt their learning.
- 47% stated that teachers almost always/frequently seem excited to be teaching.

School Safety : Panorama Survey

- 36% stated that if a student is bullied in school, it is not at all/slightly difficult to get help from an adult.
- 52% stated they almost never/once in a while worry about violence at the school.
- 59% stated that almost never/once in a while students get into physical fights at the school.
- 70% stated that it not at all/slightly likely that they would be bullied online by another student at the school.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>Citizenship and Attendance</u></p> <p>a. Continue implementation of Positive Behavior Intervention and Support system (PBIS), collect ongoing data on effectiveness and work with families to manage student behavior issues and concerns. Costs associated with counselor, professional development and program materials.</p> <p>b. Provide individual and group counseling to support student engagement and learning.</p> <p>c. Implement a digital citizenship program. Costs associated with professional development and program materials.</p> <p>d. Attendance: Continue informing parents and students about the importance of student attendance and the school's attendance policy. Continue strengthening home/school connection by communicating with parents before absences or tardies become a problem. Continue schoolwide incentive programs to</p>	<p><u>Citizenship and Attendance</u></p> <p>a. PBIS was one of several initiatives in addition to Restorative Practice that continued this school year as an alternative to suspension and in order to focus on positive intervention. Counselor costs were already identified in Goal 1, Action 1.</p> <p>b. Individual and group counseling was provided to students to address social-emotional and/or behavioral needs.</p> <p>c. The Digital citizenship program was not launched this year.</p> <p>d. Our staff used Class Dojo as a method to communicate with families. This year we met with families to discuss chronic absenteeism The Associate Director of Student Services will continue to meet with families and revise the school's attendance policy; and to strengthen communication and collaboration with families. This year letters were sent home, as well as home visits that took place to identify root causes of chronic absenteeism. A</p>	<p>a-e: See Goal 1, Action 1 - Highly Qualified Teachers and Staff and Curriculum and Resources</p>	<p>\$121,100 LCFF S/C 1000s, 3000s</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>prevent tardies and absences.</p> <p>e. Develop a process to address problems with chronic absenteeism. Costs associated with AD of Communications and Counselor.</p>	<p>SART team was formed. Our school implemented classroom awards for students with perfect attendance and those with a reduction in tardies. Classrooms with perfect attendance were also awarded as part of a schoolwide initiative.</p> <p>e. See “d”</p>		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>Homeless and Foster Youth</u></p> <p>a. Provide support to homeless and foster youth and their families. Costs associated with school counselor, uniforms and student transportation as outlined in the McKinney- Vento Homeless Education Assistance Act.</p>	<p><u>Homeless and Foster Youth</u></p> <p>This is a duplicate action. See Goal 2, Action 4</p>	<p>\$700 4000s McKinney-Vento</p>	<p>\$0</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>Facilities and Site Safety</u></p> <p>a. Keep facilities clean, safe and in good repair. Costs associated with BSS, cleaning company and new part time cleaning staff.</p> <p>b. Work with SDUSD to maintain facility.</p> <p>c. Annual facility inspections to screen for safety hazards.</p> <p>d. Periodic risk management inspections by SDCOE JPA.</p> <p>e. Plan fire earthquake and safety drills. Costs associated with AD of Communication and Operation.</p> <p>f. Follow the site safety plan. Costs associated with safety materials, professional development and AD of Communication and Operation.</p>	<p><u>Facilities and Site Safety</u></p> <p>a. Janitorial expenses to maintain a safe and clean school facility site. Repairs made this year include: installation of security cameras, tree trimming/removal, lighting, and installing a higher fence.</p> <p>b. Facility is part of Prop 39 MOU with SDUSD.</p> <p>c. FIT report was completed: Exemplary</p> <p>d. Risk management inspections did not take place this year</p> <p>e. The School Safety Plan was reviewed and revised. Monthly drills took place and were documented.</p> <p>f. Associate Director of Communications, Operations & Direct Instruction was identified in Goal 1, Action 1.</p>	<p>a-d: \$215,500 e-f: Goal 1, Action 1 - See Highly Qualified Teachers and Staff</p> <p>a-d: LCFF Base</p> <p>a-d: 4000s, 5000s</p>	<p>\$60,000</p> <p>LCFF Base</p> <p>5000s</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>Health, Wellness & Student Engagement</u></p> <p>a. Implement Health and Wellness policy and research alternate snack and lunch options that meet federal and state guidelines.</p> <p>b. Provide after school sports, clubs and activities.</p>	<p><u>Health, Wellness & Student Engagement</u></p> <p>a. The Health & Wellness Policy was implemented. A Community Garden was created. (costs)</p> <p>b. Nursing services were contracted to conduct vision and hearing screenings for students. Epi-pens were purchased. Organized sports leagues were established Soccer, Volleyball, basketball, cheer and flag football.</p>	<p>See Goal 1, Action 1 See Highly Qualified Teachers and Staff</p>	<p>\$20,000 LCFF Base 4000s, 5000s</p>

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

The actions/services outlined were fully implemented to support Goal #3.

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

This year PBIS has been implemented schoolwide with fidelity. Restorative Justice is in the initial phase of implementation and our staff have been participating in ongoing training. As a result suspension rates and referrals have declined this year, and school climate has improved. Several teachers have been implementing restorative circles in the classroom this year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between Budgeted Expenditures and Estimated Actual Expenditures include:

- Action 3: Budgeted expenditures exceeded Actual expenditures despite all actions completed.
- Action 4: Actual expenditures exceed budgeted expenditures

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

As a result of the school's identification for Comprehensive Support & Improvement (CSI), Fall 2018 CA School's Dashboard, MTSS Implementation, WASC Accreditation findings, and analysis of CAASPP and internal benchmark assessment data (ELA/Math), there is a need to revise LCAP Goal #3: Engage parents, families, and members of the community as partners through education and communication to support student academic achievement, social-emotional needs of students, the school's mission/vision, and to provide a safe, supportive, inclusive, and positive learning

environment for all. In addition, the annual measurable outcomes; and actions and services will also be revised to support Goal #3, and the CDE requirements on the 8 State Priorities. The AMO's for this goal are impactful in attaining the goal, or improving student academic outcomes, therefore they will be eliminated and our LCAP will address the required metrics/outcomes outlined in the instructions provided by the CDE of the LCAP document.

Goal 4

Support student achievement and build a sense of community by providing opportunities for meaningful parent involvement through education, communication and collaboration.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Community or parent specific events will be held each trimester provide opportunities for parents to interact with their children's teacher, learn strategies to support their child's success and opportunities for families to build community through socialization: Maintain Increase number of events – Improve data definition and data collection method.

2018-19: At least one schoolwide event has taken place each trimester; including Parent Workshops; Monthly meetings for parents with Leadership.

One to three parents will serve on the Darnall Board: Maintain or Improve baseline

2018-19: one parent serves on the Governing Board

One parent, or parent-school liaison chosen by parents, will serve on the School Leadership Council: Maintain baseline

2018-19: one parent serves on the School Leadership Council.

Regular meetings between the Leadership Team and Parent Group president in order to support the Parent Group to promote parent involvement regarding issues of importance at the school: Maintain baseline

2018-19: Outcome Met

Electronic communication systems will be used to make teachers and

2018-19: Via school's website and Class Dojo

Expected

Actual

administrators more accessible to parents by improving two-way communication between home and school: Improve on baseline

A minimum of 85% of parents taking the annual parent survey will respond positively to questions related to Goal #4: Changing metric to California Dashboard local indicator Parent Engagement. See Goal 1, AMO 11.

2018-19: 37% Participation rate: 184 Participants (Family Engagement: Panorama Survey)

Of the parent respondents:

- 18% stated they Meet weekly/monthly in person with teachers.
- 12% are extremely/quite involved with a parent group at the school.
- 43% stated that in the past year they have visited the school weekly/monthly/
- 15% stated that in the past year, they have discussed their child's school with other parents from the school weekly/monthly.

A minimum of 85% of students taking the annual student survey will respond positively to questions related to Goal #4: Changing metric to California Dashboard local indicator School Climate. See Goal 1, AMO 12.

2018-19: 81.1% Participation Rate (total Gr. 3-8) 188 Participants in Grades 3-5: School Engagement: Panorama Survey

Of the student respondents:

- 54% stated they are extremely/quite excited to go to class.
- 49% stated they are extremely/quite excited to participate in class.
- 64% stated they are extremely/quite interested in their classes.
- 64% stated they are extremely/quite focused on the activities in their class.

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>Communication and Parent Involvement</u></p> <p>a. Plan and hold events that include, but are not limited to, parent conferences, schoolwide events and informational meetings.</p> <p>b. Provide parent workshops in career and college readiness, literacy and other topics that empower parents.</p> <p>c. Provide parents with timely school information via a mass notification system that includes options like phone calls, email and texting. Costs associated with communication systems, AD of Technology and Enrollment Clerk (keeping contact information up to date).</p> <p>d. Maintain proper safety policies and procedures and provide information to parents</p> <p>e. Provide parents with class information via</p> <p>a classroom web page on the school's website or through another electronic method. Costs associated with web hosting, AD of Technology.</p> <p>f. A Leadership Team member will meet</p>	<p><u>Communication and Parent Involvement</u></p> <p>a. The Associate Director of Curriculum, Operations and Instruction hosted parent workshops, informational meetings and events.</p> <p>b. Workshops on CCR & Literacy took place.</p> <p>c. Staff used Class Dojo; and the school's website to effectively communicate with families/guardians.</p> <p>d. See Goal 3, Action 3 – Duplicate action.</p> <p>e. Duplicate Action. See "c" above.</p> <p>f. Duplicate Action. See "a" above.</p> <p>g. Duplicate Action. See Goal 3, Action 1.</p> <p>h. Parents provided feedback that they do not want a formalized Parent Group Structure but instead prefer a group format.</p>	<p>See Goal 1, Action 1 See Highly Qualified Teachers and Staff and Curriculum and Resources</p>	<p>See Goal 1</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
regularly with Darnall Parent Group leaders. g. Develop and pilot a home visit program to strengthen the home - school connection. h. Work with parents to develop and implement a new Parent Group structure.			

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<u>Homeless and Foster Student Support</u> a. Provide support and help with services to foster parents and homeless parents and guardians of Darnall students. Costs associated with counselor.	This is a duplicate action. See Goal 2, Action 4	See Goal 1, Action 1 - Highly Qualified Teachers and Staff and Curriculum and Resources	See Goal 2

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><u>Representation</u></p> <ul style="list-style-type: none"> a. Darnall Board: Actively engage parents to fill open seats. b. SLC: Monitor to ensure continued representation. c. Survey parents, students and staff. d. Engage all stakeholders in the LCAP development process. 	<p><u>Representation</u></p> <ul style="list-style-type: none"> a. Currently, there is a parent representative on the Board of Directors. b. Currently, there is a parent representative on the SLC. c. Panorama Survey was administered to parents, and students. Staff was surveyed multiple times this year as part of the LCAP/CSI Planning & Stakeholder Input. d. The input of all stakeholders (Leadership Team, certificated and classified staff, paraprofessionals, SPED and EL representation, parents and students provided input in the annual update, CSI Plan and 2019-20 LCAP Goals, Actions/services and AMOs. 	<p>See Goal 1, Action 1 - Highly Qualified Teachers and Staff and Curriculum and Resources</p>	<p>See Goal 1</p>

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

All actions/services were implemented with fidelity to support Goal 4. Several actions/services were duplicate already addressed in prior Goals.

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

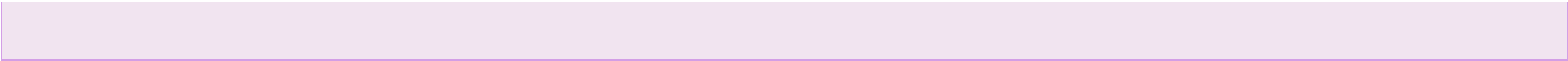
Stakeholder engagement this year has been highly effective in the annual update of the LCAP, development of the CSI Plan, 2019-20 LCAP Goals Actions/services, and MTSS Implementation for the upcoming school year. Members of the Leadership Team met with stakeholder’s onsite via meetings and also gathered input via surveys to ensure all stakeholder provided input/feedback in order to ensure representation from all parties.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences.

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

As a result of the school’s identification for Comprehensive Support & Improvement (CSI), Fall 2018 CA School’s Dashboard, MTSS Implementation, WASC Accreditation findings, and analysis of CAASPP and internal benchmark assessment data (ELA/Math), there is a need to combine this goal (and actions/services) with the newly revised LCAP Goal #3: Engage parents, families, and members of the community as partners through education and communication to support student academic achievement, social-emotional needs of students, the school’s mission/vision, and to provide a safe, supportive, inclusive, and positive learning environment for all. In addition, the annual measurable outcomes; and actions and services will also be revised to support Goal #3, and the CDE requirements on the 8 State Priorities. The AMO’s for this goal are impactful in attaining the goal, or improving student academic outcomes, therefore they will be eliminated and our LCAP will address the required metrics/outcomes outlined in the instructions provided by the CDE of the LCAP document.



Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

Darnall Charter School engaged and involved stakeholders in the 2018-19 LCAP Annual Update, CSI Plan & Plan Summary and development of the 2019-20 LCAP Revised Goals, Actions & Services, and Annual Measurable Outcomes. The school's Leadership Council met with teachers, SPED Teachers, EL Specialist, staff, parents, students and board members to discuss and plan the needs of our students. The engagement of stakeholders is critical to our school's LCAP development, identification and analysis of needs, developing annual growth targets and in the reflection process of what worked, areas for growth, in addition to maximizing resource allocation.

<u>DATE(S)</u>	<u>STAKEHOLDER TYPE</u>	<u>TOPIC(S) DISCUSSED</u>	<u>METHOD OF INVOLVEMENT</u>
September 25, 2018	Staff, Parent Representative	ELPAC Scoring	School Leadership Council (SLC)
October 18, 2018	Staff, Parent Representative	Attendance Policy and Data	School Leadership Council (SLC)
November 6, 2018	Staff, Parent Representative	Bilingual Program, School Safety	School Leadership Council (SLC)
November 27, 2018	Staff, Parent Representative	Intervention: Reading Specialist	School Leadership Council (SLC)
December 11, 2018	Staff, Parent Representative	PBIS	School Leadership Council (SLC)
January 22, 2019	Staff, Parent Representative	LCAP Goals and Charter Renewal, Extended Learning Support (ELS)	School Leadership Council (SLC)
February 12, 2019	Staff, Parent Representative	PBIS, Extended Learning Support (ELS)	School Leadership Council (SLC)
March 12, 2019	Staff, Parent Representative	LCAP Survey Update,	School Leadership Council (SLC)
April 16, 2019	Staff, Parent Representative	Math Curriculum, MTSS - SEL Goals	School Leadership Council (SLC)
May 7, 2019	Staff, Parent Representative	PBIS	School Leadership Council (SLC)
December 1, 2018	Parents	Supporting academic growth and social-emotional development	SPED Parent Workshop
September 12, 2018	Parents	ELA Curriculum, Student Achievement: CAASPP Results,	Parent Meeting
October 11, 2018	Parents	Fall 2018 Dashboard	Parent Meeting
February 7, 2019	Parents	SSC and ELAC Elections, School Performance: Dashboard,	Parent Meeting
March 7, 2019	Parents	LCAP Goals, LCAP Parent Input: Parent Engagement feedback and ideas	Parent Meeting
March 14, 2019	Parents	Student Performance	Eighth Grade Parent Meeting
April 18, 2019	Parents	LCAP Parent Input: Student Support Services feedback and ideas	Parent Meeting

<u>DATE(S)</u>	<u>STAKEHOLDER TYPE</u>	<u>TOPIC(S) DISCUSSED</u>	<u>METHOD OF INVOLVEMENT</u>
October 4, 2018	Staff	EL Reclassification	Grade Level Leaders
November 29, 2018	Staff	Rclassification	Grade Level Leaders
January 17, 2019	Staff	Student Achievement - benchmark data	Grade Level Leaders
February 2, 2019	Staff	Professional Development	Grade Level Leaders
March 7, 2019	Staff	NGSS, Curriculum Mapping	Grade Level Leaders
November 13, 2018	Governing Board	Fall 2018 California School Dashboard Local Indicators	Board Meeting
September 19, 2018	Governing Board	Student Achievement - benchmark data	Board Meeting
October 16, 2019	Governing Board	Charter Renewal - LCAP Goal review and alignment	Board Meeting
January 24, 2019	Governing Board	CAASPP Data - Low Performing Student Plan	Board Meeting
February 28, 2019	Governing Board	CSI - Dashboard Data Review	Board Meeting
March 21, 2019	Governing Board	Student Progress - iReady Bechmark Data	Board Meeting

Impact on LCAP and Annual Update

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

Through the review process, the following actions were identified as ways to significantly improve all aspects of plan:

1. Revise our LCAP goals and continue to address the following Core Beliefs from Darnall's Charter
2. Prioritize Expected Annual Measurable Outcomes or Action/Services steps that were not met or completed during the year.
3. Add new Actions and Services as described in LCAP Highlights.
4. Increase stakeholder engagement during the LCAP development process.
5. Improve the metrics for some Measurable Outcomes to align with the CDE's required AMO's that are aligned to the CA School's Dashboard.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New

Goal 1

Implement a schoolwide Multi-tiered System of Supports (MTSS) utilizing multiple forms of data to identify the academic, social-emotional and/or behavioral needs of our students and provide appropriate supports; inform instructional decisions; to improve academic outcomes for all students (schoolwide & student groups). Continue to use data to support professional learning for all educators, paraprofessionals and Leadership Team.

State and/or Local Priorities addressed by this goal:

State Priorities: 4,5,6,7

Local Priorities: 6,7

Identified Need:

In order to effectively implement a Multi-tiered System of Supports (MTSS), there is a need to utilize various types of assessments to address the academic, social-emotional and/or behavioral need of our students including the implementation of universal screeners to proactively address these underlying issues; and provide appropriate supports that will result in positive student academic outcomes.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual growth (Distance from Standard) DFS on ELA CAASPP	-29.1 points below DFS	-28.1 points below DFS	-25.1 points below DFS	-22 points below DFS
Annual growth (Distance from Standard) DFS on Math CAASPP	-50.7 points below DFS	-51.9 points below DFS	-48.9 points below DFS	-45 points below DFS
CA Science Test (CAST): Gr. 8	N/A	N/A	Results: pending	Will establish annual growth targets when baseline results are reported.
% EL who progress in English Proficiency as measured by ELPAC:	N/A	34.3% - ELPAC	35.3% - ELPAC	36.3% - ELPAC
EL Reclassification Rate	2.5% - CELDT	8.8% - CELDT	7.5% - ELPAC	8.5% - ELPAC
Increase Attendance Rate by 0.5% annually	N/A	95%	95.5%	96%
Decrease Chronic Absenteeism Rates by 1%	12.6%	14.7%	13.7%	12.7%
Maintain Middle School Dropout Rate <1%	0%	0%	<1%	<1%
Decrease Suspension Rates by 1%	4.8%	6.3%	5.3%	4.3%
Maintain Expulsion Rates <1%	0%	0.3%	<1%	<1%
% Students including Unduplicated Pupils & SWD with access to and are enrolled in a broad course of study:	100%	100%	100%	100%

Planned Actions / Services

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

ASSESSMENTS

Darnall Charter School staff will implement multiple types of assessments in order to

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

monitor each student's academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.

- **ESGI:** Gr K 3 times/year (full assessment, + for intervention (partial assessment)
- **Developmental Reading Assessment (DRA):** Gr. K
- **IPT Oral Language Assessment:** (intake); and English/Spanish Gr TK/K
- **iReady ELA & Math:** Gr. K-8 - 3 times per year
- Benchmark Advance: ELA

In addition, Darnall Charter School will administer the following state-mandated assessments:

- ELPAC: Initial & Summative for ELL
- CAASPP: ELA & Math – Gr. 3-8
- Physical Fitness Test: Gr. 5 & 7
- CA Science Test: Gr. 5 & 8

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$15,000
Source			LCFF Base

Year	2017-18	2018-19	2019-20
Budget Reference			4000s

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:

Darnall Charter School's MTSS Program will

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

strengthen its academic interventions to align with core instruction; and grade level content, findings from assessments (CAASPP, iReady, etc.) to ensure all students including unduplicated students, are on track towards grade level mastery, in order to narrow all achievement gaps. **Educlimber (Funded with CSI Grant)** will be used to manage and monitor all data to measure program efficacy, and measure student progress.

Darnall Charter School will offer a **4-week intensive Summer School Program** for at risk struggling students.

The **Math Intervention Teacher** will provide small group academic support and intervention for at-risk struggling students in grades 7-8. The **(2) Reading/ELD Specialists (1 – Funded with CSI Grant)** will provide small group academic support to at-risk struggling students including EL students. Additionally, **(5) Instructional Assistants** will A 45-minute (4 days/week) Intervention block will be added to Kindergarten

Our students will also have access to the following intervention and supplemental materials:

- **iXL**
- **Moby Max**
- **Reading A-Z/Raz Kids**

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		Students who struggle academically will have access to additional extended learning support with support provided by our teachers during after-school tutoring in ELA and ELD (for ELs).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$516,700
Source			<p>\$228,200 LCFF S/C – Summer program, math intervention teacher, reading specialist, EduClimber, after school tutoring, benefits</p> <p>\$96,500 Title I – Instructional aides and benefits</p> <p>\$72,000 CSI – Reading specialist and benefits</p>
Budget Reference			1000s, 2000s, 3000s, 4000s, 5000s

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Darnall Charter School's MTSS Program will identify and provide increased emphasis on social-emotional and behavioral supports to improve student outcomes. The **Associate Director of Programs & Assessment** will continue to lead, implement and strengthen PBIS schoolwide to encourage positive behavior; and implement **Panorama surveys** (social-emotional universal screener).

Darnall Charter School's **Counselors (2)** will provide social-emotional counseling and group counseling services; and implement **Second Step**, Character Development Program schoolwide. The **Behavior Specialist** will provide behavioral supports, coaching for teachers on identifying and addressing behavioral issues in the classroom, and assist the **Associate Director of Student Services** in strengthening the SST Process. Darnall's partnership with Cornerstone Family and Student Support Services, to provide social-emotional counseling services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Year	2017-18	2018-19	2019-20
Amount			\$447,000
Source			<p>\$387,000 LCFF S/C, Assistant director of programs and assessments, Panorama, Counselors, Assistant director of student services and benefits</p> <p>\$60,000 CSI, Behavior specialist</p>
Budget Reference			1000s, 2000s, 3000s

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

STAFFING, SERVICES & PROGRAM TO SERVICE ELL STUDENTS:

The Leadership Team will review and revise

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		the EL Master Plan to align with the ELPAC, CDE/SBE Reclassification Criteria/Guidance, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction across all grade levels. Our school will be researching ELD curriculum for adoption under the guidance of ELD/EL Coach from the San Diego County Office of Education (see Goal 2, Action 2). EL/Ltel Students will receive academic intervention from the Reading/ELD Specialist (Goal 1, Action 2) and (2) Instructional Associates to support academic progress of EL toward mastery and reclassification.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$90,000
Source			Title III: \$47,000 – Instructional aides, LCFF S/C: \$26,000 – ELD Curriculum
Budget Reference			2000s, 3000s, 4000s

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

STAFFING, SERVICES & PROGRAM TO SERVICE SWD:

El Dorado Charter SELPA is Darnall Charter School's SELPA Provider. The Associate

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Director of Instruction who oversees & coordinates the SPED Program, will be responsible for developing; implementing and monitoring quality student-centered Individual Education Plans (IEPs) including documentation and adherence to requirements and timelines, **staffing and contracted services**. Darnall Charter School's program will provide improved outcomes and close the achievement gap for students with disabilities, and will coordinate, design, and provide for specialized and age-appropriate programs, services and supports for students. Program services will include providing Special education teachers, Instructional aides and support staff.

Darnall Charter School's SPED Director will provide quality professional development opportunities for both certificated and classified staff to build capacity in providing high quality instructional opportunities for students with disabilities and administrator support training focused on understanding and leading high quality Individual Education Plans (IEPs) and translating those IEPs into high quality rigorous instruction for students with disabilities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$485,000
Source			Federal and State SPED Funds
Budget Reference			1000s, 2000s, 3000s

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

COURSE ACCESS:

In order to prepare all students for the careers of the 21st century, it is critical that our school

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

provide all students including Unduplicated Pupils and Students with Disabilities, with access to a broad course of study (science, history) including the following:

- **Choir**
- **Guitar**
- Band
- Guitar
- Media Arts
- STEAM
- Newspaper
- Yearbook
- Basketball
- Track & Field
- **Physical Education (2)**

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$250,000
Source			LCFF S/C
Budget Reference			1000s, 3000s, 5000s

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

New Goal

Goal 2

Continue to strengthen professional learning for all educators in order to improve: instruction, teacher retention, and address the diverse learning needs of all student groups (including English learners, Students with Disabilities); to improve student academic outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,8

Local Priorities: 1,2

Identified Need:

There is a need to improve academic outcomes for English learners, long-term EL, and newcomers; in addition to increasing reclassification rates and for SWD.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% Teachers appropriately credentialed and assigned:	100%	100%	100%	100%
% Students with access to standards-aligned materials	100%	100%	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20		
Implementation of academic content standards will improve to “Full Implementation” (Level 4) or “Full Implementation and Sustainability” (Level 5) for all students, including access for English Learners, as measured by the Local Indicator rubric.	N/A	Not reported	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS		OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS	
				2018-19		2019-20
			ELA	5	ELA	5
			ELD	5	ELD	5
			MATH	3	MATH	4
			NGSS	2	NGSS	4
			HISTORY	2	HISTORY	5
			PE	5	PE	5
Increase % of Grade 5 Students meeting 6 of 6 Healthy Fitness Zone (HFZ) Areas on PFT	45.6%	52.8%	57.8%	62.8%		
Increase % of Grade 7 Students meeting 6 of 6 Healthy Fitness Zone (HFZ) Areas on PFT	4.6%	37.5%	42.5%	47.5%		

Planned Actions / Services

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

STAFF TO SUPPORT SCHOOL'S PROGRAM

Darnall Charter School will employ **29 teachers**, who are

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

appropriately credentialed and assigned; and an **Associate Director of Instruction, Communication & Operations** (aka Principal)

Darnall Charter School will provide all students with a longer school year and longer school day, which includes an additional 5 instructional days; 19,080 additional instructional minutes for TK/K; 4,320 for grades 1-3, 720 for grades 4-6, and 1,620 for grades 7-8, as evidenced in the following chart.

INSTRUCTIONAL TIME REQUIREMENTS					
	DAYS	TK/K	1-3	4-6	7-8
CA REQUIRED:	175	36,000	50,400	54,000	54,000
DARNALL	180	55,080	54,720	54,720	55,620
DIFFERENCE	+5	+19,080	+4,320	+720	+1,620

All teachers will participate in 3 days of intensive summer professional development (prior to the start of the school year), 4 non-instructional days during the academic school year, and three half-days (total 31) professional development during the academic year.

Budgeted Expenditures

Year 2017-18 2018-19 2019-20

Year	2017-18	2018-19	2019-20
Amount			\$3,027,000
Source			LCFF Base
Budget Reference			1000s, 3000s

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

PROFESSIONAL DEVELOPMENT

Darnall Charter School provides all teachers with evidence based professional development aligned to the CA State

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Standards, school's mission and educational program and targeted to meet the needs of our students. As a school identified for Comprehensive Support & Improvement (CSI), the focus will be on providing ongoing coaching on evidence-based strategies for our teachers to implement to improve student academic outcomes. They include:

For Teachers:

- Restorative Justice/Practices (Year 2)
- Differentiation/UDL: SDCOE
- Inclusive practices and small group instruction
- ELD Standards: Designated/integrated **ELD Coaching**: San Diego County Office of Education (SDCOE) (Funded with CSI Grant)
- **Math Coaching** for all math teachers (MS) and Elementary teachers: SDCOE (Funded with CSI Grant)
- **ELA Coaching**: (SDCOE) (Funded with CSI Grant)
- **Illuminate** – Using data to inform instruction (Funded with CSI Grant)
- **Induction costs**: to ensure teachers are appropriately credentialed and support teacher retention

For Paraprofessionals:

Instructional Associates will receive training on strategies for SWD, EL, Academic & Behavior support, conflict resolution and de-escalation.

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		<p>Orton-Gilliam: Phonics Program for SWD to train Instructional Associates.</p> <p>Teachers and Administrators will also have opportunities to attend professional learning at conferences and/or workshops:</p> <ul style="list-style-type: none"> • MTSS Symposium (July 2019) • CA Kindergarten Conference • Substitute Teachers for Darnall teachers participating in professional development.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$178,200
Source			\$32,000 –LCFF S/C: PD \$103,200- Title I, Instructional coach \$15,000 - Title II, Induction expense \$40,000 of other PD, CSI
Budget Reference			1000s, 2000s, 3000s

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

CORE CURRICULUM TO BE PURCHASED:

Every student has access to standards-aligned curriculum. The following is a list of curriculum that will be purchased:

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		<ul style="list-style-type: none"> • New Science Curriculum adoption • Math: Ready Classroom • Benchmark Advance Consumables

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$50,000
Source			LCFF Base
Budget Reference			4000s

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

TECHNOLOGY

Darnall Charter School has successfully implemented a 1:1 student to device ratio, and

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		<p>teachers utilize Google Apps for Education (GAPE). Annually the Associate Director of Finance & Technology and Tech Support staff will develop a technology needs assessment that will drive technology purchases, adoptions, and initiatives. Anticipated purchases for the upcoming year include:</p> <ul style="list-style-type: none"> • Chromebook (replacement) • Mobile Hot Spots • Wi-Fi costs • School's Website – ensure it is updated regularly as a method of communication for families and prospective families.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$25,000
Source			LCFF S/C
Budget Reference			4000s

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

New Goal

Goal 3

Engage parents, families, and members of the community as partners through education and communication to support student academic achievement, social-emotional needs of students, the school's mission/vision, and to provide a safe, supportive, inclusive, and positive learning environment for all.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,3,6

Local Priorities: 1,3,6

Identified Need:

There is a need to strengthen relationships with parents/families/guardians through communication and education to support student academic outcomes.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Administer Facility Inspection Tool (FIT): Score Good or Exemplary	Good	Good	Exemplary	Good
Parent involvement through input in decision-making will include parents of unduplicated	Met	Met	Met	Met

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
students and students with disabilities.				
Parent involvement will include opportunities for participation in programs for unduplicated students and Students with Disabilities:	Met	Met	Met	Met
Increase participation rate on student survey focusing on sense of safety & school connectedness.	N/A	N/A	81.1% participation rate (Gr 3-8)	83%
Increase participation rate on parents survey focusing on sense of safety & school connectedness.	N/A	N/A	37% 184 parents	40%*
Increase participation rate on staff survey focusing on sense of safety & school connectedness.	N/A	N/A	Results pending	75%

Note:

*Starting with the 2019-20: Darnall will implement Panorama surveys (evidence-based) for parents, staff and students to measure school connectedness and safety.

Planned Actions / Services

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners, Foster Youth, and/or Low Income

LEA-wide

All Schools

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE STUDENT

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

ENGAGEMENT, A POSITIVE SCHOOL CLIMATE & PROVIDE SAFE SCHOOL ENVIRONMENT:

Darnall Charter School will implement the following programs and strategies that support a positive school climate, and safe school environment.

- Host **Schoolwide events**: Fall Carnival, Sports Night, Student Concerts, Art Show, Book Fair, Snuggle Up and Read, and Science Night
- Provide Clubs & Organizations: Chess, Sustainability Club, Garden Science, Girl Scouts & PBIS Film Crew
- Host Guest Speakers on cultural awareness and bullying
- Provide **organized Sports Leagues**: Soccer, Volleyball, Cheer & Flag Football
- Develop a plan to decrease chronic absenteeism rates including positive incentives (Funded with CSI Grant)
- Host **field trips** aligned to the content standards and provide experiential learning opportunities
- The Leadership Team will review and revise the Comprehensive School Safety Plan, implement drills, train staff and develop an annual needs assessment for

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		<p>the purchase of supplies.</p> <ul style="list-style-type: none"> • Administer student and staff survey (Panorama – identified in Goal 1, Action 3) on the sense of safety and school connectedness, annually • Campus Aides for onsite supervision • Contracted nurse for health screenings • Nurse's Aide: first aid, etc. • Provide bus passes; and school uniforms for low-income, foster youth and/or homeless students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$118,500
Source			LCFF S/C
Budget Reference			4000s, 5000s

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

METHODS BY WHICH PARENTS PARTICIPATE IN DECISION-MAKING:

In order to promote and elicit parent input in decision-making, Darnall Charter School will host and facilitate SSC, and ELAC Meetings

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		<p>during the school year with annual elections to include parents, staff, and teachers. Darnall Charter School will continue to adhere to the requirements of AB716, and the school's LCAP will serve as its School Plan for Student Achievement (SPSA).</p> <p>During the school year SSC ELAC, School Leadership Council will provide input/feedback on the LCAP Actions/services and monitor annual measurable outcomes. This is an opportunity for parents and community members to provide input on student programs and the allocation of Title Funds.</p> <p>Darnall also has a designated parent representative on the Governing Board.</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$0
Source			
Budget Reference			

Action 3

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION AND COMMUNITY OUTREACH:

As part of Darnall Charter School Initial implementation of MTSS our school staff will

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

partner with parents (including unduplicated pupils and Students with Disabilities) to support student achievement. Our teachers will participate in **Goal Setting Meetings** (5 hours/teacher) to conduct home visits, (welcoming families to the school and identify needs/provide resources during the month of September.

Darnall Charter School will host **Coffee with the Leadership Team** – to discuss schoolwide initiatives, events, with parents/guardians as well as answer questions. Parent-teacher conferences will take place each trimester. A Spanish interpreter will be provided at schoolwide events and upon request. Parent surveys will be administered annually to gather input and feedback on school connectedness and school safety (Panorama survey – identified in Goal 1, Action 2).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			See Goal 1 and Goal 2
Source			
Budget Reference			

Action 4

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans):

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

FACILITIES

Darnall Charter School will provide all students with a safe, clean and well-maintained school facility required in order to: ensure a safe, and well-maintained school facility; and appropriate classroom space to implement the

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

school's program:

- Administer an annual Facility Inspection (FIT) report
- **Facility Leasing Costs, repair, maintenance, janitorial services and utilities.**

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			\$50,000
Source			LCFF Base
Budget Reference			5000s

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ \$1,085,461

21.47%

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

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

2019-20

The following improved actions and services are principally directed towards unduplicated pupils and funded using Supplemental & Concentration Funds.

- Goal 1, Action 2: Academic Supports: Darnall Charter School's MTSS Program will strengthen its academic interventions to align with core instruction; and grade level content, findings from assessments (CAASPP, iReady, etc.) to ensure all students including unduplicated students, are on track towards grade level mastery, in order to narrow all achievement gaps. Darnall Charter School will offer a 4-week intensive Summer School Program for at risk struggling students. The Math Intervention Teacher and Reading Specialist that will provide small group academic support and intervention for at-risk struggling students in grades 7-8. Students who struggle academically will have access to additional extended learning support with support provided by our teachers during after-school tutoring in ELA and ELD (for ELs).
- Goal 1, Action 3: Social-emotional/behavioral support: Darnall Charter School's MTSS Program will identify and provide increased emphasis on social-emotional and behavioral supports to improve student outcomes. The Associate Director of Programs & Assessment will continue to lead, implement and strengthen PBIS schoolwide to encourage positive behavior; and implement Panorama surveys (social-emotional universal screener). Darnall Charter School's Counselors (2) will provide social-emotional counseling and group counseling services; and implement Second

Step, Character Development Program schoolwide. Darnall's partnership with Cornerstone Family and Student Support Services, to provide social-emotional counseling services.

- Goal 1, Action 4: EL/ELD Services: ELD Curriculum that is engaging for LtELs and Newcomers.

- Goal 1, Action 6: Provide students with an array of elective and enrichments including: Choir, Guitar, Media Arts, STEAM, Band, Yearbook, etc.

Goal 2, Action 2: Evidence-based Professional Development: Restorative Practices to support a positive school climate and reduce suspension rates.

- Goal 2, Action 4: Darnall Charter School has successfully implemented a 1:1 student to device ratio, and teachers utilize Google Apps for Education (GAFE). Annually the Associate Director of Finance & Technology and Tech Support staff will develop a technology needs assessment that will drive technology purchases, adoptions, and initiatives. Anticipated purchases for the upcoming year include: Chromebooks, Mobile hotspots, Wi-Fi/Internet Costs, and school website.

- Goal 3, Action 1: Programs that support student engagement and safe and positive school climate: Extra-curricular organized sports program; field trips that provide students with experiential learning opportunities; Panorama Survey for staff, students and parent, which also serves as a social-emotional universal screener; Campus Aides to provide supervision and adhere to the school's Comprehensive School Safety Plan. For Foster Youth & Homeless: Provide bus passes and school uniforms.

2018-19

Darnall has an unduplicated count of 91.28% and operates a schoolwide program for low income, English learners and foster youth. In addition to all other base program and Actions & Services, the following are meant to improve services for low-income students, English learners and foster youth:

Goal 1, Action 3 - English Language Development & Biliteracy Program Goal 2, Action 3 - Summer School

Goal 2, Action 3 - English Language Development Goal 3, Action 2 - Homeless and Foster Youth

Goal 4, Action 2 - Homeless and Foster Student Support

2017-18

Darnall has an unduplicated count of 90.66% and operates a schoolwide program for low income, English learners and foster youth. In addition, the school will begin operating the ASES program in 2017-18 to provide continuity of services.

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Darnall Charter School

CDS code:

37 68338 6039457

Link to the LCAP:

(optional)

[Provide link.]

**For which ESSA programs will
your LEA apply?**

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA
programs with LEA plan requirements;
not all ESSA programs.)*

Title 1, Part A; Title II, Part A; Title III, Part A; Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible

to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Darnall Charter School, is a K-8 public charter school situated in the Redwood Village, Mid-City region of San Diego. Currently, Darnall Charter School serves 653 students in grades TK-8, of which 77% Hispanic, 11% African-American, 6% Asian, 2% White, 3% 2+ Races; 55% English Learners, 13% Students with Disabilities, 2% Homeless, and 76% qualify for free/reduced lunch.

MISSION - We are committed to academic excellence by vigorously engaging students in a rigorous, student-centered learning environment that will foster the development of global citizens.

VISION - Darnall Charter School students will embrace learning, opportunity, and responsibility, explore their unlimited potential, and create positive change.

Based on input and feedback from stakeholders (teachers, paraprofessionals, SPED and EL specialists, parents, and students), and also CSI Planning, analysis of the Fall 2018 CA School Dashboard, and other forms of data, the school's LCAP Goals have been revised. The new goals were communicated to staff, students, parents and the community through regularly scheduled meetings (SSC, ELAC, School Leadership Council, Board Meetings).

GOAL #1: Implement a schoolwide Multi-tiered System of Supports (MTSS) utilizing multiple forms of data to identify the academic, social-emotional and/or behavioral needs of our students and provide appropriate supports; inform instructional decisions; to improve academic outcomes for all students (schoolwide & student groups). Continue to use data to support professional learning for all educators, paraprofessionals and Leadership Team.

- **GOAL #2:** Continue to strengthen professional learning for all educators in order to improve: instruction, teacher retention, and address the diverse learning needs of all student groups (including English learners, Students with Disabilities); to improve student academic outcomes.

- GOAL #3: Engage parents, families, and members of the community as partners through education and communication to support student academic achievement, social-emotional needs of students, the school's mission/vision, and to provide a safe, supportive, inclusive, and positive learning environment for all.

Darnall Charter School was the recipient of the SUMS Grant and our school's MTSS Team received extensive professional learning at the San Diego County Office of Education, as part of the Planning Phase, in establishing a Multi-tiered System of Supports. MTSS is one of the key charter strategies in the LCAP.

MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the school's system for supporting students. This comprehensive framework focuses on the Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral and social success.

The intentional design and redesign of integrated and aligned services and supports is a key component of MTSS. That alignment supports the efficient alignment of state and federal resources to support those services.

In addition to Dashboard and CAASPP data, Darnall uses surveys, school climate data and interim assessments to complete the annual needs assessment, monitor student progress and modify instruction and intervention if needed. The interim assessments include:

- ESGI: Gr K 3 times/year (full assessment, + for intervention (partial assessment)
- Developmental reading Assessment (DRA): Gr. K
- IPT Oral Language Assessment: (intake); and English/Spanish Gr TK/K
- iReady ELA & Math: Gr. K-8 - 3 times per year
- Benchmark Advance: ELA

This data is shared through ELAC, SSC, board meetings and staff meetings to give all stakeholders information into the effectiveness of state and federal funded programs in addressing areas of need.

The data on the Fall 2018 California School Dashboard revealed that the school was in the Orange or Red Performance band in all applicable Dashboard indicators. While this triggered CSI designation, the data also revealed that in the academic areas (ELA and Math) the scores were maintained or improved for all students and student groups as compared to the previous year. Darnall used the CSI process as an opportunity to take an in-depth look at the data and programs, to engage in a root cause analysis, and determine best next steps to improve student achievement.

During the school year SSC, ELAC, and School Leadership Council will provide input/feedback on the LCAP Actions/services and monitor annual measurable outcomes. This is an opportunity for parents and community members to provide input on student programs and the allocation of Title Funds.

Darnall Charter School will continue to adhere to the requirements of AB716, and the school's LCAP will serve as its School Plan for Student Achievement (SPSA).

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The LCAP Goals define the priority areas for the Darnall Charter School. All actions and services implemented at the school are in support of at least one of the goals. The school is integrating the requirements of the School Plan for Student Achievement (SPSA) into their Local Control and Accountability Plan (LCAP) per AB 716. In this way, all actions, services, metrics, accountability and funding will be aligned in one document that is focused on achieving the LCAP goals and outcomes. The LCAP's data-based planning process is the primary planning tool as the school leverages resources (state and federal) to improve student outcomes. The participating parent groups are aware of how federal funds should be used to supplement programs and services funded with state funds.

During the LCAP process the goals, actions/services, desired outcomes and possible funding (state and federal) is shared with administrators, teachers, classified staff, and parents at SSC, ELAC and public Board Meetings in order to get their input. Once the LCAP is approved it is posted and updates are shared at Board meetings and parent meetings.

This year the CSI results contributed to the data and ideas for revisions to the LCAP as the findings from the data and CSI root cause analysis were aligned and integrated within the LCAP.

The alignment and coherence of the actions and services planned to address the three LCAP goals is illustrated by this example in the area of Intervention Personnel who identify and implement evidence-based instructional strategies to meet the needs of each student.

- Darnall employs classroom teachers who implement the California State Standards and Frameworks using differentiated strategies when planning instruction for all students. (LCFF base)
- The Math Intervention Teacher and Reading Specialist will provide additional support through small group academic support and intervention for at-risk struggling students in grades 7-8. (LCFF S/C)
- Instructional Associates who are trained in how to support students who are not progressing or achieving at grade level provide academic and behavioral, interventions. (Title I) There are also Instructional Associates who specialize in working with EL students, primarily in the lower grades. (Title III)

The aligned services above were organized and designed by the school leadership, with multiple opportunities for input from teachers (including special education and EL teachers), paraprofessionals, and parents through the LCAP process. They align with two of the three priority areas identified in the LCAP goals – MTSS, and Professional Development. The resulting actions and services were funded in accordance with the requirements for LCFF and federal funding, and were reviewed to ensure there were no gaps, and no duplication of services.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable. Darnall Charter School is a single charter school.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The engagement of parents is critical to the school's LCAP development, identification and analysis of needs, developing annual growth targets, the allocation of public school funds (state and federal), and in the reflection process of what worked and where further support is needed. Darnall Charter School will continue to adhere to the requirements of AB716, and the school's LCAP will serve as its SPSA.

In order to promote and elicit parent input in decision-making, Darnall will host and facilitate SSC, and ELAC Meetings and organize annual elections of parents, staff, and teachers. These groups, along with School Leadership Council, will provide feedback on the LCAP Actions/services and monitor annual measurable outcomes. (Charters are not required to have an LCAP Parent advisory committee.) This is an opportunity for parents (including Low Income and EL) and community members to provide input on student programs and the allocation of Title Funds. Darnall has a designated parent representative on the Governing Board. Special Education and English learner representatives were included.

Darnall adhered to the CSI requirements, completing a year-long Comprehensive Needs Assessment, Root Cause Analysis, and Resource Inequities, with the input and feedback from multiple stakeholders including school staff (Administrative Team, General Education teachers, SPED Team, EL Team, classified), parents, SSC, ELAC, and students. Discussions took place through meetings, staff development, and surveys.

Darnall ensures that all school-home communication is presented bilingually (Spanish-English) to ensure that parents of EL students can participate actively in their child's education. A Spanish interpreter will be provided at school events and upon request.

Darnall values the parent community and is very responsive to their ideas and requests, acting on their suggestions whenever possible. Staff has discussed, and understands, the value of parent engagement, and that is communicated through Goal 3 of the LCAP. (*Goal #3 Engage parents, families, and members of the community as partners through education and communication to support student academic achievement, social-emotional needs of students, the school's mission/vision, and to provide a safe, supportive, inclusive, and positive learning environment for all.*) This goal is a revision of the original goal, based partly on input from families and community.

Also based on input from the LCAP process, SSC, ELAC, and parent surveys, updates have been made in the parent engagement process to focus on the following areas:

- As part of the Initial implementation of MTSS our staff will partner with parents to support student achievement. Teachers will participate in Goal Setting Meetings (5 hours/teacher) to conduct home visits, welcoming families to the school, and identify needs (and resources).
- Providing parent workshops to help parents support their children to be successful in school (curriculum, assessment, how to help with homework, etc....)
- Communicating the importance of attendance to families and students

On-going parent engagement includes:

- Coffee with the Leadership Team
- SSC and ELAC Parent Meetings
- Board Meetings
- Parent – Teacher conferences
- Updated parent information on the school website

2018- 19 parent survey results indicate parents feel respected and welcomed at Darnall:

1. Key findings related to seeking input from parents regarding decision making
 - a. 84.27% of parents replied Agree or Strongly Agree when asked if parents “have the opportunity to contribute to school-related policies and decision-making.”

- b. 70.00% of parents replied Agree or Strongly Agree when asked if “the school tries to get parent input before making important decisions.”
- c. 77.78% of parents replied Agree or Strongly Agree with the statement “I am satisfied with the opportunities for parent involvement.”

2. Key findings related to promoting parental participation in programs

- a. 90.36% of parents replied Agree or Strongly Agree when asked if they are “satisfied with the communication between the school and home.”
- b. 84.34% of parents replied Agree or Strongly Agree when asked if the school keeps them “informed about parent meetings and programs.”

Darnall Charter School works with the School Site Council to review, and revise if necessary, the Title 1 District/Site Parent Involvement Policy and Compact. This policy is shared at the Annual Title I meeting, referenced in the parent handbook and posted on the charter’s website. The Annual Title 1 meeting also informs parents of services available for their children and events available for parents, among other school priorities for that year. The school has committed to continually improving the process of reviewing and evaluating the Title I district/school parent engagement policy and the parent-school compact, along with the process of distribution.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA’s schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Darnall Charter School operates a Schoolwide Title 1 program and uses their Title I funding for supplemental services to close the achievement gap between children meeting the challenging state academic standards and those who are not meeting those standards. The nature of the supports they provide include both academic and social/emotional strategies that bridge the opportunity gap students may be experiencing.

Specifically, the school uses Title I for five Instructional Associates, Summer School, and an Instructional Coach. These expenditures are all focused on providing extra support to students who are achieving below grade level. These supports are aligned to the CSI plan, and supplement the supports provided with state funding.

The engagement of stakeholders is critical to the charter’s decisions regarding expenditures of LCFF and federal funds. The LCAP process includes stakeholders such as teachers (including Special Education

and EL), paraprofessionals, students, parents, community and Board members in the data analysis, in developing growth targets, and in reflecting on what is working and where further support is needed. Resource (state and federal) allocation is aligned and maximized to meet the needs of students. The LCAP stakeholder engagement process includes input from stakeholders at meetings, as well as survey results, to ensure all voices are heard. The process of evaluating the impact of current programs through the Annual Update, which informs revisions to the Goals, Actions and Services, is effective and transparent. Darnall uses the LCAP Stakeholder Engagement Process for decisions on both state and federal resource allocation per AB 716, while also including SSC and ELAC as part of that process.

The Comprehensive Needs Assessment, a part of both the LCAP process and the CSI process, involves a robust data set with formative, interim and summative assessments. Led by the Administrative Team the charter uses the California School Dashboard data as a starting point for identifying areas where the charter is not making gains or not meeting desired outcomes. Information was used from data sets such as:

- ESGI: Gr K 3 times/year (full assessment, + for intervention (partial assessment))
- Developmental reading Assessment (DRA): Gr. K
- IPT Oral Language Assessment: (intake); and English/Spanish Gr TK/K
- iReady ELA & Math: Gr. K-8 - 3 times per year
- Benchmark Advance: ELA

The data on the Fall 2018 California School Dashboard revealed that the school was in the Orange or Red Performance band in all applicable Dashboard indicators. While this triggered CSI designation, the data also revealed that in the academic areas (ELA and Math) the scores were maintained or improved for all students and student groups as compared to the previous year. Darnall used the CSI process as an opportunity to take an in-depth look at the data and programs, to engage in a root cause analysis, and determine best next steps to improve student achievement. The result is a focus on improving the system of intervention, and increasing professional development and coaching for teachers.

This information is shared with all stakeholder groups through scheduled Board meetings, SSC/ELAC and staff meetings, Meetings with the Administrative Team, and other events. The final LCAP is presented to the Board for approval. (Charters are not required to hold a Public Hearing)

Darnall does not have any students living in local institutions for neglected or delinquent children or attending school in community day school programs.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Darnall Charter School ensures that students who are experiencing homelessness have equal access to the same free, appropriate public education that is provided to other students. Students are enrolled immediately and participate fully in the school program allowing them the opportunity to meet rigorous academic standards. The Homeless Liaison ensures that students experiencing homelessness are appropriately identified and served. The liaison will also assist the students through the enrollment process, placement in appropriate classes, and provide additional support with their individual and specific needs, including strategies to optimize their attendance at school. This outreach ensures the students have access to resources, extended day and year interventions, and other supports offered at the school. Additional supports are made available to the families of the students experiencing homelessness.

Services for students who are experiencing homelessness include providing the students with school uniforms, transportation passes, school supplies and personal items as needed. In addition the school will assist with referrals to resources in the community. Title I funds may support these services, or be used for identified needs of the students and their families that will support keeping the students in school.

Students who are experiencing homelessness have access to all the same supports as all students at the school. This includes instructional materials and interventions, counseling, 1:1 student to device ratio, and referrals to community agencies if needed.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

At Darnall Charter School the Administrative Team and staff supports new students and families as they enroll. During the intake the school staff have conversations with the families to share information and answer any questions. Prior to enrolling families learn about the school as they make their decision about whether to enroll in Darnall Charter School. The school works with elementary and high schools to inform students and families about academic and behavioral expectations and to promote seamless, articulated transitions.

All incoming TK and K students are assessed in English, Spanish and basic skills to determine proper placement. An intake interview is conducted with parents to gather student background information, specific needs individual students may have and determine the optimal class placement. New enrollment screening, the Home Language Survey, and information gathered during the initial intake are carefully considered to determine placement. Each student is deliberately placed in the program that will best fit his or her needs with the goal of facilitating academic success.

Students at Darnall begin the process of transitioning to high school in the Sixth Grade where Transition Classes are planned to begin the journey to a high school style organization. Self-contained sixth-grade classes begin to prepare students for the transition to seventh and eighth. For example, students are grouped together for school activities and teachers modify instruction and classroom procedures to highlight the change students will experience in the next two grades and high school. Darnall invites local high schools to present on campus to students, where they explain the high school experience, and help students feel more comfortable about the transition to high school.

Darnall maintains a low counselor to student ratio. Counselors provide specific support to students in areas such as matriculation to high school,

During the school year there are various opportunities for families and students to receive information and shared resources. These include, and are not limited to:

- Coffee with the Administrative Team meetings
- SSC and ELAC meetings
- Parent Workshops
- Events such as Open House and Curriculum Nights

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

No additional information.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

[NA]

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[NA]

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[NA]

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[NA]

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[NA]

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[NA]

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[NA]

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[NA]

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[NA]

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[NA]

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[NA]

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

[NA]

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Darnall Charter School understands the importance of relevant and in-depth professional learning to drive improvement. This is prioritized in LCAP Goal #2: *“Continue to strengthen professional learning for all educators in order to improve: instruction, teacher retention, and address the diverse learning needs of all student groups (including English learners, Students with Disabilities); to improve student academic outcomes.”* In alignment with this focus the school has provided all teachers with evidence based professional development aligned to the CA State Standards, the school’s mission, the educational program, staff input and feedback, and an analysis of student academic, social-emotional and behavioral needs.

The development of teacher capacity is an integral component of Darnall’s educational philosophy. Professional development occurs at three levels: TK-8, grade-level teams, and individually. We believe that this experiential learning provides teachers with the most authentic ways in which to understand the expectations that we have for students, and develop a deeper understanding of how to create robust learning experiences for students.

Professional development is high quality, focusing on key areas, on-going and job-embedded. All teachers will participate in 3 days of intensive summer professional development (prior to the start of the school year), 4 non-instructional days and three half-days per month during the academic school year.

Two major initiatives impacted the professional development for the coming year. One was the SUMS Grant which included extensive professional learning at SDCOE, as part of the Planning Phase and establishing a Multi-tiered System of Supports. The other was the identification of the school for CSI. And the staff had already engaged in the self-reflection process for schoolwide improvement as part of the WASC Accreditation Process, and charter petition renewal process. All of these processes involved SSC, ELAC, parents and staff as partners in establishing priorities. These groups will also monitor effectiveness of the professional development.

As a result the following professional development needs emerged:

- There is a need to strengthen the quality and delivery of instruction by providing our teachers with a robust, and ongoing Professional Development on evidence-based pedagogical strategies to address the diverse learning needs of our students and increase student engagement.
- There is a need to strengthen ELA and math instruction by providing ongoing coaching for teacher
- There is a need to train our teachers on using data to inform and differentiate instruction.
- There is a need to provide our teachers with coaching on strategies for classroom management

Therefore the following plans have been made:

- All teachers will receive professional development and ongoing coaching on the English Language Development (ELD) Standards, including implementing integrated ELD across all disciplines and designated ELD from an EL Specialist at SDCOE.
- All elementary teachers and Middle School (Math) teachers will receive coaching on strategies to effectively teach the Common Core Math Standards, including pedagogical strategies, math facts and fluency, and methods to increase student engagement in mathematics. The Math Specialist at the SDCOE will provide coaching

- All teachers in K-8 will receive professional development and coaching on the ELA Standards, reading and writing strategies and to improve the delivery of instruction. The English Specialist at the SDCOE will provide ELA coaching.

- Year 2 of Restorative Practices training

- UDL training (Title II)

Darnall ensures that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment. For new teachers Darnall will pay for the costs of the induction program (Title II) to support their job embedded professional learning during their first two years of teaching.

School leaders attend leadership focused professional development. Usually offered by SDCOE, CCSA and CSDC. We have contracted with subject matter experts (ELD, ELA, Match, etc.) to build the capacity of the Leadership Team and teachers, help leadership continue to build teacher and staff capacity and improve our program.

Teachers are encouraged to take on leadership roles through committees and task forces. Teachers serve on the Darnall Board, School Leadership Council (SLC), Grade Level Leaders, MTSS Committee, SSC and lead several project specific task forces.

Administrative Staff and teachers have opportunities to participate in conferences or workshops as part of their professional learning (Title II/LCFF S/C). Conferences attended must support the goals and program focus of the school and include:

- MTSS Symposium
- Kindergarten Conference

In addition, we support individual teachers in pursuit of advanced degrees and National Board Certification.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Darnall Charter School is a single school charter and so funding prioritization by school is not possible.

However, since Darnall was identified for comprehensive support and improvement the Title II funds will be prioritized to provide professional development in support of strategies, identified through data and root cause analysis, which are focused on addressing the needs that triggered the identification. All stakeholders (teachers, administrators, classified staff, students and families are involved in this

improvement process through SSC/ELAC, staff meetings and surveys. The implementation will be monitored and evaluated quarterly, as part of the continuous improvement process to determine effectiveness or needed revisions. The focused activities and results are included in the LCAP and communicated through the LCAP process to all stakeholders, including SSC/ELAC.

The data on the Fall 2018 California School Dashboard revealed that the school was in the Orange or Red Performance band in all applicable Dashboard indicators. While this triggered CSI designation, the data also revealed that in the academic areas (ELA and Math) the scores were maintained or improved for all students and student groups as compared to the previous year. Darnall used the CSI process as an opportunity to take an in-depth look at the data and programs, to engage in a root cause analysis, and determine best next steps to improve student achievement. The result is a focus on improving the system of intervention, and increasing professional development and coaching for teachers.

- All teachers will receive professional development and ongoing coaching on the English Language Development (ELD) Standards, including implementing integrated ELD across all disciplines and designated ELD from an EL Specialist at the San Diego County Office of Education (SDCOE)
- All elementary teachers and Middle School (Math) teachers will receive coaching on strategies to effectively teach the Common Core Math Standards, including pedagogical strategies, math facts and fluency, and methods to increase student engagement in mathematics. The Math Specialist at the SDCOE will provide coaching
- All teachers in K-8 will receive professional development and coaching on the ELA Standards, reading and writing strategies and to improve the delivery of instruction. The English Specialist at the SDCOE will provide ELA coaching.
- Year 2 of Restorative Practices training
- UDL training (Title II)

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Comprehensive Needs Assessment, a part of both the LCAP process and the CSI process, involves a robust data set with formative, interim and summative assessments. Data analysis and needs assessment is augmented by input from stakeholders. Led by the Administrative Team, Darnall uses the California School Dashboard data as a starting point for identifying areas where the charter is not making gains or not meeting desired outcomes. Information from interim assessments augments the yearly Dashboard performance indicators. Interim assessments used include:

- ESGI: Gr K 3 times/year (full assessment, + for intervention (partial assessment)
- Developmental reading Assessment (DRA): Gr. K
- IPT Oral Language Assessment: (intake); and English/Spanish Gr TK/K

- iReady ELA & Math: Gr. K-8 - 3 times per year
- Benchmark Advance: ELA

The leadership presents data reports regularly to the SSC/ELAC and Board of Directors at public meetings that include an evaluation of the impact of the professional development on actions/services and on the progress toward meeting LCAP goals and student outcomes.

The data on the Fall 2018 California School Dashboard revealed that the school was in the Orange or Red Performance band in all applicable Dashboard indicators. While this triggered CSI designation, the data also revealed that in the academic areas (ELA and Math) the scores were maintained or improved for all students and student groups as compared to the previous year. Darnall used the CSI process as an opportunity to take an in-depth look at the data and programs, to engage in a root cause analysis, and determine best next steps to improve student achievement. The result is a focus on improving the system of intervention, and increasing professional development and coaching for teachers. Therefore professional development to continue and enhance successful instructional strategies, such as UDL and differentiation, along with defining and refining MTSS academic and behavioral intervention structures will be the focus for the coming year.

The success of Professional Learning is ultimately judged by the success of the students, so improvement in student outcomes will be one measure of the effectiveness of the Professional Learning activities. However, other qualitative measures, such as teacher feedback on both the PD sessions and the ability to implement the strategies taught in the classroom will also be considered. The qualitative measures will include observations of the Professional Development itself, and of the implementation in the classroom, by the school leadership team.

The engagement of stakeholders is critical to the charter's decisions regarding expenditures of LCFF and federal funds, including funding for professional development. This process includes leadership, teachers (including special education and EL), classified staff, students, parents, community and Board members in the data analysis, in developing growth targets, and in reflecting on what is working and where further support is needed. Anecdotal data, such as feedback from classroom visits by the Administrative Team is also included in determining the impact of the Professional Learning. The LCAP stakeholder engagement process is combined with input from ELAC and SSC, as well as PD survey results to ensure all voices are heard.

Title II funds provide job embedded professional learning via induction, coaching and workshops will provide strategies and opportunities for reflection about improving instruction for all students and especially for at-risk students. The improved knowledge and skills learned through this process, along with collaboration and discussions at site professional development opportunities will benefit all teachers and students.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Darnall Charter School seeks to hire faculty who have an English Learner Authorization, a Cross-Cultural Language Acquisition Development (“CLAD”), or a Bilingual CLAD certificate and are knowledgeable about how to integrate strategies for second language learners into their instruction. The development of teacher capacity is an integral component of Darnall Charter School’s educational philosophy. The Associate Director over instruction, in collaboration with faculty, plans and schedules Professional Development regularly into the annual calendar. Professional development occurs at three levels: TK-8, grade-level teams, and individually. We believe that this experiential learning provides teachers with the most authentic ways in which to understand the expectations that we have for students, and, in doing so, develop a deeper understanding of how to create robust learning experiences for our students

To help ensure access of EL students to all content areas Darnall will provide staff development to all teachers who have EL students in their classes on research based instructional methodologies that support the differentiated learning needs of second language students. The school also provides training regarding resources, instruction, and assessment in support of the ELA/ELD standards. There will be a greater focus on ELD instruction and differentiation as a regular feature of instruction in all content areas. The Administrative Team will be included in this work so they can support the teachers in their application of the strategies.

The data on the Fall 2018 California School Dashboard revealed that the school was in the Orange or Red Performance band in all applicable Dashboard indicators. While this triggered CSI designation, the data also revealed that in the academic areas (ELA and Math) the scores were maintained or improved for all students and student groups as compared to the previous year. Darnall used the CSI process as an opportunity to take an in-depth look at the data and programs, to engage in a root cause analysis, and determine best next steps to improve student achievement. The result is a focus on improving the system of intervention, and increasing professional development and coaching for teachers. Therefore professional development to continue and enhance successful instructional strategies, such as UDL and differentiation, to gain more in-depth knowledge of EL strategies, and defining and refining MTSS academic and behavioral intervention structures will be the focus for the coming year.

The key professional learning that is used by the school to support the success of EL students is:

- ELD Standards: Designated and Integrated instructional strategies (LCFF)
- Integrated ELD Coaching from SDCOE (CSI grant)
- UDL/MTSS

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A – Charter does not receive Immigrant Funds

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Darnall Charter will meet all applicable legal requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. The school has a committee, ELAC, comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services.

The Leadership Team will review and revise the EL Master Plan to align with the ELPAC, CDE/SBE Reclassification Criteria/Guidance, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction across all grade levels. Our school will be researching ELD curriculum for adoption under the guidance of ELD/EL Coach from the San Diego County Office of Education. EL/LTEL Students will receive academic intervention from the Reading/ELD Specialist and (2) Instructional Associates to support academic progress of EL toward mastery and reclassification.

Teachers at Darnall use the English Language Development (ELD) standards set forth by the California Department of Education to assist in planning and assessing the progress of English Learners. Students of limited English proficiency receive the same academic content as those students who are native English speakers.

The Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms). All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California (ELPAC).

Two programs are offered to English learners at Darnall: Bilingual Program (K-3) and English Language Mainstream (TK-8). New enrollment screening, the Home Language Survey, and information gathered during the initial intake are carefully considered to determine placement. Each student is deliberately placed in the program that will best fit his or her needs with the goal of facilitating academic success.

The main goal of Darnall's Bilingual Program is English proficiency, while building upon unique cultural and linguistic attributes of our Spanish speaking students. In all grades, students will be introduced to vocabulary and concepts in English and Spanish. To maintain the rigor and focus of the Common Core

State Standards, the program will also use the Common Core State Standards California English/Spanish Language version as a guide.

English Language Mainstream classrooms include ELs who receive core curriculum instruction in English using Specialized Academic Instruction in English (“SDAIE”) and sheltered English strategies to scaffold instruction in the content areas (Integrated ELD). Students also receive designated ELD instruction for 30 minutes or more each day with a focus on Language Arts standards to improve their proficiency in English. During designated ELD instruction, students are grouped homogeneously by language proficiency level as determined by multiple measures.

- a. Designated & Integrated ELD implementation took place with the adoption of Benchmark
- b. Biliteracy program review took place and was included in the charter petition renewal for the Transitional Bilingual program.

As part of the instructional program **1 Instructional Assistant** was assigned to “newcomers” and another **Instructional Assistant** was assigned to Bilingual TK classroom, both funded with Title III. Currently, Darnall is establishing a transitional bilingual program in grades TK-4.

Students may be considered for reclassification from EL to RFEP status when they are on par with their grade-level English speaking peers.

The Associate Director overseeing instruction monitors the implementation of our ELD program. The progress of our ELs is regularly monitored by teachers, staff and the Leadership Team. The Darnall Board reviews aggregate program data on a regular basis. All EL students are given the ELPAC at least once yearly to measure their progress towards proficiency. Specific goals for the ELPAC will be finalized after current year data is available. The progress of our ELs toward mastery of State Standards is monitored through teacher observation, explicit disaggregation of EL data on our standards-aligned benchmark exams every six weeks, detailed analysis of performance of our ELs on the i-Ready Diagnostic, administered three times annually, and the CAASPP assessments. Once the ELPI Indicator is available again, that will also be a component of the monitoring system.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Darnall Charter School monitors EL progress regularly using formative and summative assessments. The assessments are used to determine students' English language proficiency in English as well as academic performance. Student data is disaggregated and reviewed by school administrators and teachers and

shared with parents. ELs are expected to show one language proficiency level of growth annually as measured by the ELPAC until they reach English proficiency and then maintain level until reclassified. Data from the annual ELPAC administration is compiled to identify individual students who are not meeting this expectation, and appropriate interventions are planned and implemented. CAASPP ELA & Math results are disaggregated by student groups and grade level.

The school monitors EL students throughout the year to ensure they are progressing in English proficiency and understanding of the State academic standards. Teachers and the Leadership Team review, analyze and disaggregate student achievement data regularly. Teachers collaborate to identify students who require additional intervention/support; and those that are ready to progress to the next level and/or challenged further academically. The emphasis is on measuring growth for each student, student group and grade level and developing next steps.

English Language Learners are 55% of Darnall's population, and in 2017-18 LTELs were 7% of that group.

- The Reclassification rate was 9% in 2017-18 and 8% in 2018-19.
- Based on the 2018 Fall Dashboard 34.3% of the ELs were classified as Level 4- well developed on the ELPAC, as compared to 30.6% at the state level.
- In ELA on the CAASPP Current English Learners scored 66.2 point below standard; RFEP scored 33.9 points above standard; and English Only scored 30.9 points below standard,

Reclassification criteria are based on guidelines from the California Department of Education and approved by the State Board of Education.

Students who struggle academically will have access to additional extended learning support with support provided by our teachers during after-school tutoring in ELA and ELD (for ELs). They will also benefit from the increased knowledge and skills of the teachers who will be expanding their expertise through Professional Development and Coaching. The strategies they learn will improve outcomes for English Learners in English Proficiency and in mastering academic content standards.

Through the LCAP and CSI process the outcomes for English Learners will be monitored regularly with input from the ELAC, and other parents and staff.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;

- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Darnall Charter School plans to transfer Title IV funds into Title I.

If for some reason those funds are not transferred the school will use the funds in alignment with the Title IV regulations and with input from all stakeholder groups as part of the LCAP process. Programs will be monitored and evaluated regularly, based on academic, climate and survey data during the annual update process.

Well Rounded Education:

All students including unduplicated pupils, and Students with Disabilities, at Darnall have access to the following elective and/or enrichment courses:

- Music – choir, guitar, band
- Physical Education and Organized Sports Leagues
- Media Arts

According to a meta-analysis study of the impact of the Arts in Learning, conducted by UCLA, found that students in high arts involvement performed better in standardized assessments than students in low arts involvement. Learning experiences in the arts contribute to the development of academic skills, including the areas of reading and language development and mathematics.

Safe and Healthy Students:

- Counseling Services
- Behavioral Specialist
- Contract Nurse and Nurse's Aid

Per AB716, both state and federal funds are included within the LCAP, which also serves as the SPSA. This ensures alignment of goals, actions and funding sources to most efficiently serve the needs of the students.