

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Discovery Charter II

CDS Code: 43104390127969

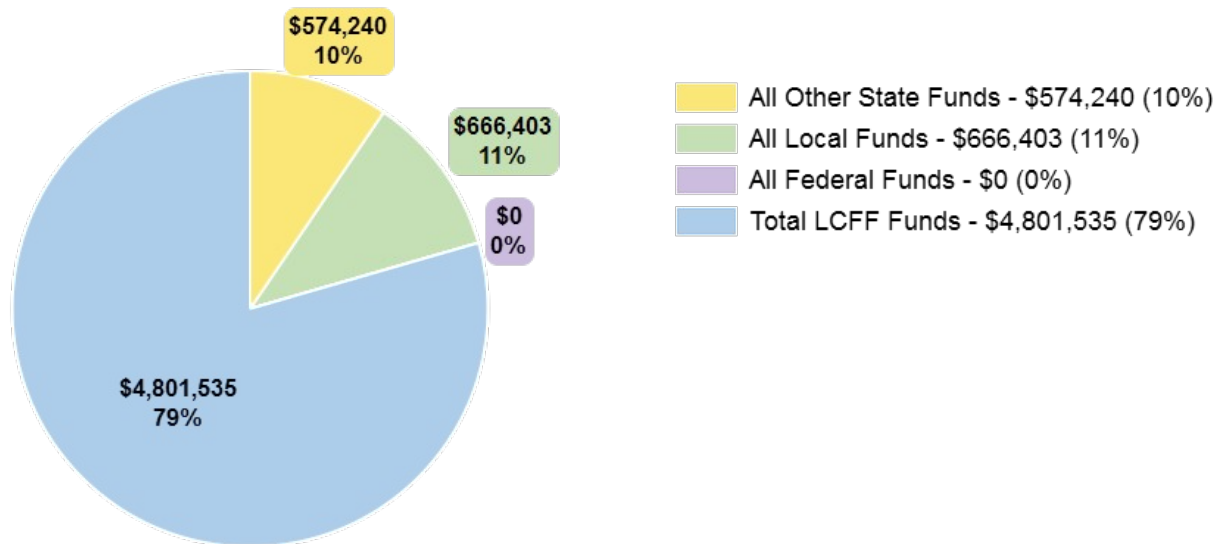
Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA Contact Information: Miki Walker | mwalker@discoverytwo.org | 4083001358

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).

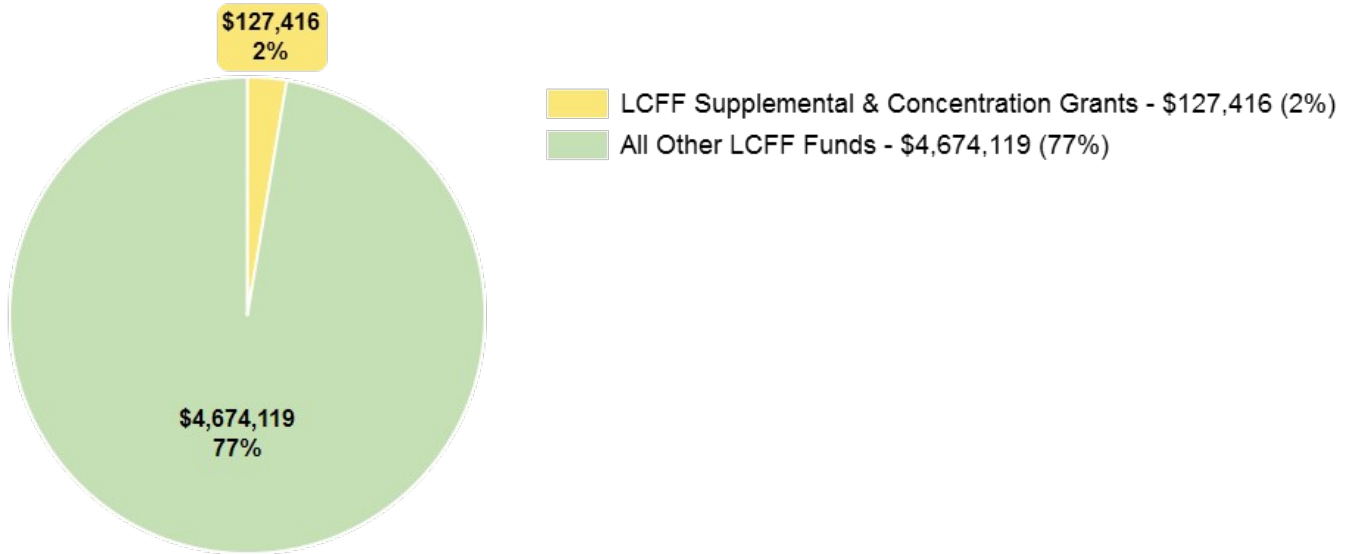
Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$574,240	10%
All Local Funds	\$666,403	11%
All Federal Funds	\$0	0%
Total LCFF Funds	\$4,801,535	79%

Breakdown of Total LCFF Funds



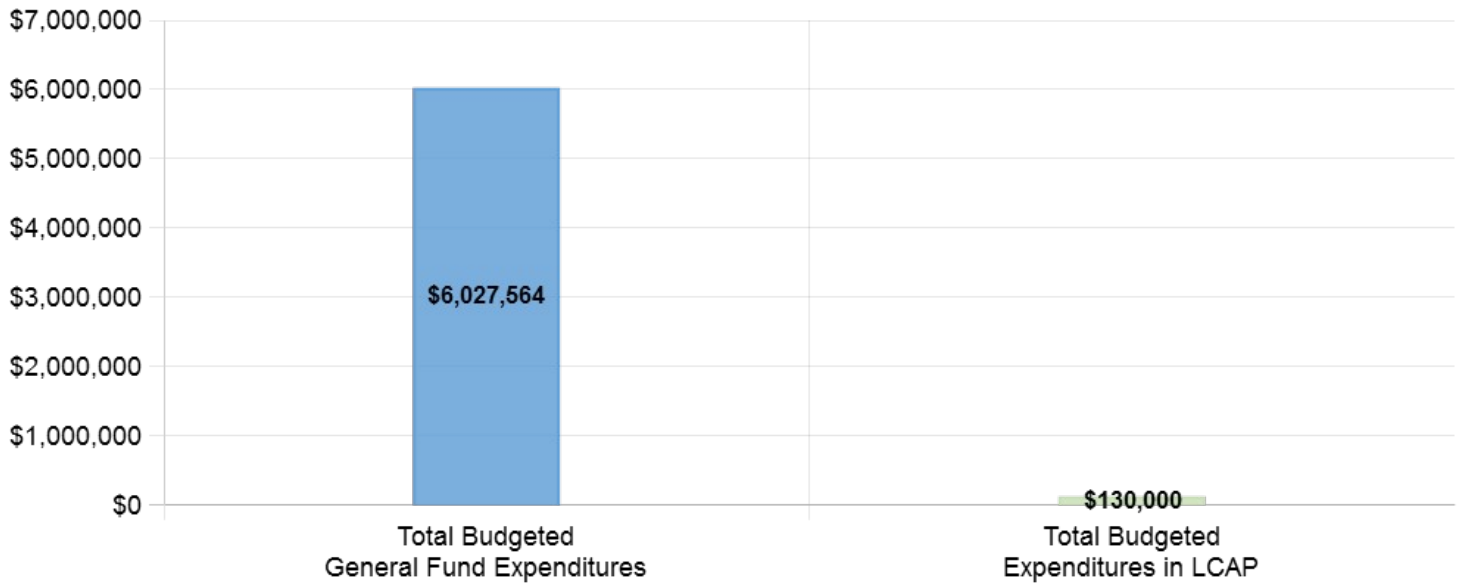
Source	Funds	Percentage
LCFF Supplemental & Concentration Grants	\$127,416	2%
All Other LCFF Funds	\$4,674,119	77%

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

The total revenue projected for Discovery Charter II is \$6,042,178, of which \$4,801,535 is Local Control Funding Formula (LCFF), \$574,240 is other state funds, \$666,403 is local funds, and \$0 is federal funds. Of the \$4,801,535 in LCFF Funds, \$127,416 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	\$6,027,564
Total Budgeted Expenditures in LCAP	\$130,000

This chart provides a quick summary of how much Discovery Charter II 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 II plans to spend \$6,027,564 for the 2019-20 school year. Of that amount, \$130,000 is tied to actions/services in the LCAP and \$5,897,564 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

None

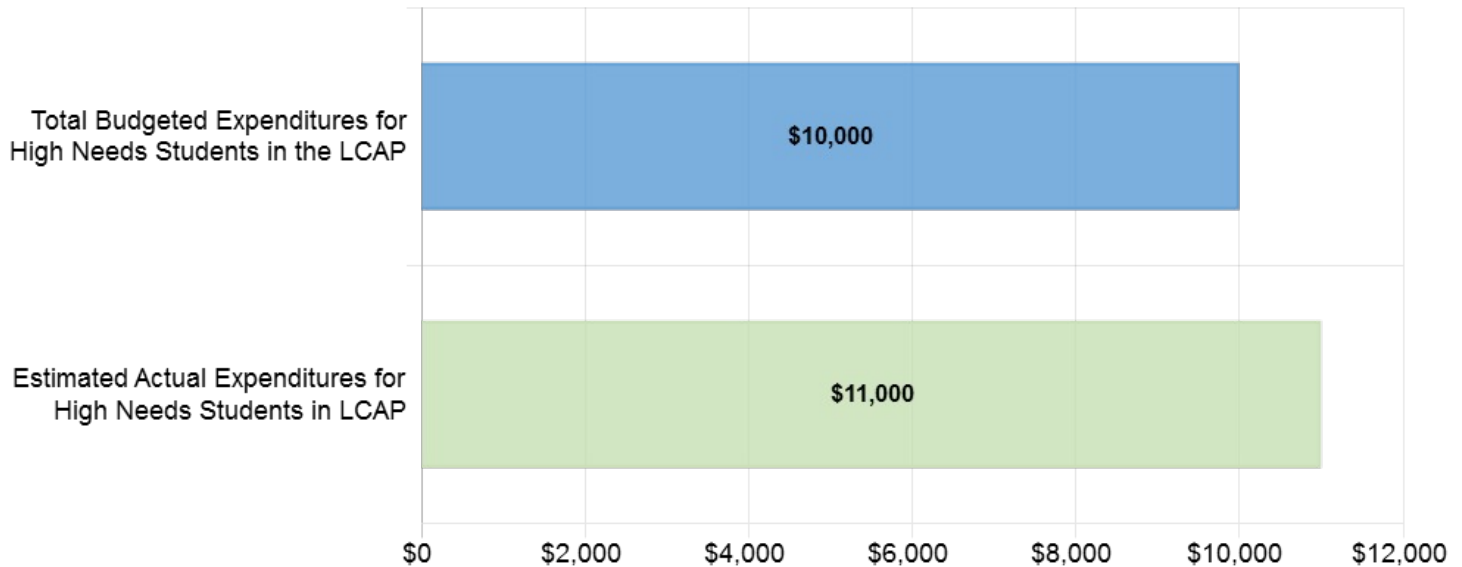
Increase or Improved Services for High Needs Students in 2019-20

In 2019-20, Discovery Charter II is projecting it will receive \$127,416 based on the enrollment of foster youth, English learner, and low-income students. Discovery Charter II 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 II 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 with approved instructional materials to target specific student 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 II 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 II 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 II's LCAP budgeted \$10,000 for planned actions to increase or improve services for high needs students. Discovery Charter II 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 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 sixth year of operation and has been rechartered through the Santa Clara County Office of Education. We have 571 TK 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. Multiage classrooms, small class sizes, team teaching, a high level of parent participation, and community involvement greatly contribute to developing Discovery Charter Schools into a worldclass 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 eighthgrade 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 K3 classes and 27 in our 48th 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% 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, 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 K3 6/29/2018 classes and 27 in our 48th grades. Our population is a diverse one with 44.3% of our population

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 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 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, 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 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 II increased their performance on the CAASPP ELA test by 17.2 points for all students. No student groups performed in the red or orange indicators on the CA dashboard for ELA. Hispanic and Students with Disabilities performed in the yellow indicator. More specifically, Students with Disabilities increased 10.3 points from the previous school year and Hispanic students increased 3 points.

White students performed in the green indicator and increased 11.9 points. Asian and students identified with two or more races performed in the blue indicator. Asian students increased 21 points, while students identified with two or more races increased 34.9 points.

Discovery II increased their performance on the CAASPP Math test by 26.9 points for all students. No student groups performed in the red or orange indicator on the CA Dashboard for Math. Students with disabilities performed in the yellow indicator, however increased by 10.8 points from the previous year. Hispanic students performed in the green indicator and increased by 18.6 points. Asian, white, and students with two or more races performed in the blue indicator and increased between 21 to 39 points from the previous year.

Discovery II 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, and Reggio Emilia to target specific program needs.

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 II's greatest needs are to lower our chronic absenteeism rate and suspension rate. 11.6% of our students were reported to be chronically absent during the 2017-2018 school year. Student groups in the red indicator were socioeconomically

disadvantaged students with 20.3% chronically absent. Student groups in the orange indicator were students with disabilities, Hispanic, White, and students with two or more races with approximately 10%-15% chronically absent for each respective group.

Discovery II has implemented 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 II has implemented 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.

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 Hispanic students performed two indicators (yellow) below all students (blue) on the ELA CAASPP test. Similarly, students with disabilities performed two indicators (yellow) below all students (blue) on the Math CAASPP test. Discovery II LCAP included the following actions and services:

- 100% of students will have their writing and math measured on separate continuums for each area. See LCAP goal 1 (pg. 8-9)
- All students, included gifted, low SES, EL learners, and students with disabilities demonstrate growth in ELA, science, and math. See LCAP goal 2 (pg. 25)
- Ongoing staff training for Reading Instruction, adopt reading curriculum for struggling readers. Review math interventions and curriculum. See LCAP goal 2 (pg 27)
- Increase the number of students with disabilities who are fully included in the regular classrooms. See LCAP goal 3 (pg. 29)
- We will continue to explore co-teaching in the upper grades and find ways for students to receive services in the classroom. See LCAP goal 3 (pg 30).
- 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. See LCAP goal 6 (pg. 40).
- Students will review test-taking vocabulary and strategies for both ELA and Math (See LCAP goal 6 (pg 42).

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 II 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 School II 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 Charter School II 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 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

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 had completed 2,450 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 across the board.

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. Explore math interventions for students identified through internal assessments.

Actual Actions/Services

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

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

Discovery II offered the Parent

Budgeted Expenditures

\$15000 for Barton Tutoring, \$4000 intervention software, and \$1000 for parent education training. \$20,000 total budgeted expenditures.

Estimated Actual Expenditures

\$14,638 for Barton Tutoring and Training, \$3697 for Scholastic Reading Inventory (SRI) program , and \$1185 for Read Live Naturally intervention program, and \$1250 for parent education. \$20,770 total estimated actual expenditures.

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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.

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

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

Discovery II 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 II continues to engage high number of families through the variety of parent education opportunities for families.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences between estimated actual and budgeted expenditures were primarily due to the increase in cost for intervention software based on

the number of students enrolled and parent education speaker event costs.

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 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 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 introduction of Scholastic Reading Inventory for reading assessment.

Discovery II implemented the creation 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 II 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, three of our teachers were hired as interns.

In collaboration with the other campus, Discovery II actively participated in the annual county recruitment fair to attract and hire appropriately credentialed teachers.

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 II was successful in recruiting two out of three openings through the local county recruitment fair, both with appropriate Multiple Subject credentials. We are continuing to rely on EdJoin, our website, as well as working with universities to support student teacher and intern programs.

Budgeted Expenditures

\$750 for online job posting expenditures and participation recruitment fair.

Estimated Actual Expenditures

\$375 for online job posting, \$274 for participation at the local county office of education teacher recruitment fair. \$649 total for 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 addition to utilizing online job portals, Discovery II 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 II was successful in recruiting two out of three openings through the local county recruitment fair, both with appropriate Multiple Subject credentials. We are continuing to rely on EdJoin, our website, as well as working with universities to support student teacher and intern programs.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The materials difference between budgeted expenditures and estimated actual expenditures reflects a possibility to expand our online recruiting to utilize other online recruiting services like LinkedIn.

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

This year, with program changes and lower elementary classes moving to mixed age/mixed grade level classrooms, 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 through a digital platform and is offered 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

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

Actual Actions/Services

Discovery II continued the implementation of a cultural fair component to the annual Spring Fun Fair that took place on April 13, 2018. The fair offered a culmination of student learning from the Spanish classes taught in TK-5th grade from the school year. Providing a platform for students to showcase their learning of Spanish in a relevant context reinforced learned language skills.

Budgeted Expenditures

\$200 for cultural fair celebrations.

Estimated Actual Expenditures

\$202 for Cultural Celebration during the 2019 Spring Fun Fair.

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Implement a Spanish curriculum that reflects a hands-on approach to learning in line with the Discovery curriculum and teaching approach.

Discovery II adopted a new curriculum designed and implemented at the TK-5th grade levels. The program offered parent training and curriculum materials to be used by parents at each grade level. Middle School students were given the choice to choose language instruction from a free online platform called Duo Lingo to have access to Spanish instruction along with other foreign languages.

\$13,000.00 for Spanish curriculum and parent training

\$15000 for Spanish curriculum and training

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. Discovery II implemented a TK-5th Spanish program that was in line with the teaching philosophy at Discovery. The purchase of the curriculum and implementation of the curriculum included a training for volunteer parents.

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

The Spanish curriculum used for the 2018-2019 school year allowed for our younger students to learn Spanish in a more hands on approach to learning. Purchasing a program more inline with the Discovery philosophy allowed for effective implementation of a Spanish curriculum for students in TK-5th grade.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Although the implementation was successful and the elementary Spanish curriculum was accesible by our elementary students, the material differences between budgeted expenditures and estimated actual expenditures was primarily due to the increase in materials costs that can be catergorized as consumable materials necessary for a hands on approach to learning.

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 is unchanged from the previous year's LCAP.

Goal 5

All students identified as English Learners (ELs) will be reclassified as Proficient on the English Language Proficiency Assessments for California 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 English Language Proficiency Assessments for California.

Actual

According to the 2018 CA Dashboard, 22 students out of 32 students were 'Reclassified English Learners,' performing 3.8 points above standard. This was an increase of 20.2 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

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

Discovery II continues to have a moderately low English Learner population, however the hiring of teachers with specialized English Learner professional development like Sobrato Early Academic Language (SEAL) 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 continues to use the Reader's and Writer's Workshop model for English Language Arts and integrated SDAIE strategies within the workshops.

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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 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 II 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.

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 6

All students, including gifted, low SES, EL learners, and students with disabilities, demonstrate growth in ELA, Science, and Math. Science CAST is currently 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 II 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 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.

According to the 2018 CA Dashboard, Discovery II 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. Socio- economically disadvantaged students performed 51.5 points below the standard, however increased by 9.3 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 reading curriculum for struggling readers. Review math interventions and curriculum.

Discovery II sent one teacher for Wilson Reading System training instead of training the entire staff. Wilson is a specialized reading intervention program targeted for struggling readers. Discovery II also adopted reading intervention software called Read Live Naturally and math intervention called Dreambox. Discovery II continued implementation of Right Start Math for struggling students primarily in the K-3rd grades.

Discovery II also hired a part time GATE coordinator to address the needs of students identified as Gifted.

\$10,000

\$1000 for professional development, \$2000 for reading and math intervention software, \$9000 for GATE coordinator (salaries) .Total estimated actual expenditures was at \$11,000.

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 II did not fully implement a schoolwide adoption of the Wilson Reading System, and instead approached it by targeting individual teachers interested in receiving the training as a pilot year. 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 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.

According to the 2018 CA Dashboard, Discovery II 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. Socio- economically disadvantaged students performed 51.5 points below the standard, however increased by 9.3 points from the previous year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences between budgeted expenditures and estimated actual expenditures was primarily due to the fact that the Willson training program was not adopted at the schoolwide level, and instead Discovery II sent one teacher for full training.

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 the same as previously written.

Goal 7

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:

Annual Measurable Outcomes

Expected

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.

Actual

Discovery II has reorganized the structure of push in services by utilizing classroom support staff under the direction of credentialed resource specialists. Resource specialists work in collaboration with classroom teachers to provide a co-teaching model or push in service support.

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

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

Actual Actions/Services

Discovery II continued to provide a mix of push in and pull out services when appropriate to maximize the implementation of this goal by utilizing classroom support staff as needed.

Budgeted Expenditures

\$5000 salaries and benefits

Estimated Actual Expenditures

\$9,000 for salaries and benefits.

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 a model of utilizing classroom support staff under the direction of the Resource Specialist to provide push in services in order to address the increase in number of students who are receiving push in services in the general education classroom.

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

Discovery II continues to attract and enroll a significant percentage of students with special needs who's needs are required to be serviced through an IEP.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences between budgeted expenditures and estimated actual expenditures can be explained by the use of classroom support staff to provide push in services under the direct supervision of the Resource Specialist. Due to the high number of students with IEPs at Discovery II, a slight increase in estimated actual expenditures can be seen to reflect an increase in service minutes related per IEP.

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.

Goal will remain the same as written in previous years.

Goal 8

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:

Annual Measurable Outcomes

Expected

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

Actual

Novare was adopted across the entire school. Seesaw is no longer used schoolwide through a paid subscription.

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

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

100% of teachers use the Novare program to collect and document assessment data as well as communicating progress to parents and families. Novare progress reports go out twice a year (once at the end of the first semester and once at the end of the year). Three full time teaching staff volunteered their time and expertise to become onsite tech support and liasons between the Novare admin and school.

\$5000.00 for Novare program implementation and software.

\$8000 for implementation and annual subscription for the Novare System. \$1200 for teacher stipend for staff training support. Total estimated Actual Expenditure was \$9,200.

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 schoolwide adoption of the Novare System was implemented as planned. 100% of teachers fully utilized the Novare program for progress report writing.

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

The technical aspect of navigating the Novare System presented as a challenge for 50% of our staff. Although the three assigned staff were available as onsite tech support, moving from a simpler word processing progress report and excel spreadsheet to the Novare program proved difficult and required additional early release days to be dedicated to Novare training. One staff professional development day was utilized as a Novare implementation day.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material difference between budgeted expenditures and estimated actual expenditures were primarily due to the increased subscription based on student enrollment and the need for onsite staff members.

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 the same as previously written.

Goal 9

Increase support structure for parent education

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Annual Measurable Outcomes

Expected

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.

Actual

Parent Academy 101, a teacher led training, based on feedback from teachers, students, parents and administrators was planned and implemented on September 5, 2018. The Parent Ed committee hosted two major speaker events for the 2018-2019 school year. Teachers held regular classroom meetings on a monthly basis. 100% of teachers led 5 or more classroom meetings during the 2018-2019 school 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

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

Parent Academy 101, a teacher led training, based on feedback from teachers, students, parents and administrators was planned and implemented on September 5, 2018. The Parent Ed committee hosted two major speaker events for the 2018-2019 school year. Teachers held regular classroom meetings on a monthly basis. 100% of teachers led 5 or more classroom meetings during the 2018-2019 school year.

Budgeted Expenditures

\$5000 for speaker event costs, and staff and admin salaries

Estimated Actual Expenditures

\$1250 for speaker events, and \$3750 for staff and admin 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 as a means to establish a structure to parent education options.

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

At Discovery II, parent engagement and parent partnerships are a necessary part of the school's vision and mission. The task force was not created, however the process of involving stakeholders was able to occur at a teacher led level.

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.

This goal will remain the same as previously written.

Goal 10

All students will receive direct teaching of testing language 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 vocabulary on the CAASPP test and test taking strategies to minimize frustration. Student with disabilities will reduce the amount of time spent taking the test.

Actual

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.

According to the 2018 CA Dashboard, Discovery II 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.

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 both ELA and Math.	All students reviewed test-taking vocabulary and strategies for both ELA and Math.	\$5000 for teacher salaries.	\$5000 for 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 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.

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 II 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 II to more effectively communicate current data and progress.

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 27 individual classrooms held between 6-8 classroom meetings during the 2018-2019 school year with their individual classroom communities.

At Discovery II, 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 to twice 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)

Modified

Goal 1

Increase family engagement in education program, 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 II's mission and philosophy revolves 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 Discovery II grade level benchmarks which are based on Common Core State Standards.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Internal attendance taken at parent education trainings	In 2018-2019, 70% of parents attended Parent Academy 101 on September 5, 2018.	N/A	N/A	Maintain and/or increase across multiple events offered.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Internal reading assessments (SRI) and math benchmarks given at the beginning and mid point 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 FOuntas and Pinnell Foundations for 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

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**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

1. Discovery II will continue 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.
2. Discovery II will continue to identify students needing early reading intervention through the adoption of a digital reading assessment called Scholastic Reading Inventory (SRI) and Read Live Naturally.
3. Discovery II will continue to offer Parent

Education opportunities that include 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.

4. Discovery II will also continue to offer a teacher and staff led parent education opportunity called Parent Academy to support parent volunteering in the classroom.

5. Discovery II will reevaluate the Barton program based on identified struggling readers, and plan accordingly with the training of new tutors.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$30000
Source	N/A	N/A	Intervention training Intervention specialists Approved intervention curriculum

Year

2017-18

2018-19

2019-20

**Budget
Reference**

N/A

N/A

2900 Classified Salaries
4325 Instructional Materials
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 II 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. Socio- economically disadvantaged students performed 51.5 points below the standard, however increased by 9.3 points from the previous year.

Expected Annual Measureable Outcomes

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

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, 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 CCSS implementation to all K-8 teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$10000
Source	N/A	N/A	Professional development Classified Salaries
Budget Reference	N/A	N/A	Professional Development (5863) Classified Salaries (2900)

(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)

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

Increasing recruitment platforms to include social media

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$5000
Source	N/A	N/A	Recruitment agencies
Budget Reference	N/A	N/A	Marketing (5851)

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

Unchanged

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

Number of classrooms receiving foreign language instruction.

100% of our TK-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

Maintain

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

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

Maintain and due to the increase in student body, reach a higher number of students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$10,000
Source	N/A	N/A	Materials and supplies Foreign Language curriculum
Budget Reference	N/A	N/A	Instructional Materials and Supplies (4325) Consultants Foreign Language (5815)

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

Unchanged

Goal 5

All students identified as English Learners will be reclassified on the English Language Proficiency Assessments for California by their fourth year of attending Discovery Charter School.

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

ELPAC performance reports

According to the 2018 CA Dashboard, 22 students out of 32 students were 'Reclassified English Learners,' performing 3.8 points above standard. This was an increase of 20.2 points from previous years.

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

Source

N/A

N/A

ELD specific training for teachers
ELD curriculum

Budget Reference

N/A

N/A

4325 Instructional Materials
5863 Professional Development

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

Modified

Goal 6

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 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.

According to the 2018 CA Dashboard, Discovery II 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. Socio- economically disadvantaged students performed 51.5 points below the standard, however increased by 9.3 points from the previous year.

Expected Annual Measureable Outcomes

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

CA Dashboard
performance

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.

According to the 2018 CA Dashboard, Discovery II performed 16.5 points above standard in Math.

N/A

N/A

We expect that students will perform near or at grade level with the implemented interventions.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>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. Socio- economically disadvantaged students performed 51.5 points below the standard, however increased by 9.3 points from the previous year.</p>			

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

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

N/A

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

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)

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

		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	\$10,000
Source	N/A	N/A	Approved textbooks and core curriculum Instructional Consultants/Intervention staff
Budget Reference	N/A	N/A	4100 (Approved textbooks) 5815 (Instructinal consultants)

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

Unchanged

Goal 7

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:

Discovery II 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
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Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

County SELPA database (SIRAS reports)

75 out of 93 students with IEPs receive push-in services through their IEP for Specialized Academic Instruction.

N/A

N/A

Continue towards meeting goal of exploring co-teaching and finding ways for students to receive services in the classroom.

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
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 8

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 working towards developing a system school wide.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Usage of online reporting system that houses assessments and documentation of student work.	100% of our students will have their progress reports created using Novare, the online assessment and reporting system.	N/A	N/A	Maintain services and actions however increase the number of students due to increase in student body/enrollment growth.
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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

Continue to implement Novare reporting system and professional development training specific to Reggio Emilia.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$13,000
Source	N/A	N/A	Novare reporting Professional Development
Budget Reference	N/A	N/A	5878 Student Assessment 5863 Professional Development

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

Unchanged

Goal 9

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

Increase parent ed and training opportunities by 100%.

Three parent ed evening events were held during the 2018-2019 school year. Teachers hold 5-6 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.

N/A

N/A

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. Give parent e

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

\$5000

Source	N/A	N/A	Educational speakers
Budget Reference	N/A	N/A	5829 Enrichment program

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

Unchanged

Goal 10

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 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
Students in grades 3-8 will have increased knowledge of test	Students are continuing to perform below standards in grade 3rd -8th grades in their Math and ELA	N/A	N/A	Students with disabilities will have a deeper understanding of the vocabulary on the CAASPP

taking vocabulary and strategies will

CAASPP scores despite slight overall increases in general.

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.

According to the 2018 CA

test, and test taking strategies to minimize frustration.

Dashboard, Discovery II 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. Socio- economically 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

Students with Disabilities

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

Staff will provide student support and student specific training in relation to CAASPP accomodations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$2500
Source	N/A	N/A	Teacher and support staff training
Budget Reference	N/A	N/A	2900 Classified Staff

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

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 (see instructions).

N/A