

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

LEA name:

Darnall Charter School

CDS code:

37-68338-6039457

Link to the LCAP:

(optional)

www.darnallcharter.org

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

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

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

Darnall Charter School will use federal funds to supplement and enhance local priorities and/or initiatives funded with LCFF (State) funds as reflected in the school's Local Control Accountability Plan (LCAP).

- Title I: funds four Instructional Associates to provide additional academic support for students. The school will also purchase supplemental instructional materials and educational technology to help students access the state academic standards.
- Title II: supports our professional learning and teacher induction program
- Title III: funds a certificated teacher to provide push-in support for English Learners
- Title IV: These funds will be transferred to Title I

Alignment

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

The school has aligned all expenditures to the Goals described in the Local Control Accountability Plan (LCAP): 1) Improved academic and behavioral outcomes for all students; 2) Qualified educators have the skills, knowledge, and materials to implement the standards; and 3) Engage parents, families, and members of the community as partners. This includes the federal categorical funds that may not be specifically included in the LCAP.

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A, LEA is a charter school

Parent and Family Engagement

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

ESSA Section 1112(b)(3): N/A, the school was not identified for Comprehensive Support and Improvement (CSI) or Targeted Assistance and Intervention (TSI).

ESSA Section 1112(b)(7): Darnall Charter School engaged its educational partners (Administrators, teachers, other school staff, SELPA, parents/community members, & Governing Board) in the development of the school's Title I Parent and Family Engagement Policy.

The policy is reviewed and evaluated annually by the Parent Advisory Committee (PAC) and

ELAC/DELAC to measure effectiveness and address any areas of need based on input from stakeholders. The Title I Parent & Family Engagement Policy is then distributed and discussed in detail with all incoming/continuing families along with the Parent/Student. Interpreter services are made available upon request for schoolwide and parent meetings. All materials sent to families are written in language that is understandable and accessible to parents. Appropriate accommodations are made for family members with disabilities.

As a Charter School, a school of choice, our staff knows and understands the critical role parents/families play in the success of their child(ren) which impacts the success of our school as outlined in our school's LCAP Goal #3: Engage parents, families, and members of the community as partners. Darnall Charter School will provide parents all parents, including those of Unduplicated Pupils and Students with Disabilities, with numerous opportunities to engage as partners in their child 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 parent workshops aimed at improving student outcomes; including but not limited to: Suicide prevention, supporting SWD, EL Speaker Series, supporting the academic needs of their child at home, utilizing ParentSquare, accessing Aeries Parent Portal, and other relevant topics as requested by parents/families.

Our staff communicates with families using multiple methods and provides updates on the school's website. Parents will have access to Aeries Parent Portal where they can track their child's attendance, behavior, academic progress and communicate with teachers/staff. All correspondence sent to families/guardians is provided in English and translated to Spanish, as identified by our (primary) language survey and the "15% and above translation needs" criteria. Interpreter services will be available for all events and upon request.

At DCS, parent input in decision-making will take place through the following:

- 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)

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Darnall Charter School is a single-site LEA with a Schoolwide Program (SWP). The LEA conducted a comprehensive needs assessment as part of the LCAP development process. The needs assessment considered formative and summative assessment data, as well as indicators of student engagement such as attendance. A diverse group of stakeholders were consulted, including parents/community members, teachers, other school staff, and administrators.

Based on this needs assessment, the LEA developed a SWP plan aligned with LCAP goals. The plan included actions and services to enable students to meet state academic standards. The plan will be evaluated yearly to determine if the strategies and interventions were effective in promoting comprehensive, long-term improvement. The SSC will analyze and review indicators of academic achievement, and update the plan as part of the school planning requirements.

Darnall Charter School will use Title I funds for the following supplemental services in order to close the achievement gap:

- i-Ready: This comprehensive assessment and instruction program has been recognized by the state Board of Education as a verified data source.
- Reading Interventionists (3): will provide push-in and small group support for Tier 2 students struggling academically.
- Math Interventionists (3): will provide push-in and small group support for Tier 2 students struggling academically.
- SEL Counselor (1): 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.

Targeted Support Programs: N/A

Neglected or delinquent: N/A

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Darnall Charter School ensures that students who are experiencing homelessness have equal access to the same free, appropriate public education that is provided to other students. Students are enrolled immediately and participate fully in the school program allowing them the opportunity to meet rigorous academic standards. The school designates a staff person as the liaison for homeless children and youths as specified in the McKinney-Vento Homeless Assistance Act. The Liaison will also assist the students through the enrollment process, help register them for appropriate classes,

and provide additional support with their individual needs, including strategies to promote their attendance at school. This outreach ensures the students have access to resources, community partners, extended learning interventions, and other supports offered at DCS. Placement decisions for homeless students are based on the student's best interest. Title 1 reservation funds for homeless education may be used for any of the following costs: support for the Homeless Liaison, food, clothing, and student school supplies.

Student Transitions

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Darnall Charter School shall ensure that all teachers are appropriately credentialed and assigned in accordance with applicable state requirements for certificated employment. Professional development will be provided for all staff to make certain that staff is fully equipped to meet the needs of our students. Professional Development will focus on research-based and evidence-based best practices as outlined in the LCAP and Professional Development calendar.

DCS provides and promotes the following professional growth for staff from the beginning of their careers, throughout their career and through advancement opportunities.

- New Associate Directors (School leaders) will participate in an orientation to the school and benefit from ongoing collaboration and leadership professional learning from organizations such as the San Diego County Office of Education (SDCOE) School Leadership Institute (Targeted Feedback Institute) and/or Administrative Coaching.

- New teachers to the profession and/or newly hired teachers at DCS benefit from ongoing collaboration with experienced teachers, and coaching from the Instructional Coach, in addition to participation in a teacher induction program (Title II funded) in combination with weekly professional development on evidence-based pedagogical strategies.

DCS provides all teachers and paraprofessionals (including Interventionists and Instructional Associates) with evidence-based professional development aligned to the CA State Standards, school's mission and educational program and targeted to meet the needs of our students. Instructional staff will participate in 1-week of intensive Summer Professional Development to prepare for each academic school year and one non-instructional day during the academic school year to review and analyze data and plan tiered supports. These staff members will also participate in regular staff development, receive coaching from the Instructional Coach, and participate in conferences and/or workshops as part of their professional learning.

The Instructional Coach will conduct classroom walkthroughs and observe teachers to ensure evidence-based strategies taught during professional learning are being implemented during the instructional day. In addition, the Leadership Team will facilitate data analysis meetings with the entire teaching staff during staff development to monitor and measure growth, improvement, and findings may lead to midyear modifications and/or adjustments to the instructional program to ensure continuous improvement within these systems.

Prioritizing Funding

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A, the LEA is a single-site charter school

Data and Ongoing Consultation to Support Continuous Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title II activities will be coordinated with the Goals, Actions, and Services articulated in the LCAP. The data from the California School Dashboard provides the starting point for Darnall Charter School to determine schoolwide needs and priorities. DCS monitors multiple data sources in order to provide focused, high quality professional development that builds staff capacity. These include academic performance data from formative assessments (i-Ready, DRA) and suspension/chronic absence data.

School leadership presents data reports regularly to parents, staff and the Board of Directors that include an assessment of the impact of the professional development on actions/services and on the progress toward meeting LCAP goals and student outcomes. Parents, students, and staff also provide feedback as part of the LCAP development process and yearly surveys. These consultations inform ongoing adjustments related to the implementation of the professional development plan.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Darnall Charter School does not fund Professional Development with Title III Funds; but rather utilizes Title II Funds and other funding sources. Darnall Charter School provides all teachers, administrators, school leaders and paraprofessionals with coherently focused, sustainable, evidence-based, ongoing professional development to specifically address the academic needs of our English Learners (including Long-term ELs) that includes GLAD Strategies; and Differentiation. These strategies have been identified as key areas of focus for our English Learners, based on a review and analysis of

assessment data, extensive research on English Learners; findings from teacher (classroom observations), and feedback from staff and our English Learner students.

Annually, our school uses multiple forms of data, including state-mandated assessments (CAASPP ELA/Math, ELPAC), reclassification rates, internal/benchmark data, student work, survey findings (teacher, parent, student), findings from classroom observations, and input from stakeholders (administrators, teachers, paraprofessionals, EL/SPED Specialist, students and parents) to identify professional development needs to design an annual Professional Development plan to improve the instruction and assessment of English Learners; support teachers in implementing curriculum, assessments, and pedagogical strategies, and including English Language Proficiency for English Learners. Professional Development is evidence-based, sustainable, and ongoing in order to ensure a positive lasting impact on the teachers' performance in the classroom with instruction.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A, DCS does not receive these funds.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

English Learner students are provided with regular support in order to access the state academic standards and develop language proficiency. ELD is integrated into all subject areas. EL students also receive Designated ELD to target their particular language learning needs.

DCS implements the following additional programs and services to support ELs.

- Formative assessments to inform EL progress and instructional strategies
- Extended learning opportunities
- Supplemental academic support, especially for long-term ELs and newcomers

The school's English Learner Master Plan is reviewed and revised annually with the input and consultation of educational partners. Our school administers multiple forms of assessments in addition to the ELPAC, which are reviewed, and analyzed on a regular basis, to monitor the academic progress of English Learners throughout the academic school year. Results are shared with stakeholders (administrators, school staff, students, parents - including ELAC/DELAC, and governing board), as well as included in the school's LCAP. Findings from this data are used to assess and evaluate the effectiveness of the school's EL Program and the use of Title III Funds.

English Proficiency and Academic Achievement

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

DCS uses a variety of data sources to monitor the progress of EL students. The school administers the State summative assessments (CAASPP and ELPAC). ELs are expected to show at least one language proficiency level of growth annually as measured by the ELPAC until they reach English proficiency, and then maintain that level until reclassification. The school also uses disaggregated, formative data from i-Ready to measure progress towards math and reading standards. Performance on these assessments is monitored for both growth and achievement 2-3 times per year.

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

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Darnall Charter School receives less than \$30,000 in Title IV Allocations and is exempt from the requirement of Section 4106(d).

(A) Darnall Charter School (DCS) has partnered with San Diego County Office of Education to provides workshop, trainings, and coaching for our school staff.

(B)-(D) Darnall Charter School plans to transfer Title IV funds to Title I.

(E) Per AB 716 (CA EC 65001), Darnall Charter School's LCAP serves as the SPSA, and the LCAP planning process meets both the state and federal requirements. The school will annually evaluate the effectiveness of how Title IV, Part A funds are being used during the LCAP update process.