

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

**LCAP Year:** 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

## LEA Name

Darnall Charter

## Contact Name and Title

Tim Simmons

Associate Director

## Email and Phone

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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 public, tuition free school that serves students in grades Kindergarten through eighth grade. Our students reflect the ethnic and linguistic diversity of the Redwood Village, the community in which the Charter School is located, and a reflection of the San Diego Unified District as a whole. The Charter School is located in the College area of San Diego in a neighborhood of single family homes, apartments, and small businesses. The School's first charter was approved by the San Diego Unified School District on July 27, 1993 making it one of the first charter schools in the District. With subsequent approval by the California Department of Education on September 10, 1993, Darnall Charter School became the 33rd charter school in California.

**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:** Students will embrace learning, opportunity, and responsibility, explore their unlimited potential, and create positive change.

Our students will learn:

- \* Flexibility and adaptability
- \* Initiative, self-direction, and persistence
- \* Social and cross-cultural skills
- \* Effective communication and collaboration

- \* Responsible and strategic use of technology
- \* Productivity and accountability
- \* Leadership and responsibility

Our Core Beliefs: Every child deserves

- \* High quality instruction based on standards
- \* High expectations for academic achievement
- \* Personalized learning opportunities to meet his or her unique needs
- \* Opportunities to think critically and creatively
- \* A safe and caring learning environment
- \* Decisions informed by data

## LCAP Highlights

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

This year's LCAP continues our focus on our primary four goals. After reviewing the Annual Update and considering stakeholder input, the following Actions & Services have been added to this year's LCAP in order to address identified needs.

Goal 1 - All students will have access to rigorous, well-rounded, standards-aligned curricula taught by highly qualified teachers.

New - English Language Arts & English Language Development Curriculum Adoption

New - Full-time Counselor

Goal 2 - Maintain high academic achievement expectations for all students and provide the support needed to meet those expectations.

New - Expand Summer School to include ELD, enrichment and counseling services

New - Provide academic support before and/or after school

New - Psychologist Intern

Goal 3 - Provide a safe and caring learning environment that promotes student engagement and supports teaching and learning.

New - Increase individual and group counseling

New - Expanded After School Program: academic support, sports and clubs

Goal 4 - Support student achievement and build a sense of community by providing opportunities for meaningful parent involvement through education, communication and collaboration.

New - Parent Workshops and engagement activities

New - Work with parents to develop and implement a new Parent Group structure

Our supplemental LCAP funds are directed, along with other state and federal funds, at providing support to students who are struggling to meet standards in our ongoing commitment to closing the achievement gap. The LCAP also features continued work in ensuring our school is a welcoming, safe and engaging places for students. We are in excellent fiscal health and have been able to offered a consistent program. We continue to closely monitor revenues and expenditures in order to ensure that students

come first.

In 2017-18, we began the WASC (Western Association of Schools and Colleges) accreditation process. The WASC initial visit critical areas for follow-up are incorporated into the Actions and Services beginning in 2018-19.

We also begin designing Multi-Tiered System of Supports to support to ensure we provide students inclusive academic, behavioral and social-emotional instruction.

MTSS Design Statement:

Darnall Charter School is a data-driven Multi-Tiered System of Supports that nurtures the whole child, fostering a positive school culture, engaging our diverse families and community in meaningful partnerships, and ensuring student achievement, where all stakeholders are lifelong learners.

## Review of Performance

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

## Greatest Progress

Fall 2017 Dashboard

English Language Arts – Reclassified English Learners had the highest average score - 34 points above level 3; an increase of 10.9 from the previous year. Asian students increase 11.6 points; 10.6 points above level there. English Learners, Socioeconomically Disadvantaged, African American and Hispanic students improved by 9-12 points.

Suspension Rate - The overall suspension rate for All Students declined and declined significantly for English Learners, Homeless, Students with Disabilities, African American, Two or More Races and White students.

Interventions for English Learners – EL newcomers participated in a target support group utilizing specialized software.

Academic Intervention - An hour of Extended Learning Support was provided to all grades, three times per week. Summer school was provided.

Pupil Engagement – We have successfully reduced the number of tardies through increase awareness and education and the implementation of a schoolwide incentive program.

State Standards and Course Access – This year we expanded our middle school elective program to include band, choir, guitar, media arts, leadership, computer literacy and track & field.

Parent Engagement – Parent meetings were held monthly to inform parents of data, activities, and resources. A bi-monthly newsletter was sent home in Spanish and in English.

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

## Greatest Needs

The English Learner Progress indicator is “Orange” indicating we need to continue our expanded focus on providing support for English Learners as indicated in Goal 1, Action 3 and Goal 2, Action 3. Schoolwide interventions (Goal 2, Action 1) will also be used to target the specific needs of English Learners.

English Language Arts and Math progress indicators are “Yellow” with a changed indicator of “Increased”. In addition to the base program and EL support indicated above, schoolwide interventions (Goal 2, Action 1) and steps to reducing tardies and absences (Goal 3, Action 1) will be expanded to address ELA and Math achievement.

The rate of suspensions indicator is “Yellow” and, while that was a slight decline, it signals a need to continue implementing our Positive Behavior Intervention and Support system (PBIS) and expanding specific support services such as individual and group counseling (Goal 2, Action 1).

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

## Performance Gaps

English Language Arts - One group had an indicator two levels below the all students indicator of “Yellow”; Students with disabilities (Red). The change indicator for Students with disabilities declined.

The school will take steps to address these performance gaps through the base program and EL support indicated above, schoolwide interventions (Goal 2, Action 1), support for students with disabilities (Goal 2, Action 2), and steps to reducing tardies and absences (Goal 3, Action 1) will be expanded to address ELA and Math achievement.

Activities to increase student engagement (Goal 3, Actions 1, 2, & 4) and parent engagement (Goal 4, Actions 1 & 2) will also be implemented. The school will work to measure the impact of these actions and service on these student groups through the specific disaggregation of student group data.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

## Increased or Improved Services

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

(Action & Service details below)

## Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$7,040,290
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$5,859,959

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The planned actions/services to meet goals do not include some of the auxiliary services and costs associated with running the educational program. Some of the main costs include but are not limited to, benefits, auxiliary salaries, non-instructional supplies (custodial and office), dues and memberships, general insurance, equipment leases, legal/audit fees, advertisement/recruitment, some non-instructional consultants, back office and depreciation. In addition, supplemental costs funded by federal funds may not been included.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$5,960,949

# Annual Update

**LCAP Year Reviewed:** 2017-18

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

## Goal 1

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:**

## Annual Measurable Outcomes

**Expected**

AMO 1 - 100% of teachers will be fully credentialed and appropriately assigned.

**Actual**

2017-18 - 98% are fully credentialed

## Expected

AMO 2 - 100% of teachers will participate in annual professional development on the implementation of Common Core State Standards and the use of aligned resources and materials.

AMO 3 - 100% of students will receive standards-based science instruction based on CA History-Social Science standards and/or integrated Common Core State Standards.

AMO 4 - 100% of students will receive standards-based history/social science instruction based on the Next Generation Science Standards and/or integrated Common Core State Standards.

## Actual

From California School Dashboard - Local Measure: Implementation of Academic Standards

English Language Arts – Common Core State Standards for English Language Arts

4 – Full Implementation

Mathematics – Common Core State Standards for Mathematics

4 – Full Implementation

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

From California School Dashboard - Local Measure: Implementation of Academic Standards

History-Social Science

3 – Initial Implementation

From California School Dashboard - Local Measure: Implementation of Academic Standards

Next Generation Science Standards

3 – Initial Implementation

**Expected**

AMO 5 - 100% students enrolled in the Biliteracy Program will receive standards-based instruction based on the Common Core State Standards California English/Spanish Language with Linguistic Augmentation.

AMO 6 - 100% of English Learners will receive instruction to gain English proficiency through the implementation of the ELD Program, the Biliteracy curriculum and EL specific strategies for CCSS implementation.

AMO 7 - 100% of students will participate in standards-based classes guided by the California Visual and Performing Arts Content Standards.

**Actual**

100% - All students in Biliteracy Program received instruction as stated

From California School Dashboard - Local Measure: Implementation of Academic Standards

English Language Development (Aligned to English Language Arts Standards)  
3 – Initial Implementation

From California School Dashboard - Local Measure: Implementation of Academic Standards

Visual and Performing Arts  
5 – Full Implementation and Sustainability

All K-6 students participated in Music and Art. 7-8 students had the choice of band, guitar, choir, or media arts or computer literacy.



**Expected**

AMO 8 - 100% of students will participate in standards-based physical education classes guided by the California Physical Education Framework and California Physical Education Standards.

AMO 9 - 100% of students will receive information literacy and technology instruction based on 21st Century skills.

**Actual**

From California School Dashboard - Local Measure: Implementation of Academic Standards

Physical Education Model Content Standards  
5 – Full Implementation and Sustainability

Health Education Content Standards  
3 – Initial Implementation

Other metric - see Goal 2 Metrics/Indicators

100% of students received Digital Citizenship instruction. K-6th grades students have been introduced to basic coding.

## Expected

AMO 10 - 100% of students will have access to standards-aligned materials and additional instructional support materials.

AMO 11 - A minimum of 85% of parents taking the annual parent survey will respond positively to questions related to Goal #1.

## Actual

From California School Dashboard - Local Measure: Implementation of Academic Standards

English Language Arts – Common Core State Standards for English Language Arts

3 – Initial Implementation

English Language Development (Aligned to English Language Arts Standards)

4 – Full Implementation

Mathematics – Common Core State Standards for Mathematics

3 – Initial Implementation

Next Generation Science Standards

3 – Initial Implementation

History-Social Science

3 – Initial Implementation

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

This year the parent survey focused on parent engagement. Results were reported through the California School Dashboard - Local Measure: Parent Engagement

**Expected****Actual**

Summary of Results - The Darnall 2017-18 Fall Parent Survey had 274 respondents, representing 449 students between Kindergarten and 8th grade. (1) Key findings related to seeking input from parents regarding decision making: (1.a) 95.59% of parents replied Agree or Strongly Agree when asked if parents "have the opportunity to contribute to school-related policies and decision-making." (1.b) 90.00% of parents replied Agree or Strongly Agree when asked if "the school tries to get parent input before making important decisions." (1.c) 94.03% 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: (2.a) 98.88% of parents replied Agree or Strongly Agree when asked if they are "satisfied with the communication between the school and home." (2.b) 97.04% of parents replied Agree or Strongly Agree when asked if the school keeps them "informed about parent meetings and programs." (3) This survey was developed specifically to gather input from parents related to State Priority 3 - Parent Engagement and Darnall's LCAP Goal #4 - "Support student achievement and build a sense of community by providing opportunities for meaningful parent involvement through education, communication and collaboration." Parents were also surveyed about their awareness of Darnall committees or groups where parents may participate or provide input: (a) Between 71% and 75% were aware of monthly parent meetings and the Darnall Parent Group. (b) 68% were aware of the Darnall Board. (c) 56% were aware of other standing committees like SLC and ELAC.

**Expected**

AMO 12 - A minimum of 85% of students taking the annual parent survey will respond positively to questions related to Goal #1.

**Actual**

This year the student survey focused on school climate. Results were reported through the California School Dashboard - Local Measure: School Climate

Summary of Results: (1.a) School Climate Survey Overall Positive Response Average: 74.95% (baseline). (1.b) School Safety Positive Response Average: 69.48%. (1.c) Connectedness Positive Response Average: 81.20%. (2) Combined results from the 2017 School Climate Survey of 4th - 8th grade students (305 respondents): (2.a) The lowest positive responses were to questions about how students treat each other (47.65%, 26.51% and 54.90%). (2.b) 80.79% of students replied that they feel safe while at school. (2.c) 86.71 felt teachers treat them with respect. (2.d) 74.85% think teachers treat them fairly. (2.e) 96.98% know how to follow the school motto (Be respectable, responsible and safe). (2.f) 75.91% believe the school works with parents/guardians to help them do their best. (2.g) 78.29% look forward to coming to school each day. (2.h) 89.47% believe teachers provide them with a lot of chances to be a part of class discussions or activities. (2.i) 90% of students feel their teacher really cares about them. (3) Student group reporting - Student group data was reported to the Darnall Board. In general, responses were consistent between different age groups. School safety and connectedness is a priority at Darnall. We will continue to implement the Positive Behavioral Intervention and Supports (PBIS) program. Based on survey data, we will focus on fostering positive student to student interaction and respect.

# Actions/Services

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

## Action 1

### Planned Actions/Services

Highly Qualified Teachers & Staff  
 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.  
 b. Hire, develop and retain highly qualified teachers & staff:  
 30 classroom teachers  
 2 PE, 1 Music and 1 Art teacher  
 3 Education Specialists  
 1 psychologist  
 1 counselor  
 Instructional Assistants  
 1 guidance assistant  
 c. Provide professional development to teachers for Common Core implementation, all other content areas, curriculum

### Actual Actions/Services

Actions/Services a-f were completed as described.

### Budgeted Expenditures

\$4,972,194  
 \$964,233 LCFF S/C; \$4,007,961 LCFF Base  
 a,b,d: 1000s, 2000s, c,e: 5000s;  
 f: 3000s

### Estimated Actual Expenditures

a-f: 5,379,650  
 a: LCFF Base, b: \$964,233 LCFF S/C, \$1,939,699 LCFF Base, IDEA, Title I, f: LCFF Base  
 a,b,d: 1000s, 2000s, c,e: 5000s; f: 3000s

**Planned Actions/Services**

support equipment/materials, digital resources and other programs. Costs associated for Leadership Team members providing internal PD and contracted PD providers.  
 d. Costs associated with the Leadership Team’s oversight of the implementation of Darnall’s educational program.  
 e. Costs for teachers and Leadership Team to attend workshops and conferences.  
 f. Costs for payroll and benefits associated with hiring and retaining highly qualified teachers & staff.

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Action 2**

**Planned Actions/Services**

Curriculum & Resources  
 a. Curriculum and instructional materials will be reviewed annually and reported on School Accountability Report Card and ELA & Math instructional materials

**Actual Actions/Services**

Actions/services a-d were completed as described.  
 Note - d. some upgrades are pending

**Budgeted Expenditures**

a: See Highly Qualified Teachers and Staff: b-d: \$179,000  
 a: See Highly Qualified Staff and Teachers, b-d: LCFF Base  
 a: See Highly Qualified Staff and Teachers, b-d: 4000s

**Estimated Actual Expenditures**

a: See Highly Qualified Teachers and Staff: b-d: \$183,000  
 a: See Highly Qualified Staff and Teachers, b-d: LCFF Base  
 a: See Highly Qualified Staff and Teachers, b-d: 4000s

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

purchased will be Common Core aligned. Costs associated with Instructional Leader and School Leadership Council.

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.

c. Resources: Costs associated with all other online digital resources to support Common Core implementation and instruction in other content areas.

d. Technology:

Continue implementation of 1-to-1 plan; maintain student technology Maintain and Upgrade classrooms with 21st Century equipment.

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

English Language Development & Biliteracy Program

a. ELD: Continue implementation of Darnall's ELD Plan. Costs associated with plan implementation.

b. Biliteracy:

Incorporate Biliteracy specific instructional strategies into Professional Development.

Resources: Purchase digital resources in Spanish.

c. Monitor progress toward English proficiency through explicit desegregation of EL data.

Costs associated with AD of Programs & Assessment.

Actions/services a-c were partially completed. A deeper focus on ELD and more digital resources in Spanish are needed.

a-c: See Highly Qualified Staff and Teachers

a-c: See Highly Qualified Staff and Teachers



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

## Analysis

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

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

Most actions and services were implemented with fidelity. Exceptions are indicated in the actual column.

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

The actions and services described were effective at achieving the goal of providing all students access to rigorous, well-rounded, standards aligned curricula taught by highly qualified teachers. These actions and services provide the base program from which the other goals build upon. Areas of need will be addressed through modified and new actions and services in next year's LCAP.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None noted.

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

The overall goal remains unchanged. After analysis of the previous year's measurable outcomes and LCFF Evaluation Rubrics, changes have been made to address areas of need. Modifications to actions and services for this goal have been described in the LCAP Highlights section above.

## 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**

**Actual**

AMO 1 - 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.

2017-18 CAASPP results pending

ELA - 2016-17

All Students – yellow

Increased 10.7 points

SWD – Red

Decreased 5.4 points

African American – yellow

Increased 8.2 points

Math 2016-17

All Students – yellow

Increased 5.9 points

SWD – orange

Increased 5.5 points

African American – yellow

Increased significantly 21 points

AMO 2 - The percentage of students meeting their iReady Growth Targets in English Language Arts and Mathematics will increase compared to the previous year.

2017-18 i-Ready results pending

Reading

2016-17: 58% met Reading growth target

Math

2016-17: 58% met Math growth target

AMO 3 - The percentage of 5th and 8th grade students scoring proficient or advanced on the California Standards Test for Science will increase compared to the previous year.

2016-2017 - CAST was a pilot year. No scores were reported, however, 95% participation rate was required which Darnall met.

2017-18 CAST - field tested year. No scores will be reported.

**Expected**

AMO 4 - 75% or more of 5th and 7th grade students tested with the CA Physical Fitness Test will meet the Healthy Fitness Zone requirement in 5 out of 6 fitness standards.

AMO 5 - 100% of students performing below grade level will receive intervention services.

AMO 6 - The percentage of English Learners being reclassified will increase compared to the previous year. (local measure).

AMO 7 - The percentage of English Learners making progress toward proficiency will increase compared to the previous year. (CELDT)

AMO 8 - The percentage of English Learners making progress toward proficiency will increase compared to the previous year. (ELPAC)

AMO 9 - Students exiting the Biliteracy Program will demonstrate a mastery of the CCSS and English proficiency equal to or greater than English Learners enrolled in the MEC program for the same amount of time.

**Actual**

Pending – 2017-18 PFT results  
2016-17: 72% (5th), 59.7% (7th) met 5 out of 6 fitness standards

2017-18 - All students received intervention services. Illuminate used to capture intervention services. The implementation of MTSS will provide a more systematic way to collect and analyze data.

2017-18: 28 (8%) students redesignated

2017-18 - CELDT administered to Initials only.

2017-18 ELPAC Scores pending, first administration of the Summative assessment

2017-18 - Pending Results

**Expected**

AMO 10 - 100% of students will demonstrate grade level information literacy and technology standards through student created evidence from specific Common Core State Standards.

AMO 11 - A minimum of 85% of parents taking the annual parent survey will respond positively to questions related to Goal #2

AMO 12 - A minimum of 85% of students taking the annual student survey will respond positively to questions related to Goal #2.

**Actual**

Metrics in development

This year the parent survey focused on parent engagement. Results were reported through the California School Dashboard - Local Measure: Parent Engagement.  
For a summary of results, see Goal 1, AMO 11.

This year the student survey focused on school climate. Results were reported through the California School Dashboard - Local Measure: School Climate  
For a summary of results, see Goal 1, AMO 12.

**Actions/Services**

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

**Action 1**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Educational Program

- a. Provide the Educational Program as described in this Darnall’s charter petition. Costs associated with teachers, curriculum and materials.
- b. Monitor student achievement progress through regular analysis of student data. Cost associated with teachers, Instructional Leader and AD of Programs & Assessment.
- c. Support students with IEPs to ensure they meet their academic goals. Costs associated with Education Specialists, Psychologist, Instructional Leader and contracted support providers.
- d. Resource: Purchase and use a Data and Assessment system for analysis and reporting to teachers, parents and students.

Actions/services a-c were completed as described.  
 d. Illuminate Data & Assessment system gradebook, report card and reports completed. Continue implementation and expansion of data analysis and reporting in 2018-19.

a-c: See Highly Qualified Teachers and Staff and, Curriculum and Resources; d: \$16,000  
 a-c: See Highly Qualified Teachers and Staff and, Curriculum and Resources; d: LCFF Base  
 a-c: See Highly Qualified Teachers and Staff and, Curriculum and Resources; d: 5860

a-c: See Highly Qualified Teachers and Staff and, Curriculum and Resources; d: \$16,000  
 a-c: See Highly Qualified Teachers and Staff and, Curriculum and Resources; d: LCFF Base  
 a-c: See Highly Qualified Teachers and Staff and, Curriculum and Resources; d: 5860

**Action 2**

**Planned Actions/Services**

- Interventions  
 a. Summer School: Provide three

**Actual Actions/Services**

Actions/Services a-f were completed as described.

**Budgeted Expenditures**

a-f: See Highly Qualified Teachers and Staff and

**Estimated Actual Expenditures**

a-f: See Highly Qualified Teachers and Staff and Curriculum and

**Planned Actions/Services**

weeks of Summer School for students below grade level. Costs associated with program materials, teachers, and administration of program.

b. Instructional Support: Provide support for students identified for intervention support. Costs associated with Instructional Associates.

c. Instructional Support: Provide support for students with IEPs using the inclusion model. Costs associated with Special Education Instructional Associates.

d. LITC: Provide support in the computer lab for K-2 classroom interventions. Costs associated with Computer Resource Teacher.

e. RTI: Continue system to identify, monitor and support student in need. Costs associated with Instructional Leader, Psychologist, Counselor and teachers.

f. Provide academic support

**Actual Actions/Services**

Actions/Services e was not completed.

**Budgeted Expenditures**

Curriculum and Resources

**Estimated Actual Expenditures**

Resources

**Planned Actions/Services**

before and after school.  
 g. Use the Leadership for Equity Implementation Model to address achievement gaps for student groups identified in the Performance Gap section above.

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Action 3**

**Planned Actions/Services**

English Language Development  
 a. Increase resources and focus professional development on ELD  
 b. Continue implementation of Darnall's ELD Plan. Costs associated with plan implementation.

**Actual Actions/Services**

See Goal 1, Action 3

**Budgeted Expenditures**

a-b: See Highly Qualified Teachers and Staff and Curriculum and Resources

**Estimated Actual Expenditures**

a-b: See Highly Qualified Teachers and Staff and Curriculum and Resources



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

## Analysis

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

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

Most actions and services were implemented with fidelity. Exceptions are indicated in the actual column.

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

The actions and services described were effective at achieving the goal of maintaining high academic achievement expectations for all students and provide the support needed to meet those expectations. Actions and services were modified as needed. This goal provides the basis for addressing the gaps learners with the highest needs. Areas of need will be addressed through modified and new actions and services in next year's LCAP.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None noted.

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

The overall goal remains unchanged. After analysis of the previous year's measurable outcomes and LCFF Evaluation Rubrics, changes have been made to address areas of need. Modifications to actions and services for this goal have been described in the LCAP Highlights section above.

# 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

100% of students will participate in the PBIS program.

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.

Information about online safety will be distributed to parents.

### Actual

2017-18 - 100 PBIS is a schoolwide program

2017-18 - 100% - All students receive digital citizenship training in LITC and the classroom. Darnall became a Common Sense Certified School.

Met online and in parent meetings.

**Expected**

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

The annual expulsion rate will be less than 1%.

The annual suspension rate will be less than 5%

The attendance rate will be 95% or above.

100% of staff will participate in Site Safety Plan training.

At least 9 fire, earthquake and safety drills will be conducted for students and staff.

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

**Actual**

2017-18 - Met - All homeless and foster youth have received support services

2017-18 - Total expulsions: 2. Expulsion rate pending  
As of 5/14/18

2017-18 - Total suspensions: 32. Suspension rate pending  
As of 5/14/18

2017-18 - Annual: Pending  
P2 - 95.01%

100% of staff participated in safety training.

2017-18 - 6 drills conducted, 3 more scheduled. Expected to meet goal.

Not met – comprehensive facility inspection was not completed. Inspection as needed conducted. SDCOE contacted, plan to completed inspection before start of 18-19 school year.

**Expected**

A minimum of 85% of parents taking the annual parent survey will respond positively to questions related to Goal #3.

A minimum of 85% of students taking the annual student survey will respond positively to questions related to Goal #3.

**Actual**

This year the parent survey focused on parent engagement. Results were reported through the California School Dashboard - Local Measure: Parent Engagement  
For a summary of results, see Goal 1, AMO 11.

This year the student survey focused on school climate. Results were reported through the California School Dashboard - Local Measure: School Climate  
For a summary of results, see Goal 1, AMO 12.

**Actions/Services**

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

**Action 1**

**Planned Actions/Services**

Citizenship and Attendance  
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

**Actual Actions/Services**

Actions/Services a-c were completed as described. Progress was made toward Actions/Services d & e and will continue in 2018-19.

**Budgeted Expenditures**

a-e: See Highly Qualified Teachers and Staff and Curriculum and Resources

**Estimated Actual Expenditures**

a-e: See Highly Qualified Teachers and Staff and Curriculum and Resources

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

counselor, professional development and program materials.

b. Provide individual and group counseling to support student engagement and learning.

c. Implement a digital citizenship program. Costs associated with professional development and program materials.

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 prevent tardies and absences.

e. Develop a process to address problems with chronic absenteeism. Costs associated with AD of Communications and Counselor.

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Action 2**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Homeless and Foster Youth  
 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.

Actions/Services were completed as described.

\$500  
 4000s  
 McKinney-Vinto

\$645  
 4000s & 5000s  
 McKinney-Vinto

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Facilities and Site Safety

- a. Keep facilities clean, safe and in good repair. Costs associated with BSS, cleaning company and new part time cleaning staff.
- b. Work with SDUSD to maintain facility.
- c. Annual facility inspections to screen for safety hazards.
- d. Periodic risk management inspections by SDCOE JPA.
- e. Plan fire earthquake and safety drills. Costs associated with AD of Communication and Operation.
- f. Follow the site safety plan. Costs associated with safety materials, professional development and AD of Communication and Operation.

Actions/Services a, b, e and f were completed as described. Actions/Services c and d are still pending with the goal to be completed before the start of the 2018-19 school year.

\$215,500; e-f: See Highly Qualified Teachers and Staff LCFF Base; e-f: See Highly Qualified Teachers and Staff 4000s, 5000s; e-f: See Highly Qualified Teachers and Staff

\$225,500; e-f: See Highly Qualified Teachers and Staff LCFF Base; e-f: See Highly Qualified Teachers and Staff 4000s, 5000s; e-f: See Highly Qualified Teachers and Staff

**Action 4**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Health, Wellness & Student Engagement

- a. Revise Health and Wellness policy and research alternate snack and lunch options that meet federal and state guidelines.
- b. Provide after school sports, clubs and activities.

Actions/services a and b were completed as described.

a-b: See Highly Qualified Teachers and Staff

a-b: See Highly Qualified Teachers and Staff



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

## Analysis

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

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

Most actions and services were implemented with fidelity. Exceptions are indicated in the actual column.

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

The actions and services described were effective at achieving the goal of providing a safe and caring learning environment that promotes student engagement and supports teaching and learning. Actions and services were modified as needed. This goal provides the basis for creating a school climate that supports teaching and learning. Areas of need will be addressed through modified and new actions and services in next year's LCAP.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None noted.

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

The overall goal remains unchanged. After analysis of the previous year's measurable outcomes and LCFF Evaluation Rubrics, changes have been made to address areas of need. Modifications to actions and services for this goal have been described in the LCAP Highlights section above.

# 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

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.

One to three parents will serve on the Darnall Board.

### Actual

2017-18 - At least one school wide event per trimester; Monthly meetings for parents with Leadership.

2017-18 - At least one parent served on the Darnall Board. Two parents served for part of the year.

**Expected**

One parent, or parent-school liaison chosen by parents, will serve 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.

Electronic communication systems will be used to make teachers and administrators more accessible to parents by improving two-way communication between home and school.

A minimum of 85% of parents taking the annual parent survey will respond positively to questions related to Goal #4.

A minimum of 85% of students taking the annual student survey will respond positively to questions related to Goal #4.

**Actual**

2017-18 – One parent liaison served on SLC

2017-18 – Regular meetings with parents to promote parent involvement and to work towards a cohesive Parent Group.

2017-18 - Partially complete – Class Dojo was used school wide as an information sharing and notification tool. School Messenger and new SIS functions are pending.

This year the parent survey focused on parent engagement. Results were reported through the California School Dashboard - Local Measure: Parent Engagement  
For a summary of results, see Goal 1, AMO 12.

This year the student survey focused on school climate. Results were reported through the California School Dashboard - Local Measure: School Climate  
For a summary of results, see Goal 1, AMO 12.

**Actions/Services**

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

## Action 1

### Planned Actions/Services

Communication and Parent Involvement

- a. Plan and hold events that include, but are not limited to, parent conferences, schoolwide events and informational meetings.
- b. Provide parent workshops in career and college readiness, literacy and other topics that empower parents.
- 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).
- d. Maintain proper safety policies and procedures and provide information to parents
- e. Provide parents with class information via a classroom web

### Actual Actions/Services

Actions/Services a, b, d, e and f were completed as described. Actions/Services c is pending. Actions/Services g was partially completed with the emphasis on parent conferences rather than home visits.

### Budgeted Expenditures

a-g: See Highly Qualified Teachers and Staff and Curriculum and Resources

### Estimated Actual Expenditures

a-g: See Highly Qualified Teachers and Staff and Curriculum and Resources

**Planned Actions/Services**

page on the school’s website or through another electronic method. Costs associated with web hosting, AD of Technology.  
 f. A Leadership Team member will meet regularly with Darnall Parent Group leaders.  
 g. Develop and pilot a home visit program to strengthen the home - school connection.

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

**Action 2**

**Planned Actions/Services**

Homeless and Foster Student Support  
 Provide support and help with services to foster parents and homeless parents and guardians of Darnall students. Costs associated with counselor.

**Actual Actions/Services**

Actions/services completed as described.

**Budgeted Expenditures**

a-g: See Highly Qualified Teachers and Staff and Curriculum and Resources

**Estimated Actual Expenditures**

a-g: See Highly Qualified Teachers and Staff and Curriculum and Resources

**Action 3**

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

Representation

- a. Darnall Board: Actively engage parents to fill open seats.
- b. SLC: Monitor to ensure continued representation.
- d. Survey parents, students and staff.
- e. Engage all stakeholders in the LCAP development process.

Actions/services were completed as described.

a-g: See Highly Qualified Teachers and Staff and Curriculum and Resources

a-g: See Highly Qualified Teachers and Staff and Curriculum and Resources

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

## Analysis

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

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

Most actions and services were implemented with fidelity. Exceptions are indicated in the Actual column.

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

The actions and services described were effective at achieving the goal of supporting student achievement and building a sense of community by providing opportunities for meaningful parent involvement through education, communication and collaboration. Actions and services were modified as needed. This goal provides the basis for creating a community and home-to-school connection that supports teaching and learning. Areas of need will be addressed through modified and new actions and services in next year's LCAP.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None noted.

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

The overall goal remains unchanged. After analysis of the previous year's measurable outcomes and LCFF Evaluation Rubrics, changes have been made to address areas of need. Modifications to actions and services for this goal have been described in the LCAP Highlights section above.

# Stakeholder Engagement

LCAP Year: 2018-19

## Involvement Process for LCAP and Annual Update

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

LCAP informational meetings were held to provide general information to stakeholders. LCAP information was posted on the school's website. Surveys were used to gather stakeholder input and priorities. Stakeholder meetings were conducted to allow for further input and prioritization of goals. All or portions of LCAP drafts were presented at public board meeting for comment prior to adoption.

In 2017-18, the progress on the LCAP was reviewed regularly in the following forums:

- School Leadership Council – two times per month August - January (includes parent or parent liaison)
- The Darnall Board – all regular public meetings August - January, parent representation on the board
- Leadership Team Meetings – once per week

Development of the 2018-19 LCAP began in March. Review of the 2017-18 LCAP shifted focus from current progress to revising Actions and Services for the coming year. To help facilitate the process a summary of possible new Actions and Services was created.

LCAP Feedback and Input

- School Leadership Council – general discussion, review of progress and new goal development
- Board Meetings-general discussion, review of progress and new goal development
- LCAP Focus Group (SSC/ELAC Members) – general discussion, review of progress and performance data

Parents

- LCAP Information posted on website and shared at public meetings



- Darnall Parent Group Meeting (70% parents of EL students) – general discussion, review of process, new goal review
- Parent Survey
- LCAP Focus Group (SSC/ELAC Members) – general discussion, review of progress and performance data

#### Students

- LCAP/Survey Information meeting with Student Council
- Student Survey
- LCAP Focus Group (SSC/ELAC Members) – general discussion, review of progress and performance data

Staff Darnall staff participated in all of the above activities. The following are staff only activities.

- Staff Survey
- Email updates related to LCAP activities
- Staff Meetings
- Leadership Team Evaluation Survey regarding LCAP Goals

## 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 greatly improve all aspects of plan.

1. Continue to address the following Core Beliefs from Darnall's Charter:

- Provide high quality standards-based instruction
- Maintain high academic achievement expectations for all students
- Provide a safe and caring learning environment
- Provide opportunities for meaningful parent involvement

2. Prioritize Expected Annual Measurable Outcomes or Action/Services steps that were not met or completed during the 2016-17 school year.

3. Add new Actions and Services as described in LCAP Highlights above.

4. Increase stakeholder engagement during the LCAP development process.

5. Improve the metrics for some Measurable Outcomes

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# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified

## Goal 1

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:**

**Identified Need:**

Common Core aligned curriculum and resources

Curriculum for other content areas

Professional development

## Expected Annual Measureable Outcomes

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
AMO 1 - 100% of teachers will be fully credentialed and appropriately assigned.	100% are fully credentialed and appropriately assigned	98% are fully credentialed, all are appropriately assigned	Maintain baseline	Maintain baseline

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

AMO 2 - 100% of teachers will participate in annual professional development on the implementation of Common Core State Standards and the use of aligned resources and materials.

100% - All teachers participated in PD

From California School Dashboard Local Measure: Implementation of Academic Standards English Language Arts – Common Core State Standards for English

Language Arts  
4 – Full Implementation

Mathematics – Common Core State Standards for Mathematics  
4 – Full Implementation

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Maintain or improve on new 2017-18 baseline

Maintain or improve on new 2017-18 baseline

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

AMO 3 - 100% of students will receive standards-based science instruction based on CA History-Social Science standards and/or integrated Common Core State Standards.

2016-17 - 75% of teachers reported adequate resources, PD and instructional time.

From California School Dashboard Local Measure: Implementation of Academic Standards  
  
History/Social Science  
3 – Initial Implementation

Maintain or improve on new 2017-18 baseline

Improve on new 2017-18 baseline

AMO 4 - 100% of students will receive standards-based history/social science instruction based on the Next Generation Science Standards and/or integrated Common Core State Standards.

67% of teacher reported adequate resources, PD and instructional time.  
Other metric: See Goal 2 Metrics/Indicators

From California School Dashboard Local Measure: Implementation of Academic Standards  
  
Next Generation Science Standards  
3 – Initial Implementation

Maintain or improve on new 2017-18 baseline

Improve on new 2017-18 baseline

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

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.

100% - All students in Biliteracy Program received instruction as stated

100% All students in Biliteracy Program received instruction as stated

Maintain baseline

Maintain baseline

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

AMO 6 - 100% of English Learners will receive instruction to gain English proficiency through the implementation of the ELD Program, the Biliteracy curriculum and EL specific strategies for CCSS implementation

100% - All student received instruction. 33% of teachers reported adequate resources, PD and instructional time – Other metric: see Goal 2 Metrics/Indicators

From California School Dashboard Local Measure: Implementation of Academic Standards  
  
English Language Development (Aligned to English Language Arts Standards)  
3 – Initial Implementation

Maintain or improve on new 2017-18 baseline

Improve on new 2017-18 baseline

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

AMO 7 - 100% of students will participate in standards-based classes guided by the California Visual and Performing Arts Content Standards.

100% - All K-6 students participated in Music and Art. 7-8 students had the choice of band, guitar, choir, or media arts.

From California School Dashboard Local Measure: Implementation of Academic Standards

Visual and Performing Arts 5 – Full Implementation and Sustainability

All K-6 students participated in Music and Art. 7th and 8th grade students had the choice of band, guitar, choir, or media arts.

Maintain new 2017-18 baseline

Maintain new 2017-18 baseline



**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

AMO 8 - 100% of students will participate in standards based physical education classes guided by the California Physical Education Framework and California Physical Education Standards.

100% - All students participated in P.E. – Other metric - see Goal 2 Metrics/Indicators

From California School Dashboard Local Measure: Implementation of Academic Standards

Physical Education Model Content Standards 5 – Full Implementation and Sustainability

Health Education Content Standards 3 – Initial Implementation

Other metric see Goal 2 Metrics/Indicators

Maintain or improve on new 2017-18 baseline

Improve on new 2017-18 baseline

AMO 9 - 100% of students will receive information literacy and technology instruction based on 21st Century skills.

50% of teachers reported adequate resources, PD and instructional time. 76% of students agreed

100% of students received Digital Citizenship instruction. K-6th grades students have been introduced to basic coding.

Improve on new 2017-18 baseline

Improve on new 2017-18 baseline

AMO 10 - 100% of students will have

100% of students have access

From California School Dashboard Local

Maintain or improve on new 2017-18 baseline

Maintain or improve on new 2017-18 baseline

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

access to standards-aligned materials and additional instructional support materials.

Measure: Implementation of Academic Standards

English Language Arts – Common Core State Standards for English Language Arts  
3 – Initial Implementation

English Language Development (Aligned to English Language Arts Standards)  
4 – Full Implementation

Mathematics – Common Core State Standards for Mathematics  
3 – Initial Implementation

Next Generation Science Standards  
3 – Initial Implementation

History/Social Science  
3 – Initial Implementation

Rating Scale (lowest to

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

AMO 11 - A minimum of 85% of parents taking the annual parent survey will respond positively to questions related to Goal #1.

89% of parents responded positively

This year the parent survey focused on parent engagement. Results were reported through the California School Dashboard Local Measure: Parent Engagement

The Darnall 2017-18 Fall Parent Survey had 274 respondents, representing 449 students between Kindergarten and 8th grade.

(1) Key findings related to seeking input from parents regarding decision making:

Maintain or improve on new 2017-18 baseline

Maintain or improve on new 2017-18 baseline

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>(1.a) 95.59% of parents replied Agree or Strongly Agree when asked if parents “have the opportunity to contribute to school-related policies and decision-making.”</p> <p>(1.b) 90.00% of parents replied Agree or Strongly Agree when asked if “the school tries to get parent input before making important decisions.”</p> <p>(1.c) 94.03% of parents replied Agree or Strongly Agree with the statement “I am satisfied with the opportunities for parent involvement.”</p> <p>(2) Key findings related to promoting parental participation in programs:</p> <p>(2.a) 98.88% of parents replied Agree or Strongly Agree when asked if they are “satisfied with the communication between the school and home.”</p>		

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

AMO 12 - A minimum of 85% of students taking the annual parent survey will respond positively to questions related to Goal #1.

88% of students responded positively

(2.b) 97.04% of parents replied Agree or Strongly Agree when asked if the school keeps them “informed about parent meetings and programs.”

This year the student survey focused on school climate. Results were reported through the California School Dashboard Local Measure: School Climate

Summary Results:  
 School Climate Survey  
 Overall Positive Response Average: 74.95%  
 School Safety Positive Response Average: 69.48%  
 Connectedness Positive Response Average: 81.20%.

Maintain or improve on new 2017-18 baseline

Maintain or improve on new 2017-18 baseline

## Planned Actions/Services

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

### Action #1

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

### Actions/Services

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

Modified

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

Modified

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

Unchanged

**2017-18 Actions/Services**

Highly Qualified Teachers & Staff

**2018-19 Actions/Services**

Highly Qualified Teachers & Staff

**2019-20 Actions/Services**

N/A

- 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.
- b. Hire, develop and retain highly qualified teachers & staff:
  - 30 classroom teachers
  - 2 PE, 1 Music and 1 Art teacher
  - 3 Education Specialists
  - 1 psychologist
  - 1 counselor
  - Instructional Assistants
  - 1 guidance assistant
- 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 providers.
- d. Costs associated with the Leadership Team's oversight of the implementation of Darnall's educational program.
- e. Costs for teachers and Leadership Team to attend workshops and conferences.
- f. Costs for payroll and benefits associated with hiring and retaining highly qualified teachers & staff.

- 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.
- b. Hire, develop and retain highly qualified teachers & staff:
  - 30 classroom teachers
  - 2 PE, 1 Music and 1 Art teacher
  - 3 Education Specialists
  - 1 psychologist
  - 1 psychologist intern
  - 2 counselors
  - Instructional Assistants
- 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 providers.
- d. Costs associated with the Leadership Team's oversight of the implementation of Darnall's educational program.
- e. Costs for teachers and Leadership Team to attend workshops and conferences.
- f. Costs for payroll and benefits associated with hiring and retaining highly qualified

teachers & staff.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$4,972,194	a. 154,048 b. 2,809,263 c. included in c d. 330,990 e. 12,000 f. 1,715,872	
<b>Source</b>	\$964,233 LCFF S/C; \$4,007,961 LCFF Base	LCFF Base; LCFF S/C	
<b>Budget Reference</b>	a,b,d: 1000s, 2000s, c,e: 5000s; f: 3000s	a. 1000s, 2000s b. 1000s, 2000s c. included in c d. 1000s e. 5200 f. 3000	

### Action #2

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



**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Modified

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Curriculum & Resources  
 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.  
 b. Curriculum:

Curriculum & Resources  
 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.  
 b. Curriculum:

N/A

Costs associated with Ready Common Core math & ELA curriculum and iReady Diagnostic & Instruction digital resource.  
 Costs associated with curriculum in other content areas.  
 c. Resources: Costs associated with all other online digital resources to support Common Core implementation and instruction in other content areas.  
 d. Technology:  
 Continue implementation of 1-to-1 plan; maintain student technology  
 Maintain and Upgrade classrooms with 21st Century equipment.

Costs associated with Ready Common Core math & ELA curriculum and iReady Diagnostic & Instruction digital resource.  
 Costs associated with curriculum in other content areas.  
 c. Resources: Costs associated with all other online digital resources to support Common Core implementation and instruction in other content areas.  
 d. Technology:  
 Continue implementation of 1-to-1 plan; maintain student technology  
 Maintain and Upgrade classrooms with 21st Century equipment.  
 e. Conduct a comprehensive curriculum review across all grade levels, and develop mechanisms to ensure all students are 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

## Budgeted Expenditures

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

a: See Highly Qualified Teachers and Staff, b-d: \$179,000	a. See Highly Qualified Teachers and Staff b. 121,900.00 c. Included in b d. 31,000.00 e. See Highly Qualified Teachers and Staff f. 46,000.00	
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**Source**

a: See Highly Qualified Staff and Teachers, b-d: LCFF Base	a & e: See Highly Qualified Staff and Teachers b-d: LCFF Base f: LCFF S/C	
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**Budget Reference**

a: See Highly Qualified Staff and Teachers, b-d: 4000s	a & e: See Highly Qualified Staff and Teachers b-c and f: 4000s d: 4400s	
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**Action #3**

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

English Learners

**Scope of Services:**

Limited to Unduplicated Student Groups

**Location(s)**

All Schools

**Actions/Services****Select from New, Modified, or Unchanged for 2017-18**

Unchanged

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

Modified

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

Unchanged

**2017-18 Actions/Services**

English Language Development & Biliteracy Program

a. ELD: Continue implementation of Darnall's ELD Plan. Costs associated with plan implementation.

b. Biliteracy:  
Incorporate Biliteracy specific instructional strategies into Professional Development.  
Resources: Purchase digital resources in Spanish.

c. Monitor progress toward English proficiency through explicit desegregation of EL data. Costs associated with AD of

**2018-19 Actions/Services**

English Language Development & Biliteracy Program

a. ELD: Continue implementation of Darnall's ELD Plan. Costs associated with plan implementation.

b. Biliteracy:  
Incorporate Biliteracy specific instructional strategies into Professional Development.  
Resources: Purchase digital resources in Spanish.

c. Monitor progress toward English proficiency through explicit desegregation of EL data. Costs associated with AD of

**2019-20 Actions/Services**

N/A

Programs & Assessment.

Programs & Assessment.  
 d. Support English Learners through Integrated and Designated ELD instruction using the new English Language Arts curriculum.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	a-c: See Highly Qualified Teachers and Staff and, Curriculum and Resources; d: \$16,000	a: 40,000 b-c: See Highly Qualified Teachers and Staff and, Curriculum and Resources d: 46,000	
<b>Source</b>	a-c: See Highly Qualified Teachers and Staff and, Curriculum and Resources; d: LCFF Base	a-c: See Highly Qualified Teachers and Staff and, Curriculum and Resources; d: LCFF S/C	
<b>Budget Reference</b>	See Highly Qualified Staff and Teachers and Staff and, Curriculum and Resources	a: 2100s, 5000s b-c: See Highly Qualified Staff and Teachers and Staff and, Curriculum and Resources	

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

Modified

## 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:

### Identified Need:

Students performing below grade level  
English Learners

### Expected Annual Measureable Outcomes

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

AMO 1 - 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 – 2015-16  
All Students – yellow;  
Maintained  
SWD – orange; Increased  
African American – orange; Declined

Math – 2015-16  
All Students – yellow;  
Maintained  
SWD – orange; Increased  
African American – red;  
Declined

2017- 18 CAASPP results pending

ELA - 2016-17  
All Students – yellow;  
Increased 10.7 points  
SWD – Red; Decreased 5.4 points  
African American – yellow;  
Increased 8.2 points

Math - 2016-17  
All Students – yellow;  
Increased 5.9 points  
SWD – orange; Increased 5.5 points  
African American – yellow;  
Increased significantly 21 points

ELA  
All Students; Increased  
SWD; Increased  
African American;  
Increased

Math  
All Students; Increased  
SWD; Increased  
African American;  
Increased

ELA  
All Students; Increased  
SWD; Increased  
African American;  
Increased

Math  
All Students; Increased  
SWD; Increased  
African American;  
Increased

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

AMO 2 - The percentage of students meeting their iReady Growth Targets in English Language Arts and Mathematics will increase compared to the previous year.

Reading  
2015-16: 52% met  
Reading growth target  
Math  
2015-16: 47% Met Math  
growth target

2017-18 iReady results  
pending  
  
Reading  
2016-17: 58% met  
Reading growth target  
  
Math  
2016-17: 58% met Math  
growth target

Increase percentage

Increase percentage

AMO 3 - The percentage of 5th and 8th grade students scoring proficient or advanced on the California Standards Test for Science will increase compared to the previous year.

CST - Science results  
2015-16: 49% (5th), 22%  
(8th)

2016-2017  
CAST was a pilot year. No  
scores were reported,  
however, 95% participation  
rate was required which  
Darnall met.  
2017-18  
CAST field tested year. No  
scores will be reported.

Establish baseline

Improve on baseline



**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

AMO 4 - 75% or more of 5th and 7th grade students tested with the CA Physical Fitness Test will meet the Healthy Fitness Zone requirement in 5 out of 6 fitness standards.

2016-17: 72% (5th), 59.7% (7th) met 5 out of 6 fitness standards

Pending – 2017-18 PFT results

Maintain or improve baseline

Maintain or improve baseline

AMO 5 - 100% of students performing below grade level will receive intervention services

All students received intervention services. Improve data and data collection method

All students received intervention services. Illuminate used to capture intervention services. The implementation of MTSS will provide a more systematic way to collect and analyze data.

Maintain baseline

Maintain baseline

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

AMO 6 - The percentage of English Learners being reclassified will increase compared to the previous year. (local measure)

36 (9%) students redesignation

28 (8%) students redesignated

Increase percentage

Increase percentage

AMO 7 - The percentage of English Learners making progress toward proficiency will increase compared to the previous year. (CELDT)

2016-17 64% Met Annual Growth Target (CELDT).  
2017-18 Requires new calculation based on local measure(s)

2017-18 - CELDT administered to Initials only.

Increase percentage

Increase percentage

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

AMO 8 - The percentage of English Learners making progress toward proficiency will increase compared to the previous year. (ELPAC)

Baseline to be established based on ELPAC results

2017-18 ELPAC Scores pending, first administration of the Summative assessment

Establish baseline based on ELPAC

Maintain or improve baseline

AMO 9 - 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.

2016-17 - SBAC ELA/Math- English Only students 34%/22%; Biliteracy Program Students, 32%/19%.

2017-18 - Pending Results

Maintain or improve baseline

Maintain or improve baseline

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

AMO 1 - 100% of students will demonstrate grade level information literacy and technology standards through student created evidence from specific Common Core State Standards.

Metrics in development

Metrics in development

Maintain

Maintain

AMO 11 - A minimum of 85% of parents taking the annual parent survey will respond positively to questions related to Goal #2

2016-17 - 92% of parents responded positively

Changing metric to California Dashboard local indicator Parent Engagement. See Goal 1, AMO 11.

Changing metric to California Dashboard local indicator Parent Engagement. See Goal 1, AMO 11.

Changing metric to California Dashboard local indicator Parent Engagement. See Goal 1, AMO 11.

**Metrics/Indicators**

**Baseline**

**2017-18**

**2018-19**

**2019-20**

A minimum of 85% of students taking the annual student survey will respond positively to questions related to Goal #2.

2016-17 - 84% of students responded positively

Changing metric to California Dashboard local indicator School Climate. See Goal 1, AMO 12.

Changing metric to California Dashboard local indicator School Climate. See Goal 1, AMO 12.

Changing metric to California Dashboard local indicator School Climate. See Goal 1, AMO 12.

## Planned Actions/Services

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

### Action #1

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

## Actions/Services

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

Modified

#### 2017-18 Actions/Services

##### Educational Program

- a. Provide the Educational Program as described in this Darnall's charter petition. Costs associated with teachers, curriculum and materials.
- b. Monitor student achievement progress through regular analysis of student data. Cost associated with teachers, Instructional Leader and AD of Programs & Assessment.
- c. Support students with IEPs to ensure they meet their academic goals. Costs associated with Education Specialists, Psychologist, Instructional Leader and contracted support providers.
- d. Resource: Purchase and use a Data and Assessment system for analysis and reporting to teachers, parents and students.

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

Modified

#### 2018-19 Actions/Services

##### Educational Program

- a. Provide the Educational Program as described in this Darnall's charter petition. Costs associated with teachers, curriculum and materials.
- b. Monitor student achievement progress through regular analysis of student data. Cost associated with teachers, Instructional Leader and AD of Programs & Assessment.
- c. Support students with IEPs to ensure they meet their academic goals. Costs associated with Education Specialists, Psychologist, Instructional Leader and contracted support providers.
- d. Resource: Purchase and use a Data and Assessment system for analysis and reporting to teachers, parents and students.
- e. Plan a balanced assessment system that provides teachers with actionable student achievement data to further inform curricular

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

Modified

#### 2019-20 Actions/Services

##### Educational Program

- a. Provide the Educational Program as described in this Darnall's charter petition. Costs associated with teachers, curriculum and materials.
- b. Monitor student achievement progress through regular analysis of student data. Cost associated with teachers, Instructional Leader and AD of Programs & Assessment.
- c. Support students with IEPs to ensure they meet their academic goals. Costs associated with Education Specialists, Psychologist, Instructional Leader and contracted support providers.
- d. Resource: Purchase and use a Data and Assessment system for analysis and reporting to teachers, parents and students.
- e. Implement a balanced assessment system that provides teachers with actionable student achievement data to

and instructional practices. (WASC)  
 f. Design a Multi-Tiered System of Supports to ensure all students receive inclusive academic, behavioral and social-emotional instruction. (MTSS)

further inform curricular and instructional practices. (WASC)  
 f. Implement a Multi-Tiered System of Supports to ensure all students receive inclusive academic, behavioral and social-emotional instruction. (MTSS)

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	a-c: See Highly Qualified Teachers and Staff and, Curriculum and Resources; d: \$16,000	a-b & e: See Highly Qualified Teachers and Staff and, Curriculum and Resources c: 149,500 f: 12,000	a-b & e: See Highly Qualified Teachers and Staff and, Curriculum and Resources c: 149,500 f: 6,000
<b>Source</b>	a-c: See Highly Qualified Teachers and Staff and, Curriculum and Resources; d: LCFF Base	a-b & e: See Highly Qualified Teachers and Staff and, Curriculum and Resources c: Federal and State SPED f: SUMS Grant	a-b & e: See Highly Qualified Teachers and Staff and, Curriculum and Resources c: Federal and State SPED f: SUMS Grant

**Budget Reference**

a-c: See Highly Qualified Teachers and Staff and, Curriculum and Resources; d: 5860

a-b & e: See Highly Qualified Teachers and Staff and, Curriculum and Resources  
 c: 5851  
 f: various

a-b & e: See Highly Qualified Teachers and Staff and, Curriculum and Resources  
 c: 5851  
 f: various

**Action #2**

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

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\_\_\_\_\_

\_\_\_\_\_



Modified

**2017-18 Actions/Services**

## Interventions

- a. Summer School: Provide three weeks of Summer School for students below grade level. Costs associated with program materials, teachers, and administration of program.
- b. Instructional Support: Provide support for students identified for intervention support. Costs associated with Instructional Associates.
- c. Instructional Support: Provide support for students with IEPs using the inclusion model. Costs associated with Special Education Instructional Associates.
- d. LITC: Provide support in the computer lab for K-2 classroom interventions. Costs associated with Computer Resource Teacher.
- e. RTI: Continue system to identify, monitor and support student in need. Costs associated with Instructional Leader, Psychologist, Counselor and teachers.
- f. Provide academic support before and after school.
- e. Use the Leadership for Equity Implementation Model to address

Modified

**2018-19 Actions/Services**

## Interventions

- 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.
- b. Instructional Support: Provide support for students identified for intervention support. Costs associated with Instructional Associates.
- c. Instructional Support: Provide support for students with IEPs using the inclusion model. Costs associated with Special Education Instructional Associates.
- d. LITC: Provide support in the computer lab for K-2 classroom interventions. Costs associated with Computer Resource Teacher.
- e. RTI: Continue system to identify, monitor and support student in need. Costs associated with Instructional Leader, Psychologist, Counselor and teachers.
- f. Provide academic support before and after school.

Unchanged

**2019-20 Actions/Services**

N/A

achievement gaps for student groups identified in the Performance Gap section above.

e. Implement strategies to improve 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)

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	See Highly Qualified Teachers and Staff and Curriculum and Resources	b, d, e & g: See Goal 1, Action 1 - See Highly Qualified Teachers and Staff and Curriculum and Resources a. 60,000 c. 45,386 f. 273,000	
<b>Source</b>	See Highly Qualified Teachers and Staff and Curriculum and Resources	b, d, e & g: See Goal 1, Action 1 a. LCFF S/C c. SPED f. LCFF S/C	

**Budget Reference**

See Highly Qualified Teachers and Staff and Curriculum and Resources

b, d, e & g: See Goal 1, Action 1  
 a. 1000s, 2000s  
 c. 2100  
 f. 5851

**Action #3**

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners

Limited to Unduplicated Student Groups

All Schools

**Actions/Services**

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

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

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

Modified

Modified

Unchanged

**2017-18 Actions/Services**

English Language Development  
 a. Increase resources and focus professional development on ELD  
 b. Continue implementation of Darnall's ELD Plan. Costs associated with plan implementation.

**2018-19 Actions/Services**

English Language Development  
 a. Increase resources and focus professional development on ELD  
 b. Continue implementation of Darnall's ELD Plan. Costs associated with plan implementation  
 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)

**2019-20 Actions/Services**

N/A

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	See Highly Qualified Teachers and Staff and Curriculum and Resources	a & c: See Goal 1, Action 1 - Highly Qualified Teachers and Staff and Curriculum and Resources b: See Goal 1, Action 3	

<b>Source</b>	See Highly Qualified Teachers and Staff and Curriculum and Resources	a & c: See Goal 1, Action 1 b: See Goal 1, Action 3	
<b>Budget Reference</b>	See Highly Qualified Teachers and Staff and Curriculum and Resources	a & c: See Goal 1, Action 1 b: See Goal 1, Action 3	

## Action #4

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

<b>Students to be Served</b>	<b>Location(s)</b>
N/A	N/A

**OR**

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

<b>Students to be Served</b>	<b>Scope of Services:</b>	<b>Location(s)</b>
English Learners, Foster Youth, Low Income	LEA-Wide	All Schools

## Actions/Services

<b>Select from New, Modified, or Unchanged for 2017-18</b>	<b>Select from New, Modified, or Unchanged for 2018-19</b>	<b>Select from New, Modified, or Unchanged for 2019-20</b>

Modified

New

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

New in 2018-19

Provide additional support to all English Learners, homeless and foster youth:  
 a. Expand Extended Learning Support (after school) and invite all English Learners, homeless and foster youth.  
 b. Expand Summer school and invite all English Learners, homeless and foster youth.  
 c. Provide additional academic, behavior and social-emotional support to all English Learners, homeless and foster youth.

N/A

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	n/a	a-c: See Action 2	
Source	n/a	a-c: See Action 2	
Budget Reference	n/a	a-c: See Action 2	

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

Modified

# 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:**

## Identified Need:

Facility cleanliness  
Lowering student absences  
Digital citizenship education

## Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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AMO 1 - 100% of students will participate in the PBIS program.	2016-17 - 100% - PBIS is a schoolwide program	100% - PBIS is a schoolwide program	Maintain baseline	Maintain baseline
AMO 2 - 100% of students will have received age appropriate instruction regarding safe and appropriate behavior on social networking sites and other Internet services and digital citizenship.	2016-17 - All students visiting LITC have participated, began Common Sense Media program.	All students receive digital citizenship training in LITC and the classroom. Darnall became a Common Sense Certified School.	Maintain	Maintain
AMO 3 - Information about online safety will be distributed to parents.	2016-17 – Met – online and in parent workshop	Met online and in parent meetings	Maintain baseline	Maintain baseline



<p>AMO 4 - 100% of homeless and foster youth will receive needed support services as identified by the school counselor.</p>	<p>2016-17 – Met - All homeless and foster youth have received support services</p>	<p>Met - All homeless and foster youth have received support services</p>	<p>Maintain baseline</p>	<p>Maintain baseline</p>
<p>AMO 5 - The annual expulsion rate will be less than 1%.</p>	<p>2016-17 - Total expulsions: 0 or 0% expulsion rate.</p>	<p>2017-18 - Total expulsions: 2. Expulsion rate pending As of 6/1/18</p>	<p>Maintain or improve</p>	<p>Maintain or improve</p>
<p>AMO 6 - The annual suspension rate will be less than 5%</p>	<p>2016-17 - Total suspensions: 68 or 4.8% suspension rate</p>	<p>2017-18 - Total suspensions: 32. Suspension rate pending As of 4/13/18</p>	<p>Maintain or improve</p>	<p>Maintain or improve</p>
<p>AMO 7 - The attendance rate will be 95% or above.</p>	<p>2016-17 – Annual: 95.7% P2 - 95.31%</p>	<p>2017-18 - Annual: Pending P2 - 95.01%</p>	<p>Maintain or improve</p>	<p>Maintain or improve</p>

<p>AMO 8 - 100% of staff will participate in Site Safety Plan training.</p>	<p>2016-17 - Not met</p>	<p>Meet Metric</p>	<p>Meet and maintain</p>	<p>Meet and maintain</p>
<p>AMO 9 - At least 9 fire, earthquake and safety drills will be conducted for students and staff.</p>	<p>2016-17 – Not met</p>	<p>2017-18 - 6 drills conducted, 3 more scheduled. expected to meet goal.</p>	<p>Meet goal and maintain</p>	<p>Maintain</p>
<p>AMO 10 - 90% of Facility Inspection checklists will be in compliance/good standing and 100% of identified required corrections will be corrected within three months.</p>	<p>2016-17 – Not met – comprehensive facility inspection was not completed. Inspection by SDUSD completed as needed.</p>	<p>Meet Metric</p>	<p>Maintain</p>	<p>Maintain</p>

AMO 11 - A minimum of 85% of parents taking the annual parent survey will respond positively to questions related to Goal #3.

2016-17 - 84% of parents responded positively

Changing metric to California Dashboard local indicator Parent Engagement. See Goal 1, AMO 11.

Changing metric to California Dashboard local indicator Parent Engagement. See Goal 1, AMO 11.

Changing metric to California Dashboard local indicator Parent Engagement. See Goal 1, AMO 11.

AMO 12 - A minimum of 85% of students taking the annual student survey will respond positively to questions related to Goal #3.

2016-17 - 58% of students responded positively

Changing metric to California Dashboard local indicator School Climate. See Goal 1, AMO 12.

Changing metric to California Dashboard local indicator School Climate. See Goal 1, AMO 12.

Changing metric to California Dashboard local indicator School Climate. See Goal 1, AMO 12.

## Planned Actions/Services

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

### Action #1

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

**Actions/Services**

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

Modified

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

Modified

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

Unchanged

**2017-18 Actions/Services**

Citizenship and Attendance  
 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.  
 b. Provide individual and group counseling to

**2018-19 Actions/Services**

Citizenship and Attendance  
 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.  
 b. Provide individual and group counseling to

**2019-20 Actions/Services**

N/A

support student engagement and learning.  
 c. Implement a digital citizenship program. Costs associated with professional development and program materials.  
 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 prevent tardies and absences.  
 e. Develop a process to address problems with chronic absenteeism. Costs associated with AD of Communications and Counselor.

support student engagement and learning.  
 c. Implement a digital citizenship program. Costs associated with professional development and program materials.  
 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 prevent tardies and absences.  
 e. Develop a process to address problems with chronic absenteeism. Costs associated with AD of Communications and Counselor.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	See Highly Qualified Teachers and Staff and Curriculum and Resources	a-e: See Goal 1, Action 1 - Highly Qualified Teachers and Staff and Curriculum and Resources	
Source	See Highly Qualified Teachers and Staff and Curriculum and Resources	See Goal 1, Action 1	

**Budget Reference**

See Highly Qualified Teachers and Staff and Curriculum and Resources

See Goal 1, Action 1

**Action #2**

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

Foster Youth

Limited to Unduplicated Student Groups

All Schools

**Actions/Services**

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

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

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

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Homeless and Foster Youth  
 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.

Homeless and Foster Youth  
 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.

N/A

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	\$500	\$700	\$600
<b>Source</b>	4000s	4000s	4000s
<b>Budget Reference</b>	McKinney-Vinto	McKinney-Vinto	McKinney-Vinto

### Action #3

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Facilities and Site Safety

- a. Keep facilities clean, safe and in good repair. Costs associated with BSS, cleaning company and new part time cleaning staff.
- b. Work with SDUSD to maintain facility.
- c. Annual facility inspections to screen for safety hazards.
- d. Periodic risk management inspections by SDCOE JPA.
- e. Plan fire earthquake and safety drills. Costs associated with AD of Communication and Operation.
- f. Follow the site safety plan. Costs associated with safety materials,

N/A

N/A



professional development and AD of Communication and Operation.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	a-d: \$215,500; e-f: Goal 1, Action 1 - See Highly Qualified Teachers and Staff		
<b>Source</b>	a-d: LCFF Base; e-f: See Highly Qualified Teachers and Staff		
<b>Budget Reference</b>	a-d: 4000s, 5000s; e-f: See Highly Qualified Teachers and Staff		

### Action #4

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Modified

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Health, Wellness & Student Engagement  
 a. Revise Health and Wellness policy and research alternate snack and lunch options that meet federal and state guidelines.  
 b. Provide after school sports, clubs and activities.

Health, Wellness & Student Engagement  
 a. Implement Health and Wellness policy and research alternate snack and lunch options that meet federal and state guidelines.  
 b. Provide after school sports, clubs and activities.

N/A

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

**Amount**

See Goal 1, Action 1 - See Highly Qualified Teachers and Staff

See Goal 1, Action 1 - See Highly Qualified Teachers and Staff

See Highly Qualified Teachers and Staff

**Source**

See Goal 1, Action 1

See Goal 1, Action 1

See Highly Qualified Teachers and Staff

**Budget  
Reference**

See Goal 1, Action 1

See Goal 1, Action 1

See Highly Qualified Teachers and Staff

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

Modified

## 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:**

### Identified Need:

Communication Systems  
Increase Parent Involvement

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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AMO 1 - Community or parent specific events will be held each trimester provide opportunities for parents to interact with their children's teacher, learn strategies to support their child's success and opportunities for families to build community through socialization.

2016-17 – At least one per trimester

2017-18 - At least one school wide event per trimester; Monthly meetings for parents with Leadership.

Maintain Increase number of events – Improve data definition and data collection method.

Maintain

AMO 2 - One to three parents will serve on the Darnall Board.

2016-17 – two parents served on the Darnall Board

One parent served on the Darnall Board

Maintain or Improve baseline

Maintain or Improve baseline

AMO 3 - One parent, or parent-school liaison chosen by parents, will serve on the School Leadership Council.

2016-17 – One parent liaison served on SLC

One parent liaison served on SLC

Maintain baseline

Maintain baseline

AMO 4 - Regular meetings between the Leadership Team and Parent Group president in order to support the Parent Group to promote parent involvement regarding issues of importance at the school.

2016-17 – regular meetings were held

Regular meetings with parents to promote parent involvement and to work towards a cohesive Parent Group.

Maintain baseline

Maintain baseline

AMO 5 - Electronic communication systems will be used to make teachers and administrators more accessible to parents by improving two-way communication between home and school.

2016-17 - Partially complete – Class Dojo, School Messenger and new SIS data update pending.

Partially complete – Class Dojo, School Messenger and new SIS data update pending.

Improve on baseline

Improve on baseline

AMO 6 - A minimum of 85% of parents taking the annual parent survey will respond positively to questions related to Goal #4

2016-17 - 89% of parents responded positively

Changing metric to California Dashboard local indicator Parent Engagement. See Goal 1, AMO 11.

Changing metric to California Dashboard local indicator Parent Engagement. See Goal 1, AMO 11.

Changing metric to California Dashboard local indicator Parent Engagement. See Goal 1, AMO 11.

AMO 7 - A minimum of 85% of students taking the annual student survey will respond positively to questions related to Goal #4.

2016-17 - 77% of students responded positively

Changing metric to California Dashboard local indicator School Climate. See Goal 1, AMO 12.

Changing metric to California Dashboard local indicator School Climate. See Goal 1, AMO 12.

Changing metric to California Dashboard local indicator School Climate. See Goal 1, AMO 12.

## Planned Actions/Services

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

### Action #1

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

**Students to be Served**

All Students

**Location(s)**

All Schools

**OR**

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

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A



## Actions/Services

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

Modified

### 2017-18 Actions/Services

Communication and Parent Involvement

a. Plan and hold events that include, but are not limited to, parent conferences, schoolwide events and informational meetings.

b. Provide parent workshops in career and college readiness, literacy and other topics that empower parents.

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).

d. Maintain proper safety policies and procedures and provide information to parents

e. Provide parents with class information via a classroom web page on the school' s

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

Modified

### 2018-19 Actions/Services

Communication and Parent Involvement

a. Plan and hold events that include, but are not limited to, parent conferences, schoolwide events and informational meetings.

b. Provide parent workshops in career and college readiness, literacy and other topics that empower parents.

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).

d. Maintain proper safety policies and procedures and provide information to parents

e. Provide parents with class information via a classroom web page on the school' s

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

Unchanged

### 2019-20 Actions/Services

N/A

website or through another electronic method. Costs associated with web hosting, AD of Technology.  
 f. A Leadership Team member will meet regularly with Darnall Parent Group leaders.  
 g. Develop and pilot a home visit program to strengthen the home - school connection.

website or through another electronic method. Costs associated with web hosting, AD of Technology.  
 f. A Leadership Team member will meet regularly with Darnall Parent Group leaders.  
 g. Develop and pilot a home visit program to strengthen the home - school connection.  
 f. Work with parents to develop and implement a new Parent Group structure.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
<b>Amount</b>	See Highly Qualified Teachers and Staff and Curriculum and Resources	See Goal 1, Action 1 - See Highly Qualified Teachers and Staff and Curriculum and Resources	
<b>Source</b>	See Highly Qualified Teachers and Staff and Curriculum and Resources	See Goal 1, Action 1	
<b>Budget Reference</b>	See Highly Qualified Teachers and Staff and Curriculum and Resources	See Goal 1, Action 1	

## Action #2

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

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

Foster Youth

LEA-Wide

All Schools

**Actions/Services**

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

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

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

Unchanged

Unchanged

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Homeless and Foster Student Support  
 a. Provide support and help with services to foster parents and homeless parents and guardians of Darnall students. Costs associated with counselor.

N/A

N/A

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
<b>Amount</b>	See Goal 1, Action 1 - Highly Qualified Teachers and Staff and Curriculum and Resources		
<b>Source</b>	See Goal 1, Action 1		
<b>Budget Reference</b>	See Goal 1, Action 1		

### Action #3

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

**Students to be Served**

**Location(s)**

All Students

All Schools

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

### Actions/Services

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

Modified

**2017-18 Actions/Services**

Representation  
 a. Darnall Board: Actively engage parents to fill open seats.  
 b. SLC: Monitor to ensure continued representation.  
 d. Survey parents, students and staff.  
 e. Engage all stakeholders in the LCAP development process.

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

Modified

**2018-19 Actions/Services**

Representation  
 a. Darnall Board: Actively engage parents to fill open seats.  
 b. SLC: Monitor to ensure continued representation.  
 d. Survey parents, students and staff.  
 e. Engage all stakeholders in the LCAP development process.

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

Unchanged

**2019-20 Actions/Services**

N/A

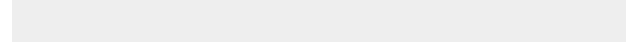
**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	See Highly Qualified Teachers and Staff and Curriculum and Resources	See Goal 1, Action 1 - Highly Qualified Teachers and Staff and Curriculum and Resources	
<b>Source</b>	See Highly Qualified Teachers and Staff and Curriculum and Resources	See Goal 1, Action 1	

**Budget  
Reference**

See Highly Qualified Teachers and Staff  
and Curriculum and Resources

See Goal 1, Action 1



# Demonstration of Increased or Improved Services for Unduplicated Pupils

## LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$964,223

Percentage to Increase or Improve Services

20.26%

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.

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.

## LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$1,064,973

Percentage to Increase or Improve Services

21.75%

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.

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