

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

**LCAP Year:** 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

## LEA Name

Discovery Charter II

## Contact Name and Title

Miki Walker

Director

## Email and Phone

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## 2017-20 Plan Summary

### The Story

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

Discovery Charter School II is in its fifth year of operation and has been re-chartered through the Santa Clara County Office of Education. We have 538 T-K 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 greatly contribute to developing Discovery Charter Schools into a world-class learning community. We have built an educational environment where developing student achievement, building innovative programs, and engaging families and communities provide a common 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 strong 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, 300 families apply to our lottery to fill open spots in our TK - 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 important 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 44.3% of our population

identifying as white (non-Hispanic), 18.3% Asian, 3% Black or African American, 19% Hispanic, .7% American Indian, .1% Native Hawaiian and the rest two or more categories.

Approximately 7.7% of our students are socioeconomically disadvantaged, 6.3% are English Learners, and 13.5% 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 Selective which change due to student requests and parent skills. Some of our offerings this year included Auto Shop, Ceramics, and Spanish. We continue to search for new classes at our student's request. Students in grades 1-8 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 and we are reviewing data. The LCAP was reviewed and approved by the Board of Directors on June 20, 2018.

## 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 five 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, low-SES, 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 the regular classrooms.

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

Goal 5: Increase support structure for parent education.

Based upon our performance indicator for the Fall 2017 Dashboard, we have added the following goal:

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.

## Review of Performance

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

performance for these students.

## Greatest Progress

Discovery II is proud of the academic progress of our English Learners who continue to have a High status and have increased by 11.5%. Discovery II is proud that we have completed five years as a school and were re-chartered with the SCCOE. We have a wonderful relationship with San Jose Unified and were pleased with their positive response to our renewal. This year, several of our teachers graduated from the BTSA program with support from our staff, and our parent community joined together to increase their participation in the classroom, at community events and at parent education events.

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

## Greatest Needs

According to the California School Dashboard, our greatest needs are to lower our suspension rate for students with disabilities and to increase all students' scores in Math and Language Arts, particularly those who are White and Hispanic. We also have a need to recruit and retain quality educators. This has been difficult with teachers moving out of state to get affordable housing and several teachers who have started a family this year.

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

## Performance Gaps

The only performance gap was in our suspension rate for students with disabilities. This number is still relatively low. Although we don't have a change in our ELA and Math scores for Hispanic and White populations, we are performing in the midrange and want to increase our ratings in the upcoming year.

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

## Increased or Improved Services

We have improved our ability to:

Teach vocabulary with a particular emphasis on EL.

Provide Barton tutoring for students who need reading intervention program

Increase use of non-fiction materials.

Provide books at wide range of reading levels

Provide intervention program in math for students who need the extra support

# Budget Summary

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

## DESCRIPTION

## AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$5,920,308.00

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$30,500.00

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

Most of the school's funds are spent on personnel, followed by operating costs (i.e. rent) and supply costs that are not directly tied to a LCAP goal.

## DESCRIPTION

## AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$ 4,857,700.00

# Annual Update

**LCAP Year Reviewed:** 2017-18

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

## Goal 1

Increase family engagement in educational program, 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**

**Actual**

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.

As of May 1, parents had completed 1,458 hours of Barton tutoring, representing a significant expansion of this program. In the 2017-2018 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. In 2018-2019 we will continue to provide quality parent education which will enable us to provide interventions for struggling students.

## 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 trainings for new volunteers.
- Identify more students in need of early reading intervention.
- Recruit new tutors
- Increase Parent Education options

#### Actual Actions/Services

All of the actions were necessary to reach the goal described above. Training and recruiting new volunteers has been a particular success.

#### Budgeted Expenditures

\$20,000

#### Estimated Actual Expenditures

\$17,479

**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 Barton Coordinator recruits new tutors and conducts trainings whenever there are interested volunteers. The Coordinator monitors the tutors, provides feedback, coordinates the schedule of tutoring spaces, and works as a liaison between the tutors and teachers.

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

The program has been highly effective in meeting the needs of children with dyslexia or a difficulty in learning to read due to a lack of phonemic awareness.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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 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:

# 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 2017-2018 school year, 100 percent of students had their writing and math measured on separate continuums for each area and these have become part of their portfolios.

# 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**



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.

Each teacher in K-5 gave the same assessment to their students at the beginning and end of the year. The assessments are designed to measure conceptual understanding of grade level Common Core Standards in math.

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## 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 designed the math assessments by pulling questions from different sources, including TERC, online resources, and problems that they've used in their classrooms. Teachers collaborated to ensure articulation across the grade levels.

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

Staff met their goal by completing assessments that were given to students and collaborated to ensure articulation. Each student has results in their portfolio which reflects their learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

none

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 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

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

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

### Actual

100 % of our teachers are appropriately credentialed for their assignments.

In 2017-2018 despite our efforts to heavily recruit appropriately credentialed teachers for their assignment we had two teachers who were hired as interns. These teachers are continuing to work towards a clear credential.

## 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-8. 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**

- We recruited teachers with Multiple Subject Credentials. We promoted 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.

**Budgeted Expenditures**

\$750.00

**Estimated Actual Expenditures**

\$750.00

**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.

Each year, we attend the Santa Clara County Office of Education Teacher Recruitment Faire. In 2018, we also attended the National University job fair. From the contacts we made there with prospective teachers we hired one new fully qualified teacher.

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

Despite the statewide teacher shortage, we have hired 95% appropriately credentialed teachers for their assignments. We have some interns who are working towards being fully credentialed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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 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

100% of students in grades K-8 received regular instruction in Spanish. Middle school students had access to Spanish as an 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**

Increase the number of cultural celebrations at school. Bring awareness to different cultures through book picks, and conversations within the classroom

We held an international cultural fair in June.

\$1500.00

\$1500.00

**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.

All students in grades K-8 receive weekly instruction in Spanish. We have two paid Spanish teachers, who are assisted by parent volunteers who are native Spanish speakers.. Some of our teachers also are Spanish fluent or have enough proficiency with the language to include it during other instructional times.

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

Dissatisfaction with our Spanish program was evident in our parent and student surveys. Improving the program is something that we'll be working on with our teachers. Talking with the students about the issues and possible solutions will be the first step in addressing this concern. In the 2018-2019 school year, we plan to implement a new program that will be parent/teacher led and will enable us to increase the time that students have access to the Spanish curriculum.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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 5

All students identified as English Learners (EL's) will be reclassified on the California English Language Development (CELDT) test as Fluent / English Proficient by their fourth year at Discovery.

## 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 California English Language Development (CELDT) test as Fluent/English Proficient.

In the 2017-2018 school year, the CELDT test was replaced with the ELPAC. Due to the differences in this test, we are unsure how they will measure growth between the two tests as the results are not available to us yet.

### Actual

Out of 14 EL Students, five were reclassified by their fourth year. It should be noted that out of the 14 students, eight have been identified as students with disabilities. Three of those who were reclassified are students with disabilities.

Results of the ELPAC are not available until late June and we will report on them during future updates.

# 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 Readers and Writers Workshop.

This fell to our classroom teachers.

None

None

**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.

The Discovery program is language-based, with an emphasis on developing all students' oral language, reasoning, and vocabulary. These skills are taught across all subjects. Class meetings Problem-Based Learning, cooperative groups, and other strategies also improve the skills of our English Learners (EL's)

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

Although we didn't meet the goal of 100% reclassification, our rate of reclassification remains high.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

none

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

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# Stakeholder Engagement

**LCAP Year:** 2018-19

## Involvement Process for LCAP and Annual Update

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

A community meeting was held on May 3, 2017 to discuss the results of the parent, staff, and student survey and the school's plans for 2017-18. A draft overview of the LCAP was shared at this meeting. The surveys were done online and open for several weeks in March and April. 300 parents completed a survey, 26 staff members completed a separate survey, and 331 students completed surveys. There were separate surveys for students in K-3 and 4th-8th. In 2017-2018 A community meeting was held to give updates on the LCAP and to gather community input. Parents were able to review and discuss the LCAP at monthly parent meetings. Also, a survey was taken to gather more input on the LCAP, and it's goals. Students, parents, and staff participated in the annual survey, and the results were used to form LCAP progress on goals, as well as look at the need of our community. Staff discussed the LCAP and it's progress on Staff Development days and in grade level meetings.

## Impact on LCAP and Annual Update

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

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

Survey results from parents indicate that our Spanish program is an area of concern. Specifically, parents do not feel that their child is making progress in Spanish, and many parents report that their children dislike our Spanish program. The frequency of instruction (one or two sessions per week for most classrooms) is certainly a factor, but we need to explore other issues that may be adversely impacting our Spanish program.

Survey results in general express widespread satisfaction with our program, and this was confirmed in the community meeting, staff meetings, and in informal conversations with parents, students, and staff. Still, there is always room for improvement.

Parent, staff and student input is very important to our school. In 2017-2018, monthly meetings with stakeholders helped to inform our decisions about parent education, curriculum and ways to meet our goals. By holding numerous meetings throughout the year we were able to ensure we were meeting the needs of our community.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified

## Goal 1

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.

In 2017-2018 the English Language Proficiency Assessments for California (ELPAC) is the successor to the California English Language Development Test (CELDT) in which this goal is based. Because of this, we are unsure of the outcome and cannot report results due to availability.

**State and/or Local Priorities addressed by this goal:**

**State Priorities: 4**

**Local Priorities:****Identified Need:**

To be able to make adjustments to this goal as needed when we are able to analyze results.

**Expected Annual Measureable Outcomes**

<b>Metrics/Indicators</b>	<b>Baseline</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
50% or more of the students identified as English Learners (EL) will be reclassified on the California English Language Development (CELDT) test as Fluent / English Proficient.	11 of 32 (34%) EL students were reclassified as proficient.	Due to the change in assessment (from CELDT to ELPAC), we are currently unable to measure results as they are not available until after the LCAP deadline. We will report on this year's findings in the 18-19 year update.	The CELDT and ELPAC are very different tests. The ELPAC was a much more difficult test so we feel our students may struggle.	None

**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

Schoolwide

Specific Schools, Discovery II

**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

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

See notes on language enriched environment

The CELDT and ELPAC are very different tests. The ELPAC was a much more difficult test so we feel our students may struggle. Because of their struggle, students may need more individualized instruction. Upon receipt of the test results, we will determine our next steps.

The CELDT and ELPAC are very different tests. The ELPAC was a much more difficult test so we feel our students may struggle. Because of their struggle, students may need more individualized instruction. Upon receipt of the test results, we will determine our next steps.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	None	\$500.00	\$500.00
<b>Source</b>	None	Student Assessment	Student Assessment
<b>Budget Reference</b>	None	5878	5878



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

New

## Goal 2

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:**

### Identified Need:

Ensure all students show growth in in ELA, Science and Math

### Expected Annual Measureable Outcomes

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

ELA 14.2 points above  
level 3, a decrease of 0.3  
points. Green

Math 0.7 points below level  
3, an increase of 7.7  
points. Green

ELA - 3.7 points above  
level 3, a decrease of 10.4  
points - Yellow

Math -9.9 points below  
level 3, a decrease of 9.9  
points - Yellow

We expect that we will  
decrease or remain the  
same as the strategies  
have not yet been  
implemented, and the data  
is from the prior year on  
the state dashboard.

None

## 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)**

Specific Schools, Discovery II

**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

New

### 2017-18 Actions/Services

Continue staff training in assessment systems that will guide instruction.

Teachers developing scope and sequence for science following the NGSS.

Adoption of new science curriculum, or refurbishing of FOSS kits.

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

New

### 2018-19 Actions/Services

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

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

Unchanged

### 2019-20 Actions/Services

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

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000	\$10,000.00	\$10,000.00
Source	Approved Textbooks and Core Curricula Materials	Approved Textbooks and Core Curricula Materials Instructional consultants	Approved Textbooks and Core Curricula Materials Instructional consultants



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

New

## Goal 3

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

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 7

**Local Priorities:**

**Identified Need:**

Minimize time Special Education students are outside the classroom.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Increase number of students who are fully included.  
Increase co-teaching model with specialists teaching side by side with regular classroom teachers.

For the 2016-17 school year there were no students with an IEP who were fully included in their homeroom.

Due to a staffing change, and loss of outside resources, we needed to reevaluate this goal.

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

Continue towards meeting goal if needed

## 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**

Students with Disabilities

**Location(s)**

Specific Schools, Discovery II

**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

New

### 2017-18 Actions/Services

A committee of teachers and parents is receiving professional development around inclusion.

We are visiting other schools that are practicing full inclusion.

We are changing the way we write IEP's so that they're written from a capacity lens or perspective.

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

Modified

### 2018-19 Actions/Services

Due to the loss of staff and outside supports, we will continue to work on the goal, however, we won't be visiting schools.

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

Unchanged

### 2019-20 Actions/Services

Due to the loss of staff and outside supports, we will continue to work on the goal, however, we won't be visiting schools.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000.00	\$5000.00	\$5000.00

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Source</b>	consultants	Salaries and benefits	Salaries and benefits
<b>Budget Reference</b>	N/A	1148	1148



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

New

## Goal 4

Develop a school-wide assessment system based on the Reggio Emilia philosophy and designed to improve teacher's ability to design individualized instruction.

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 4

**Local Priorities:**

### Identified Need:

An assessment system that guides instruction is central to our philosophy. We have been developing a system for the past two years and are ready to implement it school-wide.

### Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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System in place in all classrooms and regularly used  
Develop a school-wide assessment system based on the Reggio Emilia philosophy and designed to improve teacher's ability to design individualized instruction.

About half of the teachers regularly use our writing continuum

Teachers will have full access to Novare which is a platform that will allow assessment data to be collected in line with our philosophy. They will also continue to use SeeSaw

To be determined

## 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)**

Specific Schools, Discovery II

**OR**

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

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

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

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

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

Modified

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Teachers will be trained in the use of the advanced version of the assessment software program "Seesaw." This program enables teachers to assess students using film, photos, and audio recordings and use this information to individualize instruction.

Teachers will also be given access to the Novare program which will allow them the ability to assess and use data to inform instruction.

Teachers will also be given access to the Novare program which will allow them the ability to assess and use data to inform instruction.

**Budgeted Expenditures**

**Year**                      **2017-18**

**2018-19**

**2019-20**

**Amount**

0

\$5000.00

\$5000.00

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Source</b>	0	Software	Software
<b>Budget Reference</b>	0	4320	4320

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

New

## Goal 5

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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Increase parent ed and training opportunities by 100%

Five parent ed events were held during the 2016-17 school year.

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 needs of the community.

To be determined.

## 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

Specific Schools, Discovery II

**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

New

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

New

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

Unchanged

### 2017-18 Actions/Services

Goal was reviewed, staff held classroom meetings

### 2018-19 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.

### 2019-20 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.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$5,000.00	\$5,000.00
Source	N/A	Staff and Admin salaries, outside speaker costs	Staff and Admin salaries, outside speaker costs
Budget Reference	N/A	1100 - Teacher Salaries 2300 - Administration Salary 5829 - Enrichment	1100 - Teacher Salaries 2300 - Administration Salary 5829 - Enrichment

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

New

## Goal 6

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.

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 2, 4

**Local Priorities:**

### Identified Need:

Students are not showing 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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Students in grades 3-8 will have increased knowledge of test taking vocabulary and strategies which will be reflected in their ELA and Math CAASPP scores.

Students are showing a decrease in their Math and ELA CAASPP scores

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.

To be determined

## 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

Specific Schools, Discovery II

**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

New

Unchanged

#### 2017-18 Actions/Services

#### 2018-19 Actions/Services

#### 2019-20 Actions/Services

N/A

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

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

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$5,000.00	\$5,000.00
Source	N/A	Teacher Salaries	Teacher Salaries
Budget Reference	N/A	1100 - Teacher Salaries	1100 - Teacher Salaries

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# Demonstration of Increased or Improved Services for Unduplicated Pupils

## LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

0

Percentage to Increase or Improve Services

None

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.

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

## LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

0

Percentage to Increase or Improve Services

None

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.

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