

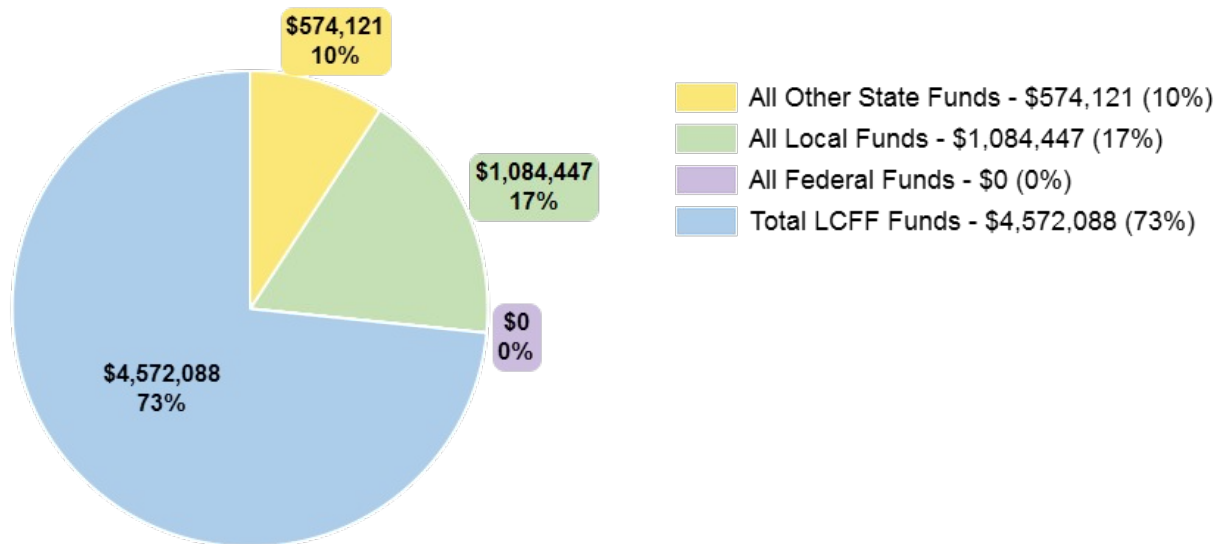
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Discovery Charter
 CDS Code: 43104390111880
 Local Control and Accountability Plan (LCAP) Year: 2019-20
 LEA Contact Information: Debby Perry | dperry@discoveryk8.org | 4082439800

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

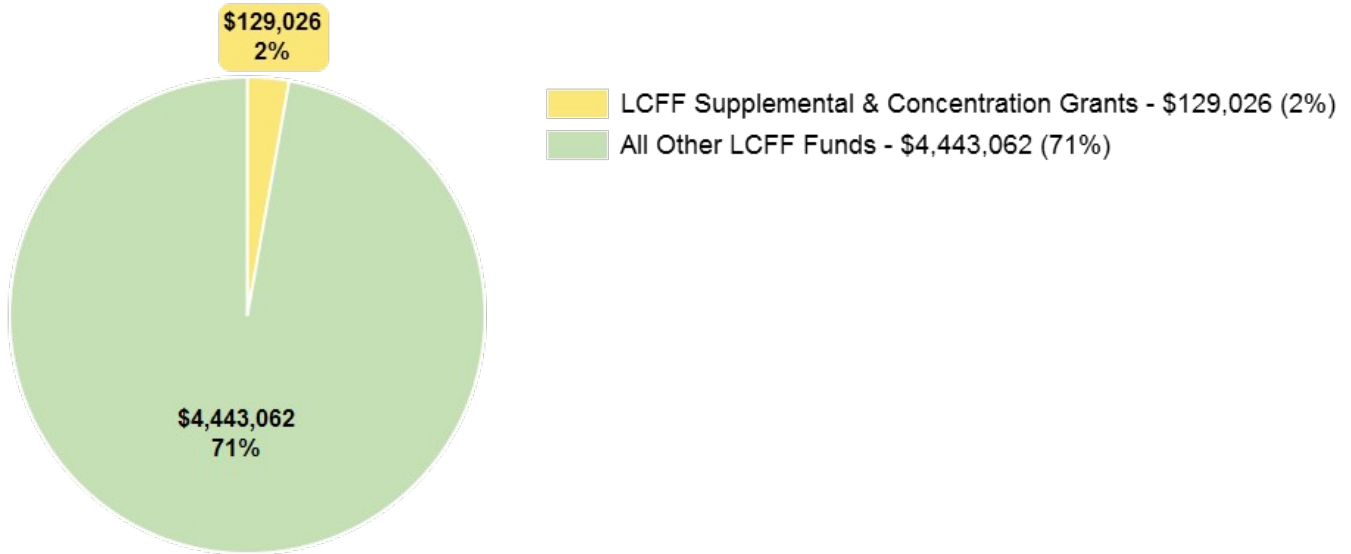
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$574,121	10%
All Local Funds	\$1,084,447	17%
All Federal Funds	\$0	0%
Total LCFF Funds	\$4,572,088	73%

Breakdown of Total LCFF Funds



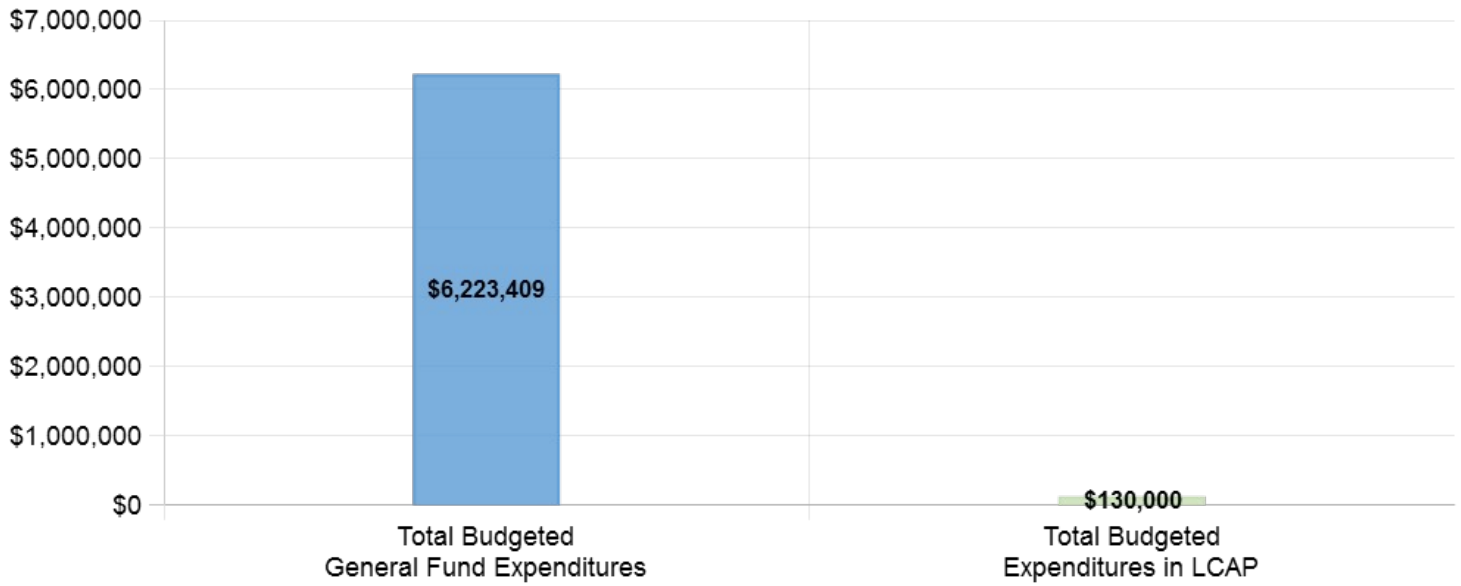
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$129,026	2%
All Other LCFF Funds	\$4,443,062	71%

These charts show the total general purpose revenue Discovery Charter expects to receive in the coming year from all sources.

The total revenue projected for Discovery Charter is \$6,230,656, of which \$4,572,088 is Local Control Funding Formula (LCFF), \$574,121 is other state funds, \$1,084,447 is local funds, and \$0 is federal funds. Of the \$4,572,088 in LCFF Funds, \$129,026 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

Budgeted Expenditures



Source	Funds
Total Budgeted General Fund Expenditures	\$6,223,409
Total Budgeted Expenditures in LCAP	\$130,000

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

Discovery Charter plans to spend \$6,223,409 for the 2019-20 school year. Of that amount, \$130,000 is tied to actions/services in the LCAP and \$6,093,409 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

None

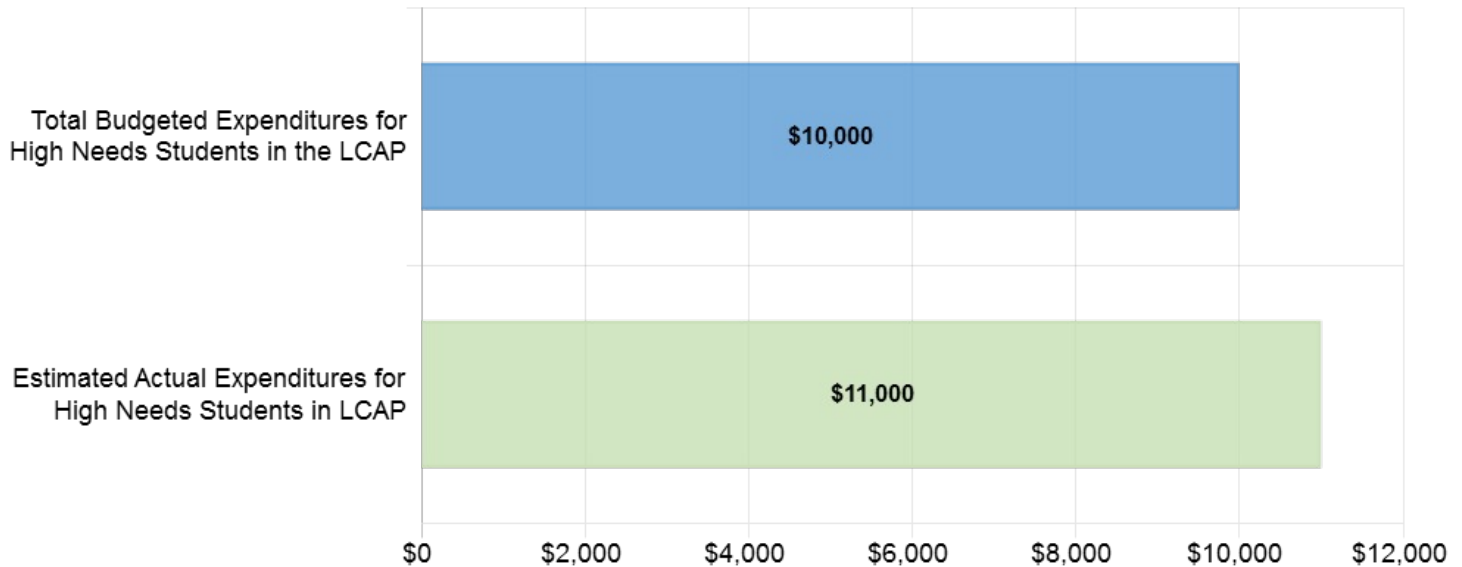
Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Discovery Charter is projecting it will receive \$129,026 based on the enrollment of foster youth, English learner, and low-income students. Discovery Charter must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP Discovery Charter plans to spend \$30,000 on actions to meet this requirement. The additional improved services described in the LCAP include the following:

Actions and services will meet state priority 2 - Implementation of state standards and state priority 4 - pupil achievement. Through increased Professional development for all K-8 teachers accompanied by approved instructional materials to target specific groups.

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

Current Year Expenditures: Increased or Improved Services for High Needs Students



Source

Funds

Total Budgeted Expenditures for High Needs Students in the LCAP	\$10,000
Estimated Actual Expenditures for High Needs Students in LCAP	\$11,000

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

In 2018-19, Discovery Charter's LCAP budgeted \$10,000 for planned actions to increase or improve services for high needs students. Discovery Charter estimates that it will actually spend \$11,000 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2019-20

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

Discovery Charter

Contact Name and Title

Debby Perry

Superintendent

Email and Phone

dperry@discoveryk8.org

4082439800

2017-20 Plan Summary

The Story

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

Discovery Charter School is in its thirteenth year of operation and has been rechartered through the Santa Clara County Office of Education. We have 560 kindergarten through eighth-grade students and are based on developmentally appropriate teaching methods that successfully integrate the whole child concerning individual learning styles, developmental readiness, and rates of achievement. Multi-age classrooms, small class sizes, team teaching, a high level of parent participation, and community involvement significantly contribute to developing Discovery Charter Schools into a world-class learning community. We have built an educational environment where promoting student achievement, building innovative programs, and engaging families and communities provide a shared vision for lifelong learning and student success.

The Discovery Charter School staff, parents, and community collaborate to meet the cognitive, social, emotional, and physical needs of every child. Our teachers and staff are committed to achieving the school's mission. Through active family involvement, community learning, and developmentally based teaching, Discovery Charter Schools will support the whole child and develop lifelong learners prepared to meet the challenges of the future.

Each year, 600 families apply to our lottery to fill 82 open spots in our Kindergarten through eighth-grade classes. Our entire staff and parent communities are trained and follow Positive Discipline to allow for common language on our campus. Small class sizes are an essential part of our philosophy with 22 students in our K-3 classes and 27 in our 4-8th grades. Our population is a diverse one with 35% of our

population identifying as white (non-Hispanic), 34% Asian, 5% Black or African American, 15% Hispanic, 1.5% American Indian, .5% Native Hawaiian and the rest two or more categories.

Approximately 3% of our students receive free or reduced meal services. 8% of our students are ELL (English Language Learners), and 15% of our students receive Special Education services. About 43% of our students meet the qualifying criteria for our gifted program, and some of these students are twice-exceptional students who also receive Special Education services.

Discovery seeks to meet the needs of all of our students and offers a wide range of programs to do so. Our Middle School students participate in Selectives which change due to student requests and parent skills. Some of our offerings this year included Wood Shop, Band, Spanish, Shakespeare and fitness training. Students in grades 2-8 are GATE tested; however, all students have access to our GATE programs and materials. Field trips are an extension of our classroom and students at Discovery participate in up to ten trips per year.

The 2017-2020 LCAP was developed initially by the Executive Director, who has left our campus and is being implemented with a great deal of input from the community stakeholders. Meetings are held monthly with parents, staff, and leadership to ensure goals are being met. The LCAP was reviewed and approved by the Board of Directors on June 25, 2019.

LCAP Highlights

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

Working closely with all the stakeholders throughout our school, we have identified the following six goals for focus in the next three years to improve the outcomes of all students.

Goal 1: Of the students identified as English Learners (EL's) 50% or more will be reclassified on the California English Language Development (CELDT) test as fluent / English proficient.

Goal 2: All students, including gifted, lowSES, EL learners, and students with disabilities, demonstrate growth in ELA, science, and math.

Goal 3: Increase the number of students with disabilities who are fully included in regular classrooms.

Goal 4: Implement Reggio-based assessment system across the school.

Goal 5: Increase support structure for parent education.

Based on our performance indicator for the Fall 2017 Dashboard, we have added the following goals:

Goal 6: Students will have increased time to familiarize themselves with state testing accommodations and staff will ensure accommodations are appropriately assigned to increase success in ELA and Math CAASPP testing.

Goal 7: Students with disabilities will receive direct teaching of testing language and test-taking strategies to ensure ELA and Math concepts are met with a deeper understanding.

Goal 8: Hispanic/Latino students will receive direct teaching of testing language and test-taking strategies to ensure ELA growth.

Review of Performance

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

Greatest Progress

This year, Discovery Charter School increased their performance on the CAASPP test and increased 6.7 points for all students. They performed 47.3 points above standard. Hispanic groups performed in the orange indicators on the CA dashboard for ELA. English Learners and Students with Disabilities performed in the yellow indicator.

White students performed in the blue indicator, and are 46 points above standard. Asian and students identified with two or more races performed in the blue indicator. Asian students increased 5.2 points, and are 75.9 points above standard.

Discovery Charter School increased their performance on the CAASPP Math test by 3 points for all students, and are performing 53.7 points above standard. No student groups performed in the red or orange indicator on the CA Dashboard for Math. Students who are Hispanic and those with disabilities performed in the yellow indicator, however, increased by 12.9 points from the previous year. Asian, white, and students with two or more races performed in the blue indicator. Asian students are 88.8 points above standard and white students are 48.3 points above standard.

Discovery Charter School hopes to continue making progress in academic performance by continuing to invest in our online digital portfolio and reporting system called Novare to provide the best assessment reports for instruction. Discovery II has created instructional task forces comprised of teachers focused in areas such as ELA, Math, Social Emotional Learning, Science. Discovery reviews data and is working on intervention programs to meet the needs of our struggling students.

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

Greatest Needs

According to the California School Dashboard, Discovery Charter's greatest need is to lower our chronic absenteeism rate. While our suspension rate is in the yellow, we are monitoring it to ensure best practice.

6.1% of our students were reported to be chronically absent during the 2017-2018 school year. No student groups were in the red indicator, while 7.7% of our English Learners and 6.1% of our Asian students were in the orange indicator.

Discovery Charter School will be implementing an attendance review process which includes sending attendance letters to families of students who are at risk of chronic absenteeism or chronic truancy. In addition to routine letters, Discovery will be implementing an attendance review meeting prior to a School Attendance Review Board meeting, where families of students who are at risk of falling into the category of chronic absenteeism are invited to proactively collaborate with Discovery staff to address challenges that may be the root cause leading to absences and tardies.

Discovery will also be reviewing interventions in place to lower suspension rates among all students.

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

Performance Gaps

According to the 2018 California School Dashboard, students with disabilities and performed two indicators (yellow) below all students (blue) on the ELA CAASPP test. Similarly, students with disabilities and Hispanic students performed two indicators (yellow) below all students (blue) on the Math CAASPP test. Discovery Charter School LCAP included the following actions and services:

- 100% of students will have their writing and math measured on separate continuums for each area.
- All students included gifted, low SES, EL learners, and students with disabilities demonstrate growth in ELA, science, and math.
- Ongoing staff training for Reading Instruction, adopt a reading curriculum for struggling readers. Review math interventions and curriculum.
- Increase the number of students with disabilities who are fully included in regular classrooms.
- We will continue to explore co-teaching in the upper grades and find ways for students to receive services in the classroom.
- All students will receive direct teaching of testing language and test-taking strategies to ensure ELA and Math concepts are met with a deeper understanding.

- Students will review test-taking vocabulary and strategies for both ELA and Math (

Comprehensive Support and Improvement

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

Schools Identified

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

Discovery Charter School was not identified as a CSI school

Support for Identified Schools

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

Discovery Charter was not identified as a CSI school

Monitoring and Evaluating Effectiveness

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

Discovery was not identified as a CSI school

Annual Update

LCAP Year Reviewed: 2018-19

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

Increase family engagement in educational programs, interventions, and parent education.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5, 7

Local Priorities:

Annual Measurable Outcomes

Expected

Parents completed 1,100 hours of Barton tutoring as of May 1, 2016. By May 1, 2017 parents will complete 1,500 hours of Barton tutoring.

Actual

During the 2018-2019 school year, parents have completed 2,100 hours of Barton tutoring, representing a significant expansion of this program. In the 2018-2019 school year, we not only saw an expansion of Barton Tutors, but we saw an increased number of parents attending classroom and school-wide meetings.

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

Continue training for new volunteers. Identify more students in need of early reading intervention. Recruit new tutors. Increase in Parent Education options and explore math intervention options for students that have been identified through internal assessments.

Actual Actions/Services

Discovery Charter School continued to provide Positive Discipline training for six consecutive weeks for all new and returning parent volunteers at the start of the 2018-2019 school year.

Discovery Charter School continued to identify students needing early reading intervention through a digital reading assessment called the Scholastic Reading Inventory (SRI) and adopted the program Read Live Naturally. Students also participated in more focused reading time in the classroom.

Discovery Charter School continued to recruit new Barton

Budgeted Expenditures

\$20,000- Total budget

\$15,000.00 - Barton Tutoring

\$2,000.00 - Intervention software

\$3,000.00 - Parent Education

Estimated Actual Expenditures

\$19,831.00- Actual Expenditures

\$14,514.00 - Barton Tutoring

\$ 1,817.00 - Intervention Software

\$ 3,500.00 - Parent Education

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

reading tutors for the 2018-2019 school year. Five additional parents were trained for the 2018-2019 school year.

Discovery Charter School offered the Parent Education opportunities that included Positive Discipline, Conflict Resolution, Bullying Awareness, Digital and Social Media presented by the local Crime Prevention specialist of the Police Department, and two outside speaker events. Discovery offered a teacher and staff led parent education opportunity called Parent Academy to support parent volunteering in the classroom.

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.

Actions and Services for this goal were continued to be implemented as planned with the additional purchase of online assessment platforms to support the identification of students needing additional intervention services.

Discovery continued to provide Positive Discipline training for six consecutive weeks for all new and returning parent volunteers at the start of the 2018-2019 school year.

Discovery continued to identify students needing early reading intervention through the adoption of a digital reading assessment called the Scholastic Reading Inventory (SRI) and Read Live Naturally.

Discovery continued to recruit new Barton reading tutors for 2018-2019 school year. Five additional parents were trained for 2018-2019 school year.

Discovery offered the Parent Education opportunities that included Positive Discipline, Conflict Resolution, Bullying Awareness, Digital and Social Media presented by the local Crime Prevention specialist of the Police Department, and two speaker events. Discovery II also offered a teacher and staff led parent education opportunity called Parent Academy to support parent volunteering in the classroom.

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

Discovery continues to engage a high number of families through a variety of parent education opportunities for families. Students in the Barton program increased in number and progressed in their reading development. Our reading intervention platform was implemented.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In 2018-2019 Discovery Charter spent less than originally budgeted for these expenses. This was due to the fact that fewer students needed the Barton intervention program and therefore our savings was nearly \$500.00. While the cost of our software was slightly lower than expected, and our Parent Education costs were slightly higher.

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.

This goal remains as previously written.

Goal 2

Implement Common Core State Standards in math and achieve measurable student progress in math problem-solving skills.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Annual Measurable Outcomes

Expected

100 percent of students will have their writing and math measured on separate continuums for each area and these will become part of their portfolios.

Actual

In the 2018-2019 school year, 100 percent of students had their writing and reading measured on separate continuums for each area and are included as part of the newly adopted online digital portfolio and reporting system called Novare. 100 percent of students had their math progress documented using Common Core State Standards on the Novare reporting system.

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

100 percent of students will have their writing and math measured on separate continuums for each area and these will become part of their portfolios.

Actual Actions/Services

In the 2018-2019 school year, 100 percent of students had their writing and math measured on separate continuums to be included in their online digital portfolio.

Budgeted Expenditures

\$0

Estimated Actual Expenditures

\$0

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.

Actions and services for this goal were generally implemented as planned with the adoption of grade level benchmarks based on the Common Core State Standards for Mathematics, and the use of Scholastic Reading Inventory for reading assessment.

Discovery continued the use of academic taskforces during the 2018-2019 school year, comprised of teachers from across grade levels to ensure the creation and/or adoption of appropriate schoolwide assessments to be used.

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

100% of Discovery students had assessment data reflecting Common Core State Standards documented in the Novare reporting system for the first semester. All reports for all Discovery II students were digitally published on February 2nd, 2019 where all families had access to view assessment progress.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences in estimated actual and budgeted expenditures were noted due to internal assessments created by staff with the use of Common Core State Standards and not a purchased assessment.

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.

This goal remains the same as previous years.

Goal 3

100% of our teachers will be appropriately credentialed for their assignments

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

Annual Measurable Outcomes

Expected

In 2017-2018 we will strive to have 100% of our teachers be appropriately credentialed for their assignments

Actual

In 2018-2019, despite our continued efforts to recruit appropriately credentialed teachers, one of our teachers were hired as interns.

In collaboration with our Discovery II campus, Discovery Charter actively participated in the annual county recruitment.

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

Continue to recruit teachers with Multiple Subject credentials who can teach all of our classes, K-8th. Promote Discovery to prospective teachers through the school's website, EdJoin (Online job postings) and by working with local universities to support student teachers and interns from those universities.

Actual Actions/Services

This year, Discovery Charter was not successful in recruiting a math teacher but was able to hire one teacher through word of mouth. We are continuing to use EdJoin, our website, as well as working with universities to support student teacher and intern programs.

Budgeted Expenditures

\$750.00 for advertising and attending job fairs

Estimated Actual Expenditures

\$649.00 actual total spent
\$375.00 for online job postings
\$274.00 for SCCOE recruitment fair

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.

In addition to utilizing online job portals, Discovery has utilized recruitment fair opportunities with the Santa Clara County Office of Education as well as National University's remote campus.

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

Discovery was effective in recruiting a qualified classroom teacher, however, it was more difficult to find a single-subject math teacher. Despite our best efforts, we were unable to hire a qualified instructor for math.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

This year one of the job fairs that we had previously attended did not take place, and we didn't replace it with another one or more marketing.

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.

This goal remains the same as previously written.

Goal 4

All students should have access to foreign language instruction.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 8

Local Priorities:

Annual Measurable Outcomes

Expected

100% of students in grades K-8th will receive regular instruction in Spanish. Middle School students will have access to Spanish as an elective class.

Actual

In 2018-2019 we have been able to continue to give 100% of our students in K-5th access to regular instruction to Spanish. Middle School students have access to Spanish as an on-demand elective class.

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

Add Kindergarten and first-grade classes receiving regular Spanish instruction. Increase the number of Latino cultural celebrations at school.

All Kindergarten and First-grade classes received weekly Spanish instruction. The curriculum was taught by our Spanish speaking parents. Students participated in cultural events where they were able to sample the food and participate in activities that were created by the Diversity Task Force.

\$1500 for staffing and curriculum

\$1500.00
\$300.00 per classroom (5) was budgeted and spent for curriculum and supplies in order to implement the program. No funds were spent on staffing as parents provided the curriculum.

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.

Our parent survey's continue to show that parents are looking for a language program at Discovery. While the 2nd through fifth-grade classes had a plan in place, our Kindergarten and First-grade students did not. We expanded our Language Achieve instruction to include the Kindergarten students this year.

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

Students in Kindergarten received Language Achieve instruction taught by our Spanish Speaking students. Those students who had limited or no prior knowledge increased their fluency in Spanish. Students completed their first year of the program and can accurately recite the alphabet, numbers, and classroom objects at a proficient level.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was no difference in the budget, although we had thought we would spend some of the funds on instructors, we instead put the money into the curriculum and the materials.

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.

This goal remains the same.

Goal 5

Students will have increased time to familiarize themselves with state testing accommodations and staff will ensure accommodations are appropriately assigned to increase success in ELA and Math CAASPP testing.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4

Local Priorities:

Annual Measurable Outcomes

Expected

Students will use appropriate accommodations 95% percent of the time to ensure success in statewide tests.

Actual

Students were made aware of their accommodations and gave input through the IEP process. Students used their chosen accommodations 98% of the time as noted by the Special Education team.

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

Students with IEP's will have access to testing accommodations in order to become familiar with them before testing begins. Students will give input during their IEP's regarding their accommodations.

In the 2018-2019 school year, students were encouraged to attend their IEP meetings and were asked to give input regarding their testing accommodations.

\$5,000.00 for Special Education Salaries

\$5,000.00 for Special Education staff to ensure students are aware of, and use the accommodations provided to them through their IEP's.

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.

Students were in attendance at their IEP meetings and were asked to give input to the process. Students were given time before testing began to try their accommodations and see what worked best for them.

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

There was an increase in the number of students using their testing accommodations. Students who didn't use their accommodations either were unable to articulate their needs, or their parents opted them out of testing.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no differences in the expenditures.

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

None.

Goal 6

Students with disabilities will receive direct teaching of testing language and test-taking strategies to ensure ELA and Math concepts are met with a deeper understanding.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4

Local Priorities:

Annual Measurable Outcomes

Expected

Students with disabilities will have a deeper understanding of the vocabulary on the CASSPP test, and test-taking strategies to minimize frustration. Students with disabilities will reduce the amount of time spent taking tests.

Actual

According to the 2018 CA Dashboard, Discovery performed 47.3 points above standard in ELA. An increase of 6.7 points from the previous year. Students with disabilities performed 54.5 points below the standard but increased by 17.9 points from previous years.

According to the 2018 CA Dashboard, Discovery performed 53.7 points above standard in Math. An increase of 3 points from the previous year. Students with disabilities performed 48.4 points below standard, however, increased 12.9 points from previous years.

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

Students will review test-taking vocabulary and strategies for both ELA and Math.

Actual Actions/Services

All students reviewed test-taking vocabulary and strategies for both ELA and Math.

Budgeted Expenditures

\$ 5000.00- Salaries

Estimated Actual Expenditures

\$5,000.00 for resource salaries.

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.

Actions and services for this goal were generally implemented as planned and heavily relied on the support of the resource specialists to collaborate with general education teachers to co-teach test-taking strategies.

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

Students will continue to be taught test-taking vocabulary to support their participation in state-wide testing. The overall effectiveness of the actions and services can be documented by the point increase described in the ELA and Math performance increase from previous years reported on the 2018 CA Dashboard for students with disabilities.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No noted material differences between budgeted expenditures and estimated actual expenditures.

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

The goal will remain unchanged from previous years.

Goal 7

Hispanic/Latino students will receive direct teaching of testing language and test-taking strategies to ensure ELA growth

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4

Local Priorities:

Annual Measurable Outcomes

Expected

Latino and Hispanic students will be able to access the CAASPP testing materials with an increased knowledge of what is being asked and will be given strategies to decode.

Actual

According to the 2018 CA Dashboard, Discovery Charter performed 47.3 points above standard in ELA. An increase of 6.7 points from the previous year. Students with disabilities performed 54.5 points below the standard but increased by 17.9 points from previous years.

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

Students will review test-taking vocabulary and strategies for ELA.

All students reviewed test-taking vocabulary and strategies for ELA .

\$10,000.00

\$10,000.00 for Special Education Teacher salaries.

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.

Actions and services for this goal were generally implemented as planned and heavily relied on the support of the resource specialists to collaborate with general education teachers to co-teach test taking strategies.

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

Students will continue to be taught test taking vocabulary to support their participation in the state-wide testing. The overall effectiveness of the actions and services can be documented by the point increase described in the ELA performance increase from previous years reported on the 2018 CA Dashboard for students with disabilities.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No noted material differences between budgeted expenditures and estimated actual expenditures.

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

The goal will remain unchanged from previous years.

Goal 8

Of the students identified as English Learners (EL's) 50% or more will be reclassified on the California English Language Development (CELDT) test as fluent / English proficient.

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities:

Annual Measurable Outcomes

Expected

Each year all students identified as English Learners (EL) who have been attending Discovery for three years will be reclassified on the English Language Proficiency Assessments for California.

Actual

According to the 2018 CA Dashboard, 51 students were 'Reclassified English Learners,' performing 18.8 points above standard. This was an increase of 1 point from previous years.

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

Training for parents who will lead vocabulary groups. Use of integrated groups for Reader's and Writer's Workshop.

Discovery Charter School continues to have a moderately low English Learner population, however, the hiring of teachers with specialized English Learner professional development has broadened our ability to target specialized academic language development. Training for parents continues at the individual classroom levels based on classroom need. All teachers continue to use the Reader's and Writer's Workshop model for English Language Arts and integrated SDAIE strategies within the workshops.

0

0

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.

Actions and Services for this goal were implemented as planned through an integrated approach using Reader's and Writer's workshop to provide a language-rich classroom environment full of oral language development opportunities (collaborative group work) and thematic units or project-based learning with the explicit teaching of academic vocabulary within a meaningful context.

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

Discovery Charter School teachers continue to implement the Reader's and Writer's workshop model and expose students identified as English Learners to environments rich in language development. As a result, students are showing academic growth as shown in statewide testing results.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences noted between budgeted expenditures and estimated actual expenditures.

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

None

Goal 9

All students, including gifted, low SES, EL learners, and students with disabilities, demonstrate growth in ELA, science, and math. Science CAST is currently being piloted, and results are not reported.

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Discovery Charter School will decrease or remain the same as strategies have not yet been implemented, and the data is from the prior year on the state dashboard.

According to the 2018 CA Dashboard, Discovery Charter School performed 47.3 points above standard in ELA. An increase of 6.7 points from the previous year. Students with disabilities performed 54.5 points below the standard but increased by 17.9 points from previous years. English Learners performed 0.2 points below standard. Socio-economically disadvantaged students performed 8.2 points above standard, increasing 35.2 points from previous years.

According to the 2018 CA Dashboard, Discovery Charter School performed 53.7 points above standard in Math. An increase of 3 points from the previous year. Students with disabilities performed 48.4 points below standard, however, increased 12.9 points from previous years. English Learners performed 10.1 points above standard, Socioeconomically disadvantaged students performed 15.8 points above the standard, increasing by 58.4 points from the previous year.

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
--------------------------	-------------------------	-----------------------	-------------------------------

Ongoing staff training for reading instruction. Adopt a reading curriculum for struggling readers. Review math interventions and curriculum.

Discovery Charter School purchased the Wilson Reading System. Wilson is a specialized reading intervention program targeted to struggling readers. Discovery Charter also adopted reading intervention software called Read Live Naturally and math intervention called Dreambox. Discovery Charter School continued implementation of Right Start Math for struggling students primarily in the K-3rd grades.

\$22,000.00 for curriculum, professional development, and software purchases.

\$1,000.00 for professional development, \$3,100.00 for reading and math intervention software. \$1500.00 for Wilson Reading curriculum. Total actual expenses \$5,600.00

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.

Discovery Charter School did not fully implement a schoolwide adoption of the Wilson Reading System, however two teachers implemented the program as a trial. Math and reading intervention software were utilized as planned.

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

According to the 2018 CA Dashboard, Discovery Charter School performed xx points above standard in ELA. An increase of xx points from the previous year. Students with disabilities performed xx points below the standard but increased by xx points from previous years. English Learners performed xx points below standard, however increased by xx points from previous years. Socio-economically disadvantaged students performed xx points below standard, however increased by xx points from previous years.

According to the 2018 CA Dashboard, Discovery II performed xx points above standard in Math. An increase of xx points from the previous year. Students with disabilities performed xx points below standard, however increased xx points from previous years. English Learners performed xx points below standard, however increased xx points from the previous year. Socio- economically disadvantaged students performed xx points below the standard, however increased by xx points from the previous year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We were able to get a sampling of the Wilson program through a school that was closing and teachers used that in order to start the program. We were unable to find a Wilson program in the area to send our staff to for this year. Moving forward we will need to send teachers to training in order to receive the complete benefits.

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.

None.

Goal 10

Increase the number of students with disabilities who are fully included in regular classrooms.

State and/or Local Priorities addressed by this goal:

State Priorities: 7

Local Priorities:

Annual Measurable Outcomes

Expected

Minimize time Special Education students are outside the classroom.

Actual

Staff used a push in model whenever possible to meet the student's needs. This was accomplished by utilizing trained classroom aides, and resource support in the classroom. Students participated in math groups with the support of the Resource Specialist.

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

We will continue to explore co-teaching in the upper grades and find ways for students to receive services in the classroom.

In the 2018-2019 school year, co-teaching in math in the 7th grade took place. Students with disabilities were grouped together in one math group and sat with the Resource teacher.

\$5,000.00 was budgeted for staffing

\$6,000.00 was spent for staffing

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.

In the 2018-2019 school year, co-teaching in math in the 7th grade took place. Students with disabilities were grouped together in one math group and sat with the Resource teacher. By having the Resource Teacher in the group with students, students made progress. They are still in need of interventions, but their self-esteem also grew as they saw they were capable of performing with their peers. While we did see growth among the students, staffing continued to be a problem and prohibited us from reaching more students in other classes.

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

Students spent more time in their math classrooms and not outside of class. Spending more time integrated into the classroom allows for self-esteem growth as well as academic growth. Students saw an increase in test scores and understanding of concepts while in the classroom.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Resource Specialist spent one hour per day in the 7th grade math class. The consistent additional time was at a cost of \$1,000.00 more than what was projected.

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.

There were no changes to the goal.

Goal 11

Increase support structure for parent education.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Annual Measurable Outcomes

Expected

To provide parents with opportunities to obtain parenting skills, training specific to their classroom needs, and helping them become effective community members.

Actual

Teachers held a minimum of Five classroom parent meetings, and one schoolwide parent evening was held. Parents were able to take classes on a variety of topics including classroom management, leading book clubs, and math instruction. Parents had the opportunity to attend Parent Education events which focused on areas identified through our parent surveys.

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

A task force of parents, teachers, and administrators will meet to plan parent education events that pertain to the needs of the school community.

Actual Actions/Services

The teacher leadership team met monthly to discuss topics for parent education events. Separately a group of parents met with the Director to plan events and research speakers that pertained to the speaker.

Budgeted Expenditures

\$5,000.00
Teacher Salaries
Administration Salary
Enrichment

Estimated Actual Expenditures

\$6,500.00
\$ 1,500.00 - Teacher Stipends
\$ 2,000.00- Administration Salary
\$3,000.00 - Speaker fees

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.

Teachers were asked to hold more meetings this year to instruct parents on classroom skills. One schoolwide event was held where teachers were paid stipends to teach parents about topics such as classroom management, Yard Duty training, how to lead a book club, etc. Parents were asked to attend three offerings in the evening and all other classes were classroom meetings that covered topics that related directly to the classroom. Parent turnout was high due to the richness of the classes provided and the ability to learn directly from their teacher.

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

Because parents had the opportunity to learn directly from their teachers regarding how to work in the classroom, they felt empowered to step in and assist students. Parent participation in the classroom was able to be richer as parents were assisting students directly and not just providing administrative tasks.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

More teachers participated in the process of educating parents, which led to an increase in stipends. This is a positive change because it allowed there to be more training for parents.

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.

This goal remains as previously written.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

Introduction: Discovery Charter School is committed to involving all stakeholders in meaningful involvement in developing a strategic plan. Discovery Charter Schools uses a variety of meetings and activities to involve all stakeholders in the LCAP process. During the 2018-2019 school year, the introduction of the CA Dashboard allowed Discovery Charter to more effectively communicate current data and progress.

This year we engaged our community in the LCAP review in many different ways. Some of those included:

District English Learner Advisory Committee meetings

Parents and Student meetings with key groups such as Program Site Council and Student Government meetings

Leadership Team - Monthly input and strategies to ensure student success

Parents - Principal's Coffee

Surveys - all stakeholders

Impact on LCAP and Annual Update

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

In 2018-2019, monthly meetings with stakeholders at the classroom level, staff and Personnel level, community level, and our parent run - Program Site Council level all helped to inform our decisions about parent education, curriculum and assessment, and ways to meet our goals.

At Discovery Charter Schools, teachers facilitate monthly meetings with each individual classroom community in order to keep families up to date with new or upcoming changes as well as receive feedback on specific programs listed in the LCAP. Each of our 23 individual classrooms held between 3-6 classroom meetings during the 2018-2019 school year with their individual classroom communities.

At Discovery Charter School, teachers are elected to be part of a Leadership team. The Leadership Team, per Discovery's charter "as well as at least one representative from the classified school staff. The leadership team has been formed to facilitate shared governance and to serve as an advisory body to the Director, represent staff interests and employee relations, provide input to the school budget, and facilitate the execution of the annual development plan for the school." The Leadership team met once monthly after Wednesday Staff Meetings (August 15th, 2019, September 5th, 2019, October 10th, 2019, November 14th, 2019, December 5th, 2019, January 9, 2019, February 13, 2019, March 6th, 2019, April 10th, May 15th, 2019.

At Discovery II, parents and community members were invited to regular Principal's Coffee Mornings. These took place on September 6, 2018, February 8th, 2019, March 6th, 2019 , May 19th, and a special Board Member led Coffee Morning on May 22nd, 2019. During these meetings, the LCAP goals were posted and discussed in relation to current information. At the March 6th, 2019 meeting, the LCAP and CA Dashboard were introduced and reviewed as an introduction to parent and community members. Feedback was received regarding Spanish instruction, and CAASPP performance in relation to students with special needs and the need to target more specialized training.

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)

Unchanged

Goal 1

Increase family engagement in educational programs, interventions, and parent education.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5, 7

Local Priorities:

Identified Need:

As a parent partnership school, Discovery Charter School's mission and philosophy revolve around parent involvement in their child's education. Our goal is to increase parent involvement options for all our families.

A second need is students struggling in core academic areas. These students will be identified by teachers with Beginning of the Year assessments using Scholastic Reading Inventory for reading, and grade level benchmarks which are based on Common Core State Standards.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Internal attendance is taken at parent education training	In 2018-2019, 85% of parents attended Parent Academy 101 on September 12, 2018.	N/A	N/A	Maintain and/or increase across multiple events offered.
Internal reading assessments (SRI) and math benchmarks will be given at the beginning and midpoint of the year.	<p>100% of students will be given internal reading assessments in 2nd-8th grade using the SRI, and TK-1st will be given the DRA Reading Assessment.</p> <p>100% of students will be given internal math benchmarks based on Common Core State Standards.</p>	N/A	N/A	Maintain services

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

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

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

Modified

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

We will be losing our current Barton instructor and will need to train more parents to take on this role. Parent education will increase in number and quality.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	N/A	N/A	30,000.00
Source	N/A	N/A	Intervention Training Intervention Specialists Approved Intervention Curriculum
Budget Reference	N/A	N/A	2900 - Classified Salary 4325 - Instructional Materials and Supplies 5863 - Professional Development

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

Unchanged

Goal 2

Implement Common Core State Standards in math and achieve measurable student progress in math problem-solving skills.

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities:

Identified Need:

According to the 2018 CA Dashboard, Discovery performed 53.7 points above standard in Math. An increase of 3 points from the previous year. Students with disabilities performed 48.4 points below standard, English Learners performed 0.2 points below standard, Socio- economically disadvantaged students performed 8.2 points above the standard, however, increased by 35.2 points from the previous year.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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California State Dashboard

All students meeting or exceeding as indicated by the blue or green indicators on the CA Dashboard.

N/A

N/A

Continue. While individual student groups improved, Discovery II will continue to address academic gaps.

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)

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, Foster Youth, Low Income

Schoolwide

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Provide Professional Development focused on math common core standards implementation to all K-8 teachers

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$10,000.00
Source	N/A	N/A	Professional Development Classified Salaries for specialist
Budget Reference	N/A	N/A	5863 - Professional Development 2900 - Classified Salaries

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

Unchanged

Goal 3

100% of our teachers will be appropriately credentialed for their assignments

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

Identified Need:

All students and alignment with State Teaching requirements.

Expected Annual Measureable Outcomes

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

CA Dashboard

88% of our teachers are appropriately credentialed for their teaching assignments.

N/A

N/A

100% of our teachers will be appropriately credentialed for their teaching assignments.

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)

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, Foster Youth, Low Income

Schoolwide

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Increasing recruitment platforms to include social media.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$5,000.00
Source	N/A	N/A	Recruiting agency
Budget Reference	N/A	N/A	5851 - Marketing

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

Goal 4

All students should have access to foreign language instruction.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 8

Local Priorities:

Identified Need:

Based on stakeholder feedback on program design, access to foreign language instruction continues to be a desirable program element to Discovery Charter Schools.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Number of classrooms receiving foreign language instruction.

100% of our K-5th grade classroom to receive foreign language instruction, and foreign language instruction is accessible as an elective for Middle School students.

N/A

N/A

Continue to improve program

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)

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, Foster Youth, Low Income

Schoolwide

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Focus on Middle School program to align with others in the area and increase offerings to students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	10,000.00
Source	N/A	N/A	Instructional Materials Foreign Language Consultants
Budget Reference	N/A	N/A	5815 - Foreign Language Consultants 4325 - Instructional Materials

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

Unchanged

Goal 5

Students will have increased time to familiarize themselves with state testing accommodations and staff will ensure accommodations are appropriately assigned to increase success in ELA and Math CAASPP testing.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4

Local Priorities:

Identified Need:

Students need to be familiar with the state testing accommodations provided through their IEP and know how to best access them during testing. Teachers need to review accommodations with students to ensure they understand them and that they are what is best for student needs.

Expected Annual Measureable Outcomes

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

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Students will be monitored in the Special Education setting.

Students are not consistently accessing their accommodations which is leading to increased test time and stress. They are using them approximately 80%

N/A

N/A

Students will access their accommodations 90% of the time to ensure less stress and completion of the task.

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)

Students with Disabilities

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #2

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

Students to be Served

Location(s)

Students with Disabilities

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Staff will provide student-specific training in relation to CAASPP accommodations

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

N/A

N/A

\$2500.00

Year	2017-18	2018-19	2019-20
Source	N/A	N/A	Teacher and support staff training
Budget Reference	N/A	N/A	2900 - Classified Staff

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

Unchanged

Goal 6

Students with disabilities will receive direct teaching of testing language and test-taking strategies to ensure ELA and Math concepts are met with a deeper understanding.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4

Local Priorities:

Identified Need:

Students continue to show limited growth in ELA and Math on their CAASPP tests.

Expected Annual Measureable Outcomes

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

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

Students in grades 3-8 will have increased knowledge of test-taking vocabulary and strategies will

Students with disabilities are continuing to perform below standards in grade 3rd -8th grades in their Math and ELA CAASPP scores despite slight overall increases in general.

According to the 2018 CA Dashboard, Discovery Charter School students with disabilities performed 54.5 points below standard on their statewide ELA testing; however, they increased by 17.9%. Students with disabilities performed 48.4 points below standard on their statewide Math testing; however, they increased by 12.9 points.

N/A

N/A

Students with disabilities will have a deeper understanding of the vocabulary on the CAASPP test, and test-taking strategies to minimize frustration.

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)

Students with Disabilities

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Students with disabilities will have support from resource staff to ensure knowledge of ELA and Math strategies are utilized in a way

that ensures growth on the CAASPP.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	20,000.00
Source	N/A	N/A	Resource staff Salaries Instructional Materials
Budget Reference	N/A	N/A	4353- Special Education Materials 1148 - Certificated Salaries

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

Unchanged

Goal 7

Hispanic/Latino students will receive direct teaching of testing language and test-taking strategies to ensure ELA growth

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4

Local Priorities:

Identified Need:

Hispanic/Latino students continue to show limited growth in ELA and Math on their CAASPP tests.

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

Hispanic Students in grades 3-8 will have increased knowledge of test-taking vocabulary and strategies will increase ELA scores on the CAASPP testing as shown in their test scores.

Hispanic students are continuing to perform below standards in grade 3rd -8th grades in their ELA CAASPP scores despite slight overall increases in general. Hispanic Students scored 21 points below standard and dropped by 2.6 points.

N/A

N/A

Hispanic students will have a deeper understanding of the vocabulary on the CAASPP test, and test taking strategies to minimize frustration.

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

Specific Student Groups, Hispanic 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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Hispanic/Latino students will receive direct teaching of testing language and test-taking strategies to ensure ELA growth

Budgeted Expenditures

Year **2017-18**

2018-19

2019-20

Amount

N/A

N/A

2500.00

Source

N/A

N/A

Salaries
Instructional Materials

Year	2017-18	2018-19	2019-20
Budget Reference	N/A	N/A	4200 - Certificated Salaries

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

Goal 8

Of the students identified as English Learners (EL's) 50% or more will be reclassified on the California English Language Development (CELDT) test as fluent / English proficient.

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities:

Identified Need:

All students identified as 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
ELPAC performance reports	According to the 2018 CA Dashboard, 32 students were 'Reclassified English Learners,' performing 1 point above standard.	N/A	N/A	Continue actions and services.

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)
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, Low Income	Schoolwide	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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

ELD training for all K-8 Teachers

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	10,000.00
Source	N/A	N/A	Professional Development ELD Curriculum
Budget Reference	N/A	N/A	4325 - Instructional Materials 5863 - Professional Development

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

Goal 9

Increase the number of students with disabilities who are fully included in regular classrooms.

State and/or Local Priorities addressed by this goal:

State Priorities: 7

Local Priorities:

Identified Need:

Discovery Charter School strives to provide students with disabilities the opportunity to receive appropriate services and accommodations within the general education setting.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
County SELPA database (SIRAS reports)	80 out 82 students receive push in services through their IEP for Specialized Academic Instruction.	N/A	N/A	No changes to Actions and Services.

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)

Students with Disabilities

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Increase support staff to enable push in services.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	30,000.00
Source	N/A	N/A	Support Staff
Budget Reference	N/A	N/A	2900 - Classified Salaries

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

Unchanged

Goal 10

Increase support structure for parent education.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Identified Need:

To provide parents with opportunities to obtain parenting skills, training specific to their classroom needs, and helping them become effective community members.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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<p>Increase parent ed and training opportunities by 100%.</p>	<p>Three parent ed evening events were held during the 2018-2019 school year. Teachers hold 3-5 classroom meetings a year for individual classroom communities, geared towards classroom specific training for parents. Five weeks of parent education training was offered the first six weeks of school for all new and returning families to Discovery.</p>	<p>N/A</p>	<p>N/A</p>	<p>Staff will hold a minimum of 3 classroom parent ed meetings per year. Parent Ed Committee will host one major speaker and monthly opportunities for parents that reflect the need of the community based upon surveys and Director meetings.</p>
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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

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

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Increase the number of Parent Education speakers

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount

N/A

N/A

\$5,000.00

Source	N/A	N/A	Education Speakers
Budget Reference	N/A	N/A	5829 - Enrichment Program

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

Modified

Goal 11

All students, including gifted, low -SES, EL learners, and students with disabilities, demonstrate growth in ELA, science, and math.

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities:

Identified Need:

According to the 2018 CA Dashboard, Discovery Charter School performed 47.3 points above standard in ELA. An increase of 6.7 points from the previous year. Students with disabilities performed 54.5 points below the standard but increased by 17.9 points from previous years. English Learners performed 0.2 points below standard. Socio-economically disadvantaged students performed 8.2 points above standard, increasing 35.2 points from previous years.

According to the 2018 CA Dashboard, Discovery Charter School performed 53.7 points above standard in Math. An increase of 3 points from the previous year. Students with disabilities performed 48.4 points below standard, however, increased 12.9 points from previous years. English Learners performed 10.1 points above standard, Socioeconomically disadvantaged students performed 15.8 points above the standard, increasing by 58.4 points from the previous year.

According to the CA Dashboard Students with Disabilities decreased scores in ELA and Math and Hispanic students decreased scores in Math.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CA Dashboard performance	<p>According to the 2018 CA Dashboard, Discovery II performed 20.5 points above standard in ELA. An increase of 17.2 points from the previous year. Students with disabilities performed 47.1 points below the standard but increased by 10.3 points from previous years. English Learners performed 22.1 points below standard, however, increased by 46.8 points from previous years. Socio-economically disadvantaged students performed 44.2 points below standard, however, increased by 8.2 points from previous years.</p> <p>According to the 2018 CA Dashboard, Discovery II</p>	N/A	N/A	We expect that students will perform near or at grade level with the implemented interventions.

performed 16.5 points above standard in Math. An increase of 26.9 points from the previous year. Students with disabilities performed 61 points below standard, however, increased 10.8 points from previous years. English Learners performed 26.8 points below standard, however, increased 27.3 points from the previous year. Socioeconomically disadvantaged students performed 51.5 points below the standard, however, increased by 9.3 points from the previous year.

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, Students with Disabilities, Specific Student Groups, Socio-economically disadvantaged, English Learners, Gifted students, Hispanic

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

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

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

N/A

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	N/A
Source	N/A	N/A	N/A
Budget Reference	N/A	N/A	N/A

Action #2

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

Students to be Served

Students with Disabilities, Specific Student Groups, Hispanic and Students with disabilities, EL 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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

Targeted interventions in Math and ELA for Hispanic students and students with disabilities based on internal assessments and CAASPP performance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	10000.00
Source	N/A	N/A	Approved textbooks and core curriculum Instructional Consultants/Intervention staff
Budget Reference	N/A	N/A	4100 (Approved textbooks) 5815 (Instructional consultants)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

N/A

N/A

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.

N/A

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

N/A

N/A

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.

N/A

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

Discovery 1 does not receive Title One, Title Three, or funds for foster youth.

N/A

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

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

Discovery 1 does not receive Title One, Title Three, or funds for foster youth.