

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Darnall Charter School	Consuelo Manriquez, Ed.D., Associate Director	cmanriquez@darnallcharter.org (619) 582-1822

Plan Summary 2022-23

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Darnall Charter School is a WASC-accredited K-8 public charter school situated in the Redwood Village, Mid-City region of San Diego. Currently, Darnall Charter School serves 518 students in grades TK-8, of which 77% Hispanic, 10% African American, 7% Asian, 1% White, 2% 2+ Races; 47% English Learners, 16% Students with Disabilities, 0.2% Foster Youth, 6% Homeless, and 79% Socioeconomically Disadvantaged.

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.

OUR VISION

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

OUR CORE BELIEFS

All students will succeed in an inclusive, equitable and positive learning environment which includes:

- High quality, inclusive academic instruction based on standards
- High expectations for academic achievement
- Personalized learning opportunities to meet each student's unique needs
- Opportunities to think critically and creatively
- Inclusive behavioral and social-emotional instruction and support
- A safe and caring learning environment

- Decisions informed by data

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The 2021-22 school year was the return to in-person instruction. To address student SEL needs, behavioral issues and promote a positive school culture, Second Step SEL was implemented. For the 2022-2023 school year, counselor-led lessons will continue (TK-8), restorative practices schoolwide, our school's PBIS framework, and the implementation of the Panorama SEL Survey. In addition to that, a new Second Step Digital SEL program will be implemented by teachers in the classroom.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The following chart reflects Darnall Charter School's Fall 2019 CA School Dashboard results. As a result of the COVID-19 pandemic, and the governor's orders to suspend state testing, the CDE has not released a School Dashboard since 2019. Performance levels for Suspension Rate reflect a yellow performance level schoolwide and for the English Learner, Socioeconomically Disadvantaged, African American, and Hispanic student groups; and green for the Students with Disabilities (SWD); and Orange for the Asian student group.

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Orange	Yellow	None	None	Orange	Orange
English Learners	Orange	Yellow	None	None	Orange	Orange
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Orange	Yellow	None	None	Orange	Orange
Students with Disabilities	Orange	Green	None	None	Red	Red
African American	Orange	Yellow	None	None	Orange	Red
American Indian or Alaska Native	None	None	None	None	None	None
Asian	Blue	Orange	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Red	Yellow	None	None	Orange	Orange
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	None	None	None	None	None	None

Suspension Rates: Darnall experienced significant student behavioral issues resulting in a preliminary 2021-22 suspension rate of 2.9%, a slight decline from 2019-20 suspension rate of 3.3%; but an increase from the 2020-21 school year of 0%. This school year, Darnall implemented Second Step SEL lessons every other week focusing on the Zones of Proximal Regulation (TK-8). Our teachers and support staff participated in training on restorative practices (morning circles, restorative meetings, affective statements, think-sheets) to build positive relationships and address conflict, in adherence to our school's PBIS framework. Darnall's PBIS motto is Be Respectful, Be Responsible and Always be Safe. The Associate Director of Student Services leads the morning message that focuses on one of the 8 Keys of Excellence, a guiding principle, or appropriate school behavior. The PBIS motto is also discussed with the morning message. This school year our teachers consistently communicated with families using ClassDojo, a communication tool to inform families of their child's behavior - positive and negative.

Chronic Absenteeism: Darnall students returned to in-person instruction in the 2021-22 school year, and faced challenges with surge in COVID rates, and changes with the state and county health department guidelines – as reflected in our school's COVID-19 Return to in-person instruction Policies. For 2021-22 chronic absenteeism rate rose to 45.3%, which can be attributed to the following: quarantined classrooms, COVID 19 cases, COVID 19 close contacts, and designated minimum days on Fridays. In response to the escalated chronic absenteeism rate - the following intervention efforts will be implemented for at risk (and above) students.

When a student's absenteeism rates shift from Satisfactory (less than 5% of school missed) to At-Risk (5-9.99% school missed), or At-Risk to Chronic Absence (10-19.99%) the student and family will be supported to improve attendance rates adhering to the following tiered supports.

Tier 3: Severe Chronic Absence

Missed 20% or more of school (4+ days per month)

When a student reaches this tier, there will be an additional SST meeting with stakeholders.

Additionally, the following steps may be taken:

1. Home visit
2. Provide community resources
3. Attendance classes for parents
4. Assist transfer to neighborhood school
5. Loss of school event privileges*
6. Revisit Tier 2 Interventions
7. Parents must attend classes with student

Tier 2: Chronic Absence

Missed 10-19.99% of school (2-3 days per month)

This also applies to any student with a SARB from a previous school, students who were chronically absent the previous year, or any new student missing 1 or more days in the first two weeks of registration.

When a student reaches this tier, an SST will automatically be scheduled to discuss attendance status. Additionally, the following steps may be taken:

1. Truancy letter
2. Mandatory attendance meeting between family and school**
3. Collaboration with intervention-related teams to assess student needs

4. Mandated summer and Saturday school***
5. Participation in attendance intervention groups
6. Referral to school counselor

Tier 1B: At-Risk

Missed 5-9.99% of school (1+ days per month)

When a student reaches this tier, the family will automatically receive a letter informing them of their attendance status. Additionally, the following steps may be taken:

1. Phone call is delivered to parents at 5%
2. Expectations of lessening days absent is shared
3. Teacher might reach out
4. Make-up work or ELS

Tier 1A: Satisfactory Attendance

Missed less than 5% of school (>1 day a month)

1. Perfect attendance awards (100% attendance)
2. Attendance parties for improved students

3. Attendance goals shared and posted
4. Attendance tips shared with whole school community

*This **does not** include standards-based field trips

** The student and his/her guardian may be requested to attend a meeting with a school counselor or other designee to discuss the root causes of the attendance issue and develop a joint plan to improve the student's attendance (Education Code 48264.5)

***The student may be required to attend make-up classes on one day of a weekend pursuant to Education Code 37223 (Education Code 48264.5)

For the 2022-23 school year, minimum days will change to Tuesdays, rather than Fridays, and hosting assemblies to recognize students for academic growth/achievement, attendance, and 'whole classroom' attendance awards, and for parents to attend.

Darnall administered i-Ready reading and math assessments to students in grades K-8. The following chart provides a fall to winter comparison by grade level; national ranking (percentile) and the percentage of students performing below grade level and below the national average. These results were used in the development of the school's needs assessment, 2022-23 LCAP, in alignment with the MTSS Framework to support the academic, social-emotional, behavioral, and mental health needs of our students.

iReady READING Overall by Grade							
Category	At/above level	Below level	Avg Score	Nat'l 25th%ile	Nat'l 50th%ile	% At/above level	% Below level
K 21-22 Fall	7	37	338.43	326	341	16	84
K 21-22 Winter	21	29	357.16	348	371	42	58
1st 21-22 Fall	3	51	377.44	373	403	6	94
1st 21-22 Winter	9	43	399.75	402	424	17	83
2nd 21-22 Fall	8	61	425.94	420	460	12	88
2nd 21-22 Winter	16	52	440.54	448	489	24	76
3rd 21-22 Fall	13	38	462.8	463	502	25	75
3rd 21-22 Winter	18	33	485.41	485	522	35	65
4th 21-22 Fall	7	40	493.4	495	533	15	85
4th 21-22 Winter	10	36	508.85	514	548	22	78
5th 21-22 Fall	6	53	517.49	521	558	10	90
5th 21-22 Winter	14	46	536.2	534	570	23	77
6th 21-22 Fall	5	57	534.02	535	573	8	92
6th 21-22 Winter	9	54	552.44	544	582	14	86
7th 21-22 Fall	11	39	552.54	551	590	22	78
7th 21-22 Winter	11	44	557.2	562	602	20	80
8th 21-22 Fall	10	40	577.98	566	607	20	80
8th 21-22 Winter	12	40	580.75	575	616	23	77

iReady MATH Overall							
Category	At/above level	Below level	Avg Score	Nat'l 25th%ile	Nat'l 50th%ile	% At/above level	% Below level
K 21-22 Fall	6	39	332.76	325	342	13	87
K 21-22 Winter	12	34	344.93	344	360	26	74
1st 21-22 Fall	0	52	358.08	358	376	0	100
1st 21-22 Winter	1	50	373.12	377	393	2	98
2nd 21-22 Fall	1	67	383	387	402	1	99
2nd 21-22 Winter	9	59	395.51	400	418	13	87
3rd 21-22 Fall	0	50	400.92	409	428	0	100
3rd 21-22 Winter	8	43	422.41	425	444	16	84
4th 21-22 Fall	3	44	422.19	433	452	6	94
4th 21-22 Winter	8	38	438.17	444	465	17	83
5th 21-22 Fall	3	56	440.53	450	470	5	95
5th 21-22 Winter	13	47	454.07	460	480	22	78
6th 21-22 Fall	4	57	453.54	460	483	7	93
6th 21-22 Winter	10	53	464.1	467	490	16	84
7th 21-22 Fall	5	46	472.63	470	493	10	90
7th 21-22 Winter	9	47	481.16	475	499	16	84
8th 21-22 Fall	9	42	492.78	478	501	18	82
8th 21-22 Winter	13	38	496.73	483	506	25	75

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Highlights of the 2022-23 LCAP include:

- Addition to the WASC Critical Areas for follow-up (Spring 2022 visit)
- Increased SEL support for students and training for staff: Behavior Analyst and Trauma Informed Consultant.
- Reading and Math Intervention teachers to address learning loss

- Instructional Coaching: ELD, UDL, using data to inform instruction, Benchmark Advance (ELA), and Savvas Science curriculum adoption

Darnall Charter School has developed its 2022-23 LCAP that will also serve as its School Plan for Student Achievement (SPSA) and meets the educational partner engagement requirements outlined in CA EC 64001(j) and has met the requirements per CA EC 52062(a) as it applies to charter schools.

- Consultation with SELPA per CA EC 5206(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Darnall Charter School has not been identified for Comprehensive Support and Improvement (CSI).

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Darnall Charter School has not been identified for Comprehensive Support and Improvement (CSI).

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Darnall Charter School has not been identified for Comprehensive Support and Improvement (CSI).

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The following is a summary of the engagement process used to involve our statutorily required educational partners in the development of the LCAP and how this engagement was considered before finalizing the LCAP. Engagement of our educational partners has been an ongoing process throughout the academic school year with the development of the multitude of school plans as outlined in the LCAP supplement.

- Teachers – took place weekly in-person/virtual to discuss curriculum adoption, assessment/data analysis (i-ready, and other assessments), interventions, restorative practices, PLC, discipline, school culture, PBIS, and enrollment. Teachers/staff were also surveyed.
- Principal/Administrators met in-person and virtually weekly (Wednesday) to discuss numerous topics including: COVID-19 protocols, professional development needs, student behavioral issues, suspension, chronic absenteeism/attendance, instructional coaching, use of one-time funds (AB 130 & ESSER II), UPK/UTK, i-Ready, MTSS, Special Education needs, and interventions.
- Other School Personnel
- Parents including those representing Unduplicated Pupils (UP) and Students with Disabilities (SWD): meetings took place virtually; and families were also surveyed.

2021-22: Parent meetings (monthly) - 6-month series (student behavior post-pandemic) poor parent participation:

- Understanding the layers of communication behind your children's challenging behaviors
- How to create quality time with your children and harness the power of quality connection for behavior change
- The Importance of healthy and effective boundary setting with your children
- Understanding defiant and resistant behaviors towards learning and creating opportunity for greater resilience
- Positive, proactive, and reinforcement support strategies to increase motivation for a more rewarding learning experience
- The importance for encouraging children 's friendships through recreation and sport

The parent participation was low due to the fact that sessions were not in person due to COVID-19 and students did not take devices home. In the middle of the series, the sessions were recorded and those were posted in Class Dojo (parent web-based communication tool).

Parent handbook re: behavior - strategies to implement in 22-23 with the Behavior consultant partnership. The topics were selected through a survey given to parents.

- Students including Unduplicated Pupils and Students with Disabilities (SWD): input was gathered through Panorama SEL surveys.
- SELPA meetings took place on a monthly basis with the SELPA to discuss LCAP Goals as it pertains to Students with Disabilities (SWD), learning loss, accommodations/modifications, ESY, ERMHS Support, academic support for SWD, SEP (ELA & Math), and consultation with the 2022-23 LCAP.
- ELAC/DELAC and EL-PAC – took place virtually (zoom) on 10/21/22, 3/7/22, and 5/9/22 and discussions focused on ELPAC, EL student performance, review of LCAP goals, attendance, ESSER III plan, and reclassification criteria.
- Parent Advisory Committee (PAC) including parents of UP and SWD took place on a monthly basis via Zoom with interpreter services available (for all parent meetings). Topics discussed include: COVID-19 protocols, LCAP mid-year report, use of one-time funds, WASC Visit, intercession, ESSER III Plan, i-Ready assessments, Summer School and development of the 2022-23 LCAP.

A summary of the feedback provided by specific educational partners.

The following is a summary of the feedback provided by the following required educational partners, that emerged from an analysis of the input received in the development of the 2022-23 LCAP.

- Teachers expressed they would like support in the classroom, Tier 2 support (student performing 2+ years below grade level in Math/ELA), instructional Coaching on curriculum implementation (ELA, Math, Science) and assessments (i-Ready)
- Principals/Administrators desire to align WASC Action plan with the LCAP goals and/or actions, to ensure fidelity, transparency and accountability schoolwide.
- Other School Personnel expressed concerns with SEL needs for students including counseling and addressing the escalating behavioral issues.
- Parents including those representing Unduplicated Pupils (UP) and Students with Disabilities (SWD): requested additional academic support for their child including summer school, before and after school.
- Students including Unduplicated Pupils and Students with Disabilities (SWD): would like engaging activities to be implemented, including after-school sports program, return to garden class, and change in food service provider (vendor).
- SELPA – provided feedback on the nee
- ELAC/DELAC and EL-PAC were concerned with learning loss, low rate of reclassification and academic performance of ELs. Would like summer school, before/after-school tutoring services provided to support their child.
- Parent Advisory Committee (PAC) including parents of UP and SWD requested additional academic support for their child including summer school, before and after school.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The following is a description of the aspects of the LCAP that were influenced by or developed in response to specific feedback from educational partners as described in previous prompt.

- Reading Intervention Teacher and Math Intervention Teachers: Goal 1, Action 2
- Math Instructional Associate: Goal 1, Action 2
- Additional academic support: Summer School, before/after school tutoring: Goal 1, Action 2
- SEL Support to address behavioral, and mental health needs – Behavior analyst, trauma informed consultant and Counselor & Panorama SEL surveys (universal screener): Goal 1, Action 3
- Addition of ELD credentialed teacher to strengthen ELD (Designated) for ELs, improve reclassification, English language proficiency, reduce EL achievement gaps. Goal 1, Action 4
- Instructional Coaches – including EL, & UDL: Goal 2, Action 2.
- Instructional Coaches – differentiation, Benchmark ELA, and i-Ready: Goal 2, Action 2
- Field trips, Garden, and after-school sports: Goal 3, Action 1

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

There is a need to continue to strengthen and implement MTSS to address the anticipated learning loss and SEL/trauma students have faced during distance learning and COVID pandemic. There is a need to develop a systematic way of analyzing student data as well as implementation and capacity data to improve student achievement and educational participation data to improve implementation of the MTSS Framework.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA	2018-19: 37.35% met/exceeded standards 2020-21: not administered	2021-22: results pending			45%
CAASPP Math	2018-19: 27.23% met/exceeded standards 2020-21: not administered	2021-22: results pending			35%
CA Science Test: Gr 5	2018-19: 20.77% met/exceeded standards 2020-21: not administered	2021-22: results pending			25%
CA Science Test: Gr 8	2018-19: 10% met/exceeded standards 2020-21: not administered	2021-22: results pending			20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																																																														
Attendance Rate	2020-21: 96.3%	2021-22: results pending			95%																																																																														
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Expulsion Rate	2019-20: 0%	2020-21: 0%			0%																																																																														
% Of students including Unduplicated Pupils, and Students with	2020-21: 100%	2021-22: 100%			100%																																																																														

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Disabilities (SWD) who have access to Broad Course of Study:					
% Of EL who made progress toward English Proficiency measured by ELPAC	2020-21: 15.94%	2021-22: results pending			25%
Reclassification Rate	2019-20: 7.8%	2020-21: 5.8%			20%
% EL with access to CCSS & ELD Standards	2020-21: 100%	2021-22: 100%			100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	MEASURING STUDENT PROGRESS – ASSESSMENTS	<p>The Associate Director of Communication, Instruction & Operations will lead Darnall’s MTSS, ensure universal screeners and assessments are administered and data analyzed. In order to measure student academic performance, monitor student progress and identify learning gaps to accelerate student learning, all students will be administered the following assessments that will be used to inform instruction and identify students for academic support services:</p> <ul style="list-style-type: none"> • i-Ready Reading & Math: K-8 • Developmental Reading Assessment • Oral Proficiency Assessment (IPT) for incoming Kindergarten • ESGI: Kindergarten – 3 times/year • Benchmark Advance: ELA • Literably Reading Fluency assessment (Gr 3-8) • State mandated assessments <p>The DCS Leadership Team and Instructional Coach will develop a systematic way of analyzing student data as well as implementation</p>	\$189,572	N

Action #	Title	Description	Total Funds	Contributing
		and capacity data to improve student achievement and educational participation data to improve implementation of the MTSS Framework. (WASC Critical Area #4)		
2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	<p>An area of concern on the CA School Dashboard was the Academic Indicators for both ELA & Mathematics, and internal assessment data (i-Ready). Our students have experienced significant learning loss as a result of distance/remote learning, and the impacts of COVID. According to stakeholder survey findings, there is significant need to provide our students with additional academic supports and interventions built into the instructional day, after-school, summer school to further mitigate learning loss.</p> <p>Students struggling academically will receive academic support from Interventionists that will provide tier 2 supports for students performing below grade level problem-solving, critical thinking in order to make learning meaningful to students. The Reading Intervention teachers and Math Intervention teachers will provide push-in and small group support for Tier 2 students struggling academically. The Math Instructional Associates will provide push-in academic support, small group, and one-on-one instruction as indicated, for English Learners, students with Disabilities, and those struggling academically during the instructional day. The Instructional Associate will participate in professional development and collaborate with teachers.</p> <p>Based on findings from assessment data, students will be identified for additional supports that include but are not limited to:</p> <ul style="list-style-type: none"> • Before & after-school tutoring (credentialed teachers) • Summer School • Spring 2022 Intercession <p>For additional academic support our students will also utilize the following:</p> <ul style="list-style-type: none"> • i-Ready intervention platform (see Goal 1, Action 1) • MobyMax 	\$314,593	Y

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> Raz Kids/Reading A-Z <p>Educlimber will be used to create data visualization reports for assessments, attendance, behavior that will support data-informed decision-making.</p>		
3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	<p>Another area of concern on the CA School Dashboard is the Suspension rates schoolwide and chronic absenteeism rates. Darnall experienced significant student behavioral issues resulting in a preliminary 2021-22 suspension rate of 2.9%, slight decline from 2019-20 suspension rate of 3.3; but an increase from the 2020-21 school year of 0%. With the return to in-person instruction this year, Darnall faced challenges with surges in COVID rates, and changes with the state and county health department guidelines – as reflected in our school’s COVID-19 Return to in-person instruction Policies. For 2021-22 chronic absenteeism rate rose to 45.3%,</p> <p>Darnall Charter School is committed to providing social and emotional supports to support the mental health need of our students. Panorama evidence-based surveys will be implemented and utilized as universal screeners</p> <p>The Behavioral Analyst and Trauma informed Consultant will collaborate with our educators to develop student behavior plans for identified students. The Counselor will provide SEL classes, small group and individual counseling sessions to address the social-emotional needs of our students; and ensure Second Step SEL curriculum and Character Traits are implemented</p>	\$146,610	N
4	STRENGTHENING EL PROGRAM & SERVICES	<p>Darnall will continue to strengthen the delivery of integrated and designated ELD, to accelerate learning, mitigate further learning loss and increase EL proficiency of the English Language and reduce the number of long-term English Learners. The designated ELD teacher will provide designated ELD for all English Learners K-8. The</p>	\$142,067	Y

Action #	Title	Description	Total Funds	Contributing
		Bilingual EL Instructional Associate will provide supplemental academic support for ELs – especially long-term ELs and newcomers.		
5	SERVICES TO SUPPORT SWD	<p>Another area of concern is the academic performance (ELA & Math) for Students with Disabilities (SWD), and chronic absenteeism rates.</p> <p>Darnall’s Special Education Team will continue to consult with the SELPA Program Specialist to ensure full compliance with IEP timelines, communications, and related services. As needed, the SELPA Program Specialist will advise or attend IEP meetings at Darnall Charter School’s team request to ensure productive outcomes are fully compliant with current law and best practices.</p> <p>Darnall has created a SEP which consists of LEA members to analyze data, identify root causes for which strategies/activities are identified, implement the SEP, and monitor its success. The SEP also highlights that the plan will be implemented in the 2022-23 school year.</p> <ol style="list-style-type: none"> 1. Create a comprehensive special education handbook specific to Darnall Charter School staff. The SEP team discussed the need to have a written document that explains Darnall’s special education program. Having a written document will help bring continuity to the program by informing current staff as well as new staff. 2. Calendar one Friday a month - PD (2hrs) for Ed specialist and general ed teachers to review: 1. Progress on IEP Goals, 2. Review accommodations for curriculum, 3. Implement Train general ed teachers using curriculum specific to students with disabilities (ex. ELA: Steps to Advance). 3. Provide professional development to staff targeting Universal Design for Learning (UDL). By providing staff focused training on UDL, will better equip teachers to better accommodate individual learning differences. The following are topics that will include, How to incorporate IEP goals into the curriculum, Progress monitoring, Targeted accommodations 	\$1,394,633	N

Action #	Title	Description	Total Funds	Contributing
		<p>and modifications, Curriculum differentiation with targeted supports.</p> <p>4. Have a third-party consultant that can provide coaching and consultation to the general education teachers related to inclusive practices and supporting students with disabilities. The Education Specialists will already be meeting with the general education teachers, however, having ongoing coaching from an outside entity, can further support both parties.</p> <p>a. Provide professional development opportunities for SPED team members to build capacity</p>		
6	BROAD COURSE OF STUDY	<p>Darnall Charter School will provide all students with a broad course of study beyond core subjects (ELA, Math, Social Studies, Science and PE) that will include:</p> <ul style="list-style-type: none"> • Art: TK-6 • Music • Media Arts • Music appreciation • Performing Arts • Sign language • Gardening • Oceanography • Yearbook • Track & Field • Cross Age tutoring 	\$171,419	Y

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 2: One Reading Intervention Teacher position remained vacant due to lack of qualified applicants and teacher shortages; and one Math Intervention Teacher position remained vacant until late January 2022. The roles of these unfilled positions were assigned to other staff to provide students with academic support.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Due to the unfilled positions in action 2, there will be a material difference between budgeted expenditures and estimated actual expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

Due to escalating chronic absenteeism and student behavioral issues, in combination with vacant positions (unfilled), the actions were somewhat effective.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The reporting of the ELA CAASPP, Math CAASPP, and CA Science Test metric was revised to report the percentage of students that met/exceeded standards rather than distance from standard, due to the suspension of the CA School Dashboard.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

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

An explanation of why the LEA has developed this goal.

There is a need to strengthen the quality and delivery of instruction to meet the diverse learning needs of our students. There is a need to provide all teachers with Instructional Coaching, and feedback to ensure strategies taught in professional development are implemented with fidelity to improve student outcomes.

WASC Critical Areas #2 & #3: There is a need to create a cohesive professional development calendar with a schoolwide focus on mitigating learning loss by implementing proven instructional strategies to improve student academic outcomes for all student groups. There is a need to create a TK- 6 master schedule & associated professional development plan that includes all core curricula including designated ELD with ELA/Reading and Math interventions to provide a rigorous instructional program with a curriculum monitoring system that identifies critical thinking skills. Pacing guides & instructional practices will be vertically and horizontally aligned.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24	
% Of students with access to Standards-aligned materials	2020-21: 100%	2021-22: 100%				
Implementation of the Academic content & performance Standards – measured using Local Indicator Priority 2	2020-21: Implementation		2021-22: Implementation		2023-24: Implementation	
	Academic Standards		Academic Standards		Academic Standards	
	ELA	54	ELA	5	ELA	5
	ELD	5	ELD	5	ELD	5
	Math	4	Math	4	Math	5
	NGSS	4	NGSS	4	NGSS	4
	History	4	History	5	History	4
	Health	3	Health	4	Health	4
	PE	5	PE	4	PE	5
	VAPA	5	VAPA	4	VAPA	5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% Of Fully credentialed & Appropriately assigned Teachers	2020-21: 100%	2021-22: 100%			

Actions

Action #	Title	Description	Total Funds	Contributing
1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	<p>Darnall Charter School will employ an Associate Director of Instruction, Communication & Operations, and a total of 25 appropriately credentialed and assigned classroom teachers for students in grades TK-8, to provide instruction in all core subject areas: ELA, Math, Science, Social Studies and Physical Education as part of the school's base program. Darnall Charter School will provide its students with 180 instructional days which exceeds CA state requirement of 175 instructional days.</p> <p>All teachers will participate in 1-week of intensive Summer Professional Development, to prepare for the 2022-23 academic school year, and an additional non-instructional day during the academic year for professional development to focus on data analysis. All teachers will also participate in weekly Professional Development and/or staff development.</p>	\$2,576,135	Y
2	PROFESSIONAL DEVELOPMENT	<p>Darnall Charter School educators will participate in 1-week of intensive Summer Professional Development, to prepare for the 2022-23 academic school year, and an additional non-instructional day during the academic year for professional development to focus on data analysis. The DCS Leadership Team and Instructional Coach will create a cohesive professional development calendar with a schoolwide focus on mitigating learning loss by implementing</p>	\$161,756	Y

Action #	Title	Description	Total Funds	Contributing
		<p>proven instructional strategies to improve student academic outcomes for all student groups. (WASC Critical Area #3)</p> <p>To address the learning gaps, achievement gaps, and findings from the student achievement data, professional development areas of focus organization wide will include:</p> <ul style="list-style-type: none"> • Oracy • Designated/Integrated ELD • Differentiation/Small Group Instruction • Cultural Proficiency • Special Education Inclusion • MS-AVID strategies • De-escalation • MTSS • Suicide prevention • LGBTQ+ Gender Inclusive • Human trafficking <p>To support teacher training, improve delivery of instruction and build capacity with teachers, Darnall will provide:</p> <ul style="list-style-type: none"> • EL/ELD Instructional Coaching: SDCOE • UDL Instructional Coaching: SDCOE • Curriculum Implementation Coaches: Benchmark (ELA); i-Ready; and Savvas (Science) • NCUST Executive Coach for transforming urban education focusing on academics to make systematic changes to improve student outcomes and instruction: (staff wide) • Instructional Coach • El Dorado Charter Special Education Consultant: Teachers, administrators, and Instructional Associates. <p>Darnall's Leadership/Administrative Team will also participate in workshops that include but are not limited to:</p>		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • MTSS: SDCOE • CCSA Conference • AVID Institute • SELPA workshops, trainings <p>To support teacher effectiveness and credential clearance, Darnall will reimburse teacher induction (2) expenses.</p>		
3	CORE CURRICULAR PROGRAM NEEDS	<p>The following standards aligned curriculum and consumables will be purchased:</p> <ul style="list-style-type: none"> • TCI Social Studies Weekly • Benchmark ELA: TK-6 Consumables • Benchmark Spanish: K-2 • Benchmark Steps to Advance (SpED) • Amplify ELA: Gr 7-8 Online & Consumables • Savvas Science Online & consumables (K-8) 	\$206,083	N
4	CLOSING THE DIGITAL DIVIDE	<p>Darnall Charter School will make technology purchases that support 1:1 student to device ratio, web-based applications, technology supplies, classroom technology to enhance student learning, and IT Support. Infrastructure upgrades will be made to ensure proper bandwidth (internet connectivity) schoolwide.</p>	\$299,320	N

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

There were no substantive differences in planned actions and actual implementation of these activities.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 4: There was a reduction in purchases of devices and cost-cutting measures due to a significant decline in student enrollment.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions were effective in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Per CDE revised guidance, Priority 8 (Other Pupil Outcomes) applies to High Schools. With the CDE's suspension of the Fitnessgram for the past 2 years and a modified assessments in the current year, this Priority 8 metric will be eliminated on the LCAP.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

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

An explanation of why the LEA has developed this goal.

There is a need to continue to strengthen and build positive relationships with parents/families to support their child at home and improve overall attendance.

WASC Critical Area (identified): DCS Leadership Team, School Leadership Committee, and Teachers will develop a plan to increase parent engagement to pre-pandemic levels in all areas of parental involvement. Examples include Parent Group and Parent activities (post-pandemic), serving as members of the Board of Directors, School Leadership Committee (SLC), DELAC/PAC, school-based activities: field trips, workshops, and Garden.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities in “good” repair as measured by FIT	2020-21: Good	2021-22: Good			Good
Student Survey: Student Perception of School Safety & Connectedness	2020-21: 66% Sense of safety 85% School connectedness	2021-22: 66% Sense of safety 62% School connectedness			>75%
Parent Survey: Sense of safety & school connectedness	2020-21: NR - % Sense of safety 71% School connectedness	2021-22: 77% Sense of safety 55% School connectedness			>75%
Teacher/staff Survey: Sense of safety & school connectedness	2020-21: NR - % Sense of safety 65% School connectedness	2021-22: 88% Sense of safety 65% School connectedness			>75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Input in Decision-making including UP & SWD: As measured by CDE's Priority 3: Self-reflection Tool	2020-21: CDE's Self-reflection Tool (Questions 5-8) 5. 3 6. 4 7. 4 8. 3	2021-22: CDE's Self-reflection Tool (Questions 5-8) 5. 3 6. 3 7. 3 8. 3			Rating of 4
Parent Participation in Programs for Unduplicated Pupils & SWD: As measured by CDE's Priority 3: Self-reflection Tool	2020-21: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 4 4. 4	2021-22: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 5 3. 4 4. 4			Rating of 4+

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	Darnall Charter School will provide all students with opportunities to engage in learning opportunities such as Field trips, etc. outside of the classroom to further enhance the learning process, deepen student engagement and motivation. To promote a positive school climate, our school will host schoolwide assemblies/events, After-school Sports Program, after-school clubs, and community garden. Campus supervision aides will provide supervision and safety in adherence to the Comprehensive School Safety Plan, in addition to regularly scheduled drills. The Health Technician will also assist with COVID-19 protocols and surveillance.	\$397,124	N

Action #	Title	Description	Total Funds	Contributing
2	PARENT INPUT IN DECISION-MAKING	<p>At Darnall Charter School parent input in decision-making will take place through the following:</p> <ul style="list-style-type: none"> • English Language Advisory Committee (ELAC), DELAC, & EL Parent Advisory Committee (EL-PAC) CA EC 52062(a)(2) • Parent Advisory Committee (PAC) per CA EC 52062(a)(1) • School Leadership Council (SLC) • Governing Board (1 parent) 	\$0	N
3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	<p>Darnall Charter School will provide all parents including those of unduplicated students, and Students with Disabilities with numerous opportunities to engage as partners in their child's education. To keep families up to date on school events, promote parent engagement and participation, our school's website will be designed to be parent friendly. Members of our Leadership will host a series of parent workshops, including Guest Speakers, aimed at improving student outcomes; including but not limited to:</p> <ul style="list-style-type: none"> • Understanding the layers of communication behind your children's challenging behaviors • The Importance of healthy and effective boundary setting with your children • The impacts of Covid-19 on your child and their home and learning experiences • Understanding defiant and resistant behaviors towards learning and creating opportunity for greater resilience • The power of community and peer connection for parents • Establishing a successful learning environment and identifying parental roles for greater success. Positive, proactive, and reinforcement support strategies to increase motivation for a more rewarding learning experience • The importance for encouraging children's friendships through recreation and sport • How to create quality time with your children and harness the power of quality connection for behavior change 	\$15,000	N

Action #	Title	Description	Total Funds	Contributing
		The Parent Institute for Quality Education (PIQE) will provide parent workshops. Families will also have access to Aeries Parent Portal to monitor their child's academic progress, attendance, and communicate with teachers/staff. ParentSquare app will be utilized by staff to also communicate with families.		
4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	Darnall Charter School strives to provide all students and staff with a safe and clean school facility site and adhere to all state and local county health department guidelines in the prevention of COVID. Annually, the Facility Inspection Tool (FIT) is completed, and results are reported on the school's SARC and LCAP. Deficiencies will be addressed by the school's administration in collaboration with the district, since Darnall is a district site.	\$451,483	N

Goal Analysis for 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

No substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences.

An explanation of how effective the specific actions were in making progress toward the goal.

Actions were somewhat effective in making progress toward the goal. Due to the COVID-19 pandemic, meetings were held virtually for the health and safety of students and staff. This resulted in low parent participation/turnout. We anticipate participation rates to improve in the 2022-23 school year with the return to in-person parent events.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The metrics pertaining to parent, staff and student survey was modified to adhere to the CDE's requirement of measuring sense of safety and school connectedness; and the metrics for Priority 3 Parent input in decision-making; and Parent participation in programs (were revised based on the recommendation from the CDE and WestEd to use the CDE developed Local Indicator report (priority 3) to ensure transparency & reporting of this tool on the LCAP.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$695,000	\$14,978

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
11.77%	0%	\$0	11.77%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

With the return to in-person instruction and as part of our annual comprehensive needs assessment, in combination with the WASC Self-Study Schoolwide improvement cycle, we identified academic achievement gaps among Unduplicated Pupils and Students with Disabilities (SWD), including dually-identified EL/SWD and Low-income/SWD.

Darnall Charter has implemented a multi-tiered system of supports to address these identified needs while also faced with high rates of absenteeism and quarantines due to infection rates and/or in adherence to state and county COVID-19 health and safety protocols which constantly changed throughout the year. It was critical to measure the impact the pandemic/remote learning had on our students reading and math proficiency, and academic grades, to assess and identify student academic needs, and behavioral and mental health needs.

The following goals and actions are being provided on a schoolwide basis and are contributing to the increased services requirement for unduplicated pupils; and are principally directed towards and effective in meeting Darnall Charter School's goal for unduplicated pupils based on the needs assessment conducted:

An area of concern on the CA School Dashboard was the Academic Indicators for both ELA & Mathematics, and internal assessment data (i-Ready). Our students have experienced significant learning loss as a result of distance/remote learning, and the impacts of COVID. According to stakeholder survey findings, there is significant need to provide our students with additional academic supports and interventions built into the instructional day, after-school, summer school to further mitigate learning loss. Students struggling

academically will receive academic support from Interventionists that will provide tier 2 supports for students performing below grade level problem-solving, critical thinking in order to make learning meaningful to students. LCFF S&C funds will be used to supplement federal funds to provide tiered intervention including Math Intervention teachers to provide push-in and small group support for Tier 2 students struggling academically. The Math Instructional Associate will provide push-in academic support, small group, and one-on-one instruction as indicated, for English Learners, students with Disabilities, and those struggling academically during the instructional day. The Instructional Associate will participate in professional development and collaborate with teachers. (Goal 1, Action 2)

Another area of concern on the CA School Dashboard is the Suspension rates schoolwide and chronic absenteeism rates. Darnall experienced significant student behavioral issues resulting in a preliminary 2021-22 suspension rate of 2.9%, slight decline from 2019-20 suspension rate of 3.3; but an increase from the 2020-21 school year of 0%. With the return to in-person instruction this year, Darnall faced challenges with surges in COVID rates, and changes with the state and county health department guidelines – as reflected in our school's COVID-19 Return to in-person instruction Policies. For 2021-22 chronic absenteeism rate rose to 45.3%, The Behavioral Analyst and Trauma informed Consultant will collaborate with our educators to develop student behavior plans for identified students. The Counselor will provide SEL classes, small group, and individual counseling session to address the social-emotional needs of our students; and ensure Second Step SEL curriculum and Character Traits are implemented. (Goal 1, Action 3)

To support teacher training, improve delivery of instruction and build capacity with teachers, Darnall will provide: instructional Coaching (evidence-based strategies); EL/ELD Instructional Coaching: SDCOE; and UDL Instructional Coaching (SDCOE). (Goal 2, Action 1)

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The following LCAP Goal and Action is consistent with the requirements of 5 CCR Section 15496 and will be provided on a limited basis to English learners:

- Goal 1, Action 4: Darnall will continue to strengthen the delivery of integrated and designated ELD, to accelerate learning, mitigate further learning loss and increase EL proficiency of the English Language and reduce the number of long-term English Learners. **The designated ELD teacher will provide designated ELD for all English Learners K-8.**

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The additional concentration grant add-on funding will be used to retain staff (Instructional Associates) providing direct services to students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	This section does not apply to charter schools.	This section does not apply to charter schools.
Staff-to-student ratio of certificated staff providing direct services to students	This section does not apply to charter schools.	This section does not apply to charter schools.