LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Discovery Charter School

CDS Code: 43104390111880
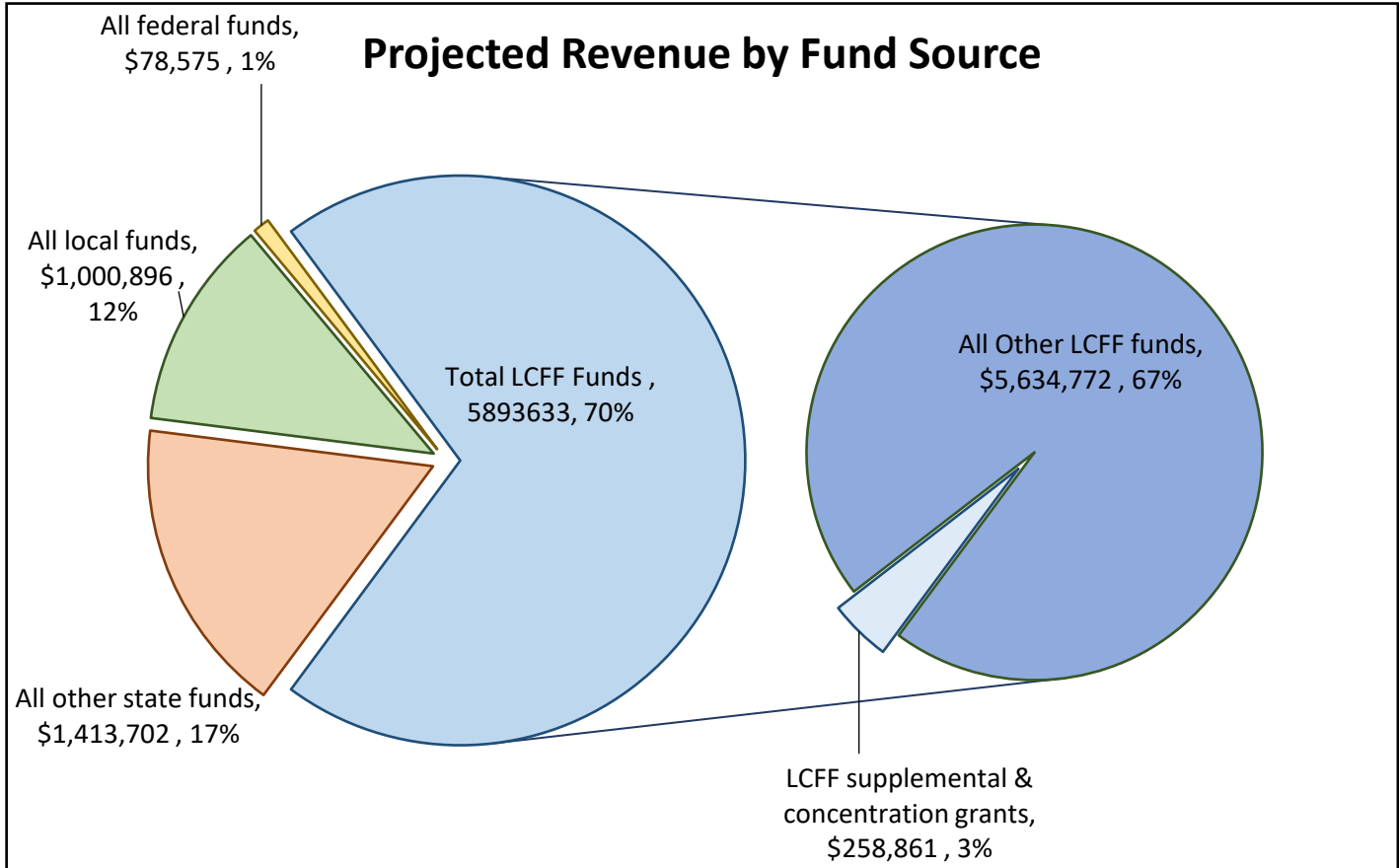
School Year: 2024-25

LEA contact information: Lety Villa, Executive Director, (408) 243-9800, lety.villa@mydiscoveryk8.org

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 2024-25 School Year

Projected Revenue by Fund Source

All federal funds, $78,575 , 1%

All local funds, $1,000,896 , 12%

All other state funds, $1,413,702 , 17%

Total LCFF Funds , 5893633, 70%

All Other LCFF funds, $5,634,772 , 67%

LCFF supplemental & concentration grants, $258,861 , 3%

This chart shows the total general purpose revenue Discovery Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Discovery Charter School is $8,386,806.00, of which $5,893,633.00 is Local Control Funding Formula (LCFF), $1,413,702.00 is other state funds, $1,000,896.00 is local funds, and $78,575.00 is federal funds. Of the $5,893,633.00 in LCFF Funds, $258,861.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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 in the LCAP
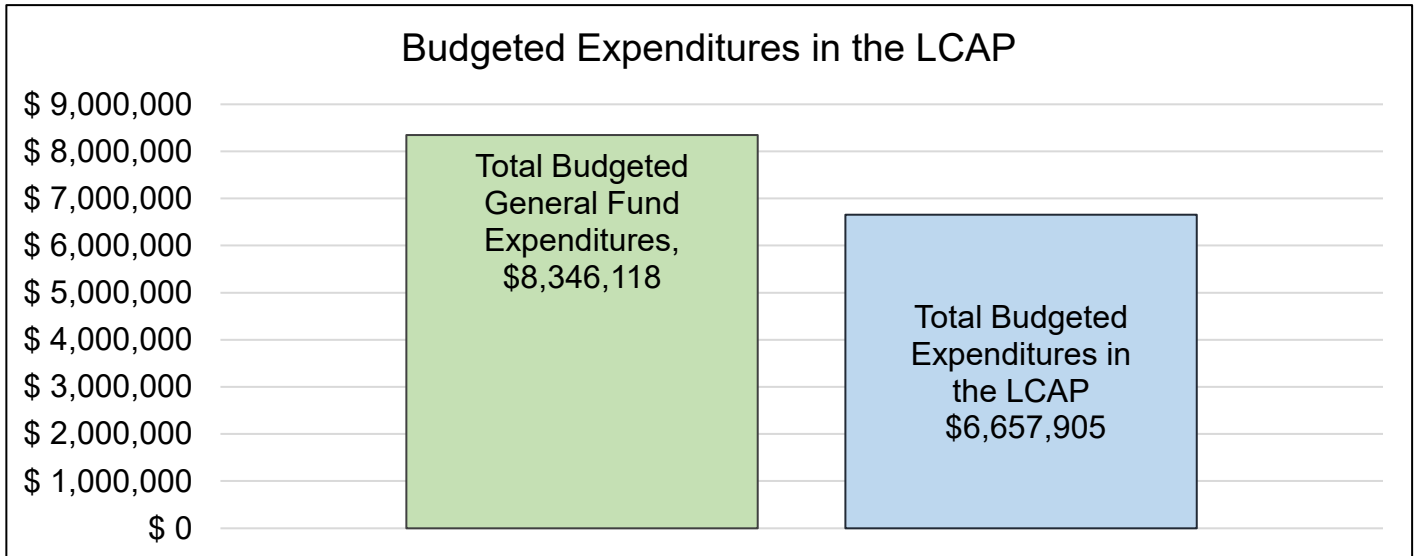
This chart provides a quick summary of how much Discovery Charter School plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Discovery Charter School plans to spend $8,346,118.00 for the 2024-25 school year. Of that amount, $6,657,905.00 is tied to actions/services in the LCAP and $1,688,213.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
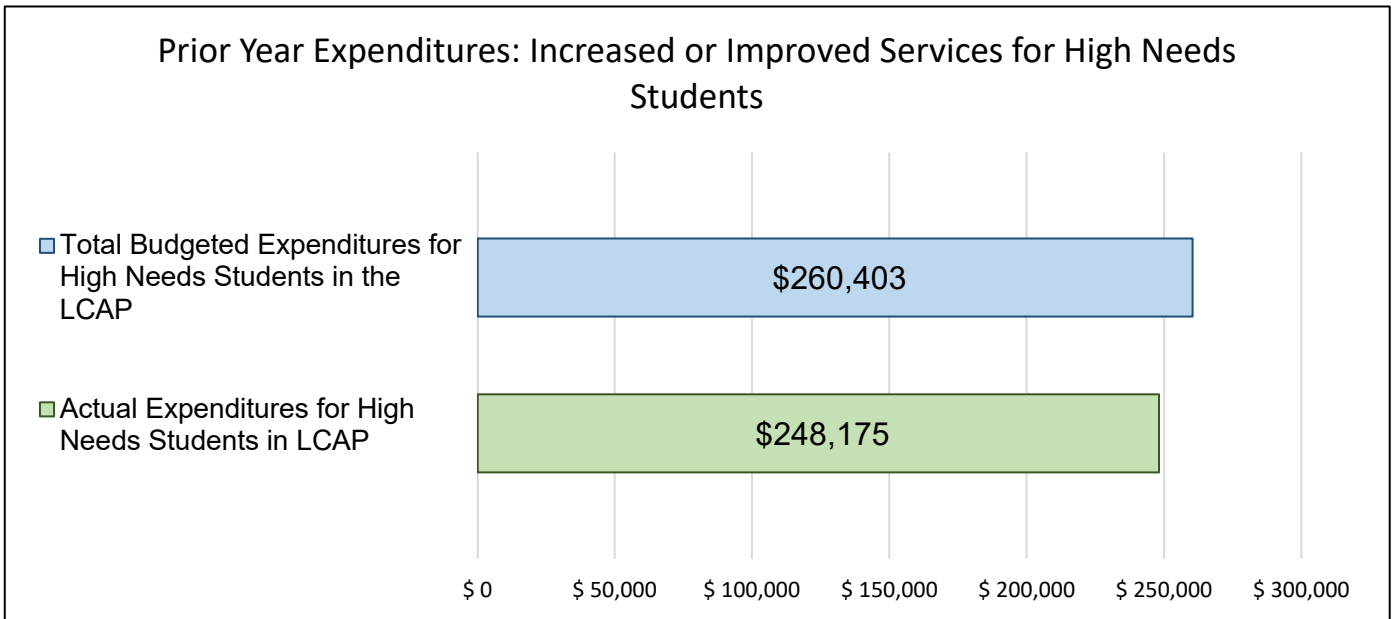
The budgeted expenditures that are not included in the Local Control and Accountability Plan (LCAP) are oversight fees, legal fees, postage, business expenses and other operating expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Discovery Charter School is projecting it will receive $258,861.00 based on the enrollment of foster youth, English learner, and low-income students. Discovery Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Discovery Charter School plans to spend $316,699.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

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

Category	Amount
☐ Total Budgeted Expenditures for High Needs Students in the LCAP	$260,403
☐ Actual Expenditures for High Needs Students in LCAP	$248,175

Axis: $0 $50,000 $100,000 $150,000 $200,000 $250,000 $300,000

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

The text description of the above chart is as follows: In 2023-24, Discovery Charter School's LCAP budgeted $260,403.00 for planned actions to increase or improve services for high needs students. Discovery Charter School actually spent $248,175.00 for actions to increase or improve services for high needs students in 2023-24. The difference between the budgeted and actual expenditures of $12,228.00 had the following impact on Discovery Charter School's ability to increase or improve services for high needs students:

There were lower than anticipated expenses with the attendance initiatives due to utilizing cost-savings outreach to support chronic absences of unduplicated pupils. In addition, there was a shift in aide expenses for ELD due to a staffing shift towards increasing aide hours for interventions.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Discovery Charter School I	Lety Villa, Executive Director	lety.villa@mydiscoveryk8.org 408-243-9800

Goals and Actions

Goal 1

Goal #	Description
1	Our school fosters developmentally-based, experiential learning that produces well-rounded, capable, critically thinking citizens who become life-long learners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP progress ELA - % Met/Exceeded the Standard for all students and all numerically significant subgroups	All Students: 71.8% English Learners: 53.3% SED: 42.1% SWD: 38.2% Asian: 78.7% Black or African American: 69.6% Hispanic or Latinx: 60.3% Two or More Races: 72.7% White: 72.9% Data Year: 2018-19 Data Source: CAASPP	ELA All: 57.1% EL: 14.1% SED: 33.1% SWD: 22.3% Asian: 70.3% Black or Af Am: 52.5% Hisp: 43% Two or more: 64.2% White: 62.5% Data Year: Spring 2021 Data Source: DataQuest CAASPP	ELA All: 73.4% EL: 29.8% SED: 30.8% SWD: 33.3% Asian: 81.8% Black or Af Am: 61.5% Hisp: 57.1% Two or More: 73.7% White: 74.6% Data Year: Spring 2022 Data Source: DataQuest	ELA All: 66.2% EL: 21.1% SED: 52.8% SWD: 35.6% Asian: 73.9% Black or Af Am: 41.4% Hisp: 56.3% Two or More: 70.2% White: 69.2% Data Year: Spring 2023 Data Source: CAASPP	All Students: 82% English Learners: 66% SED: 62% SWD: 58.2% Asian: 82% Black or African American: 82% Hispanic or Latinx: 80% Two or More Races: 82% White: 82% Data Year: 2022-23 Data Source: CAASPP

CAASPP progress Math - % Met/Exceeded the Standard for all students and all numerically significant subgroups	All Students: 68.1% English Learners: 40% SED: 55.6% SWD: 37% Asian: 81.2% Black or African American: 69.6% Hispanic or Latinx: 53.5% Two or More Races: 72.7% White: 64.3% Data Year: Spring 2019 Data Source: DataQuest CAASPP	All: 49.8% EL: 16.7% SED: 29.1% SWD: 20.2% Asian: 68.3% Black or Af Am: 46.7% Hisp: 34.3% Two or more: 56.4% White: 52% Data Year: Spring 2021 Data Source: DataQuest CAASPP	Math All: 65.0% EL: 42.6% SED: 15.4% SWD: 33.3% Asian: 83.3% Black or Af Am: 46.2% Hisp: 28.6% Two or More: 68.4% White: 65.6% Data Year: Spring 2022 Data Source: DataQuest	Math All: 62.8% EL: 25.6% SED: 43.2% SWD: 29.6% Asian: 80.9% Black or Af Am: 37.9% Hisp: 37.0% Two or More: 68.8% White: 62.3% Data Year: Spring 2023 Data Source: CAASPP	All Students: 80% English Learners: 52% SED: 67% SWD: 49% Asian: 49% Black or African American: 82% Hispanic or Latinx: 65% Two or More Races: 84% White: 76%
CA Science Test (CAST) % Met/Exceeded standard for all students and all numerically significant subgroups	All Students: 59.68% SWD: 43.75% Asian: 78% Hispanic: 33.34% White: 57.78% Data Year: 2018-19 Data Source: DataQuest CAST	All Students: 58.7% SWD: 42.86% Asian: 75% Hispanic: 31.25% White: 61.77% Two or More Races: 53.85% Data Year: Spring 2021 Data Source: DataQuest CAST	All Students 60.9% SWD: 13.34% Asian: 74.36% Hispanic: 33.33% White: 64.28% Data Year: Spring 2022 DataSource: DataQuest CAST	All Students: 53.4 % EL: 7.7% SED: 23.1% SWD: 21.4% Asian: 62.9% Hispanic: 29.4% Two or More Races: 63.2% White:59.8% Data Year: Spring 2022 DataSource: CAST Results	60%

EL Reclassification rate	15.9% Data Year: 2019-20 Data Source: DataQuest RFEP	9% Data Year: 2020-21 Data Source: DataQuest Annual Reclassification (RFEP) Counts and Rates	Data release delayed by CDE Data Year: 2021-22 Data Source: DataQuest Annual Reclassification (RFEP) Counts and Rates	Data release delayed by CDE Data Year: 2022-23 Data Source: DataQuest Annual Reclassification (RFEP) Counts and Rates	20% Data Year: 2022-23 Data Source: DataQuest Annual Reclassification (RFEP) Counts and Rates
% of English Learners improving on the ELPAC	53.1% Data Year: 2018-19 Data Source: ELPI Indicator	ELPI not calculated for 2021 ELPAC Level 3 or 4: 84.9% Proficient: 45.2% Data Year: 2020-21 Data Source: DataQuest ELPAC Summative	48.8% Students Making Progress for English Language Proficiency Data Year: 2021-2022 Data Source: CA Dashboard	55.6% Data Year: 2022-23 Data Source: CA Dashboard - ELPI	55% Data Year: 2022-23 Data Source: DataQuest ELPAC Summative
% of teachers properly credentialed and appropriately assigned	100% Data Year: 2020-21 Data Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	95% Data Year: 2020-21 Data Source: Dataquest	91% Data Year: 2021-22 Data Source: Dataquest	100% Data Year: 2021-22 Data Source: Dataquest
% of students with access to their own copies of standards-aligned instructional materials for use at school and at home	100% Data Year: 2020-21 Source: Local Indicators	100% Data Year: 2021-22 Data Source: Local Indicators	100% Data Year: 2022-23 Data Source: Local Indicators	100% Data Year: 2023-24 Data Source: Local Indicators	100% Data Year: 2023-24 Data Source: Local Indicators

All adopted standards are implemented and students have access to and are enrolled in a broad course of study.	Met Data Year: 2020-21 Source: Local Indicators	Met Data Year: 2021-22 Data Source: Local Indicators	Met Data Year: 2022-23 Data Source: Local Indicators	Met Data Year: 2023-24 Data Source: Local Indicators	Met Data Year: 2023-24 Data Source: Local Indicators

Goal Analysis

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

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

Overall, the actions designed to support achievement of Goal 1 was implemented as planned.

Successes:

Discovery I continues to provide high-quality instruction to all students and provide curricular resources for students that best meet their academic and developmental needs with a focus on project-based, hands-on learning. This year, the school sent a team of teachers to be fully trained in project-based learning along with several additional professional learning opportunities. The school fosters collaborative Professional Learning Communities (PLC) focused on best practices, allowing teachers time to look at student work, and provide opportunities to plan with a purpose. Teachers created personalized learning paths for students to address their areas of need. Teachers are also able to collaborate both within and across Discovery campuses to develop best practices and design meaningful learning experiences. Regular assessments (including iReady for ELA and Math, Developmental Reading Assessment (DRA) and University of Florida Literacy Institute (UFLI) (Core Reading Assessment)) were administered throughout the year to inform teaching, learning, and interventions. A part-time Teacher on Special Assignment (TOSA) was hired to support the school with data analysis on CAASPP ELA and Math, iReady Reading and Math, and additional instructional data. The TOSA built out an intervention road map to target the greatest areas of academic need. The school also hired a part-time TOSA for additional English Learner (EL) support and to refine the English Language Development (ELD) program. The EL Road Map was developed and finalized this year to ensure continued support for English Learners. Another success was utilizing Math Specialists from the middle school grades into 4th and 5th grade classrooms for intervention and enrichment. Students with IEPs with phonetic areas of growth were given teacher-created resources for parents to utilize at home in-tandem with their student to reinforce areas focused on in school.

Challenges:

One of the challenges the school faced with implementing actions in Goal 1 is the shifting demographics at the school. The school has seen an increase in the following student groups: socioeconomically disadvantaged (SED), English learners and students with disabilities. The change in demographics may shift allocation of resources and identify additional supports and interventions for increased student groups. In addition, Discovery I identified the need to place real-time data in the hands of teachers in order to efficiently differentiate in the classroom and to support student's personalized plans and interventions. The school identified and will use the Otus platform in 2024-25 to support data-driven instruction, assessment, standards-based grading and progress monitoring.

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

Action 3 Teacher Recruitment & Retention estimated actuals ($1500) were lower than budgeted expenditures ($7,000) due to less staff recruiting efforts during the year.

Action 4 Electives & Enrichment estimated actuals ($275,382) were lower than budgeted expenditures ($340,800) due to lower enrichment costs and finding opportunities for cost savings on field trips and enrichment supplies.

Action 5 Assessment estimated actuals ($8,300) were lower than budgeted expenditures ($18,000) due to less assessments purchased during the year.

Action 6 English Language Development estimated actuals ($24,697) were lower than budgeted expenditures ($29,526) due to lower ELD expenses and a shift in aide expenses for intervention support in Action 8.

Action 8 Intervention estimated actuals of ($24,697) were higher than budgeted expenditures ($12,990) due to an increase in aide hours needed.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The High Quality Instruction, Professional Development, Assessments and Intervention actions were effective as evidenced by the CAASPP proficiency results over the three year cycle. The school saw increased proficiency rates in ELA between the 2020-21 school year and the 2022-23 school year for all students (57.1% to 66.2%) and the following student groups: ELs (14.1% to 21.1%), socioeconomically disadvantaged (SED) (33.1% to 52.8%), students with disabilities (SWD) (22.3% to 35.6%), Asian (70.3% to 73.9%), Hispanic (43% to 56.3%), Two or More Races (64.2% to 70.2%) and White (62.5% to 69.2%). The school saw increased proficiency rates in Math between the 2020-21 school year and the 2022-23 school year for all students (49.8% to 62.8%) and the following student groups: ELs (16.7% to 25.6%), socioeconomically disadvantaged (29.1% to 43.2%), students with disabilities (SWD) (20.2% to 29.6%), Asian (68.3% to 80.9%), Hispanic (34.3% to 37%), Two or More Races (56.4% to 68.8%) and White (52% to 62.3%). In addition, the school exceeds the state average in CAASPP proficiency in ELA and Math. In ELA, 66.2% of students met or exceeded the standard compared to the state average of 46.66% of students meeting or exceeding the standard. In Math, 62.8% of Discovery I students met or exceeded the standard compared to the state average of 34.62% of students meeting or exceeding the standard.

The Teacher Recruitment and Retention action was effective based on 91% of teachers having proper credentials and are appropriately assigned.

The Electives and Enrichment action was effective based on 100% of students enrolled in a broad course of study and having access to enrichment and elective opportunities.

The ELD action was effective as evidenced by the English Learner Progress Indicator (ELPI). Over the three year cycle the school's ELPI increased with the ELPI at 55.6% on the 2023 California Dashboard. This meets the schools targeted outcome of 55% of ELs improving on the ELPAC. In addition, the focus on the ELD program at Discovery is evident based on the school increasing its ELPI by 23.8% from the previous year with 55.6% of English Learners making progress towards English language proficiency.

The SPED action was evidenced by the increased proficiency rates in ELA (22.3% to 35.6%) and Math (20.2% to 29.6%) between the 2020-21 school year and the 2022-23 school year for students with disabilities.

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

There are no planned changes to the overall goal.

In terms of actions, the Otus platform will be included in the action descriptions for the Assessments and Intervention actions to allow for the school and teachers to utilize hands-on data to inform instructional practices. Also, a Human Resources (HR) Manager has been added to the Teacher Recruitment and Retention action description to support teacher recruitment efforts and monitoring of credentialing requirements for current instructional staff.

The metric "All adopted standards are implemented and students have access to and are enrolled in a broad course of study" has been revised into two metrics: (1) All adopted standards are implemented measured by the average response rating on the CA School Dashboard Implementation of Academic Standards Self-Reflection Tool and (2) percent of students, including unduplicated pupils and individuals with exceptional needs, that have access to and are enrolled in a broad course of study as measured by the Master Schedules in the school's student information system, PowerSchool (local data).

The desired outcomes have been adjusted to create realistic three year targets based on the baseline data for the new 24-25 LCAP cycle.

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

Goal 2

Goal #	Description
2	Discovery develops students who are self-motivated, self-disciplined, and socially responsible.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Chronic Absence Rate for all students and all numerically significant subgroups	All Students: 5.8% English Learners: 7.8% SED: 14.9% SWD: 10.1% Asian: 3.2% Black or African American: 7.4% Hispanic or Latinx: 9.3% Two or More Races: 6% White: 3.9% Data Year: 2018-19 Data Source: DataQuest Chronic Absenteeism Rate	0% for all students and all student groups Data Year: 2020-21 (distance learning) Data Source: DataQuest Chronic Absenteeism Rate	All Students: 10.8% EL: 11.2% SED: 15.5% SWD: 20.9% Asian: 8.2% Black or African American: 2.5% Hispanic/Latinx: 14.5% Two or More Races: 13% White: 11.5% Data Year: 2021-22 Data Source: DataQuest Chronic Absenteeism Rate	All Students: 14.2% English Learners: 8.9% SED: 12.5% SWD: 27.9% Asian: 10.8% Black or African American: 8.7% Hispanic or Latinx: 18.6% Two or More Races: 15.7% White: 15.3% Data Year: 2022-23 Data Source: DataQuest Chronic Absenteeism Rate	All Students: <5% English Learners: <5% SED: <10% SWD: <7% Asian: <5% Black or African American: <5% Hispanic or Latinx: <5% Two or More Races: <5% White: <5% Data Year: 2022-23 (distance learning) Data Source: DataQuest Chronic Absenteeism Rate
Attendance Rate	96% Data Year: 2019-20 Data Source: SIS	99% Data Year: 2020-21 Data Source: SIS Attendance Data	95.3% Data Year: 2021-22 Data Source: P2-Annual Report 92.9% Data Year: 2022-23 Data Source: P2 Report	94.78% Data Year: 2023-24 Data Source: P2 ADA	96% Data Year: 2022-23 Data Source: SIS Attendance Data

Suspension Rate for all students and all numerically significant subgroups	All Students: 1% English Learners: 1.3% SED: 4.2% SWD: 4.9% Asian: 0% Black or African American: 0% Hispanic or Latinx: 2.3% Two or More Races: 1.9% White: 1.4% Data Year: 2019-20 Data Source: DataQuest Suspension Rate	0% for all students and all student groups Data Year: 2020-21 (distance learning) Data Source: DataQuest Suspension Rate	All Students: 0.4% EL: 1.1% SED: 1.7% SWD: 1.4% Asian: 0.5% Black or African American: 0% Hispanic or Latinx: 0% Two or More Races: 0% White: 0.6% Data Year: 2021-2022 Data Source: DataQuest Suspension Rate	All Students: 0.9% EL: 2.5% SED: 0.0% SWD: 2.9% Asian: 0.0% Black or African American: 0% Filipino: 7.7% Hispanic or Latinx: 1.4% Two or More Races: 0% White: 1.2% Data Year: 2022-2023 Data Source: DataQuest Suspension Rate	<1% Data Year: 2022-23 Data Source: DataQuest Suspension Rate
Expulsion Rate for all students and all numerically significant subgroups	0% Data Year: 2019-20 Data Source: DataQuest Expulsion Rate	0% Data Year: 2020-21 Data Source: DataQuest Expulsion Rate	0% for all students and all student groups Data Year: 2021-2022 Data Source: DataQuest Expulsion Rate	0% for all students and all student groups Data Year: 2022-23 Data Source: DataQuest Expulsion Rate	0% Data Year: 2022-23 Data Source: DataQuest Expulsion Rate
Pupil, parent, & teacher survey: % of respondents who feel safe at school and feel connected to school	Pupil: 90% Parent: 76% Teacher 90% Data Year: 2020-21 Data Source: Local indicators	Pupil: 86% Parent: 80% Teacher: 90% Data Year: 2021-22 Data Source: Local indicators	Pupil: 62% feel safe 72% feel connected Parent: 92% Teacher: 96% Data Year: 2022-23 Data Source: Local indicators	Pupil: 74.4% feel safe 63.4% feel connected Parent: 94.2% Teacher: 97% Data Year: 2023-24 Data Source: Local Indicators	Pupil: 90% Parent: 90% Teacher 95% Data Year: 2023-24 Data Source: Local indicators

Facilities meet the "good repair" standard	2021 FIT Report: Good Data Year: 2020-21 Data Source: Local indicators	2022 FIT Report: Good Data Year: 2021-22 Data Source: Local indicators	2022 FIT Report: Good Data Year: 2022-23 Data Source: Local indicators	Good Data Year: 2023-24 Data Source: Local Indicators	Good Data Year: 2023-24 Data Source: Local indicators
Middle School Dropout Rate	0% Data Year: 2021-22 Data Source: CALPADS 8.1c	N/A - added in 2023	N/A - added in 2023	0.63% Data Year: 2022-23 Data Source: CALPADS 8.1c	0% Data Year: 2022-23 Data Source: CALPADS 8.1c

Goal Analysis

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

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

Overall, the actions designed to support achievement of Goal 2 was implemented as planned.

Successes:

The Student Support Specialist and Counselor have been effective with ensuring that students are receiving planned interventions in the classroom and have coordinated supports outside of the classroom as needed. Students at Discovery are utilizing the Everyday Speech (SEL Curriculum) daily. Students participate in restorative practices and accountability projects. In addition, data is being used to support students and classrooms to help identify classrooms in crisis in terms of different student behaviors and dysregulation. The school has also strengthened its attendance initiatives given the chronic absenteeism rate and attendance rate. Office staff were sent to PowerSchool University to be able to run reports and utilize data to support the school with identifying students with attendance concerns. Stronger protocols are in place to monitor and identify students with chronic absence. There has been more outreach in terms of student attendance support including phone calls and meetings and stronger protocols to identify students with chronic absence (i.e. looking at data trends). The Student Support Specialist and Parent/Family Liaison has supported bridging the gap between home and school, particularly with the importance of attendance. Also, a new Attendance Policy has been added to include short and long-term independent studies policies. This has helped to reduce attendance concerns and chronic absences.

Challenges:

The school has seen challenges in terms of attendance and chronic absences. Many strategies will be implemented in the 24-25 school year to address the continued focus on decreasing chronic absenteeism. The school is working to support students with disabilities with attendance. In addition, the school has seen high levels of dysregulation with students, thus focusing on Social Emotional Learning (SEL) initiatives.

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

Action 2 Attendance Initiatives' estimated actuals ($77,667) were lower than the budgeted expenditures ($89,759) due to utilizing cost savings outreach strategies to support chronic absences. In addition, office staff participated in low cost professional development to effectively utilize monitoring tools within the school's student information system to support attendance initiatives.

Action 5 Foster Youth and Homeless Youth Services' estimated actuals ($2,643) were lower than the budgeted expenditures ($4,620) as a result of less expenses throughout the year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The School Counselor, Positive Discipline and Social Emotional Learning actions were partially effective over the three-year LCAP cycle. This is evidenced by the 0% expulsion rates over the 3 years. However, the school saw some slight increases in Suspension Rate from the previous year for all students (0.4% to 0.9%) and the following student groups: English Learners (1.1% to 2.5%), students with disabilities

(1.4% to 2.9%), Hispanic (0% to 1.4%) and White (0.6% to 1.2%). Based on the Student Climate Survey results, 74.4% of students feel safe at Discovery I. This is an increase of 12.4% from the previous school year. However, there was a decline in students feeling connected to the school - from 72% to 63.4%. The school will continue to focus on Social Emotional Learning and a positive discipline approach.

The Attendance Initiatives action was ineffective based on the increase of chronic absences for all students (14.2%) and the following students groups: students with disabilities (27.9%), Asian (10.8%), African American (8.7%), Hispanic (18.6%), Two or More Races (15.7%) and White (15.3%). In addition, the school saw a decrease in Attendance Rates over the 3-year LCAP cycle (from 96% to 94.78%). There was also a slight increase in the reported middle school dropout rate (0.63%). The school has addressed this initiative throughout the 23-24 school year and has identified strategies to enhance and support the attendance initiative in the coming year.

The Health and Safety action was effective as evidenced by safety survey results for students (74.4%), parents/families (94.2%) and teachers (97%) and a "good repair" standard rating.

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

There are no planned changes to the overall goal.

The Attendance Initiatives action has been updated based on the increased chronic absenteeism rate. The action has been updated to include the monitoring systems in place, the Family Liaison supporting the bridge between home and school, the new attendance policies for short- and long-term independent study and the continued communication efforts to families regarding the importance of attendance. The Positive Discipline action has been updated to Positive Discipline/Restorative Practices Approach and will include the restorative practices in the classroom, training for students, staff and parents, and targeted supports with the Student Support Specialist. The Social Emotional Learning action will also be revised to include anti-bias training for staff, parents and students; additional SEL curriculum; and the utilization of Otus to support the monitoring of data with tiered interventions.

There are no changes to metrics in Goal 2.

The desired outcomes have been adjusted to create realistic three year targets based on the baseline data for the new 24-25 LCAP cycle.

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

Goal 3

Goal #	Description
3	Discovery ensures that parents can become involved in our school community in ways which reflect their own skills, interest, talents, and time; as well as, taking into consideration classroom/program needs and the constraints of family, work, and other commitments outside of school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of parents attending parent-teacher conferences, school workshops, or other school-wide family events.	90% Data Year: 2020-21 Data Source: Local indicators	72% Data year: 2021-22 Data Source: Local indicators	92% Data year: 2022-23 Data Source: Local data	97.5% Data Year: 2023-24 Data Source: Local Indicators	95% Data year: 2023-24 Data Source: Local indicators
Measure of parental input in decision-making, including sub-group populations	70% Data Year: 2020-21 Data Source: Local indicators	78% Data year: 2021-22 Data Source: Local indicators	92% Data year: 2022-23 Data Source: Local data	91% Data Year: 2023-24 Data Source: Local Indicators	85% Data year: 2023-24 Data Source: Local indicators
Parent volunteer commitments met	60% Data Year: 2020-21 Data Source: Local indicators	89% Data year: 2021-22 Data Source: Local indicators	91% Data year: 2022-23 Data Source: Local data	85% Data Year: 2023-24 Data Source: Local Indicators	85% Data year: 2023-24 Data Source: Local indicators

Goal Analysis

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

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

Overall, the actions designed to support achievement of Goal 3 was implemented as planned.

Successes:

The Family Liaison was hired this year and has been effective with outreach in the community. The Family Liaison supported students coming to school and getting to know families and situations to support attendance initiatives. There has been a push for strong parent leadership groups. The school hosts several community building events to provide parents and families opportunities to stay engaged with the school and their students. This includes Coffee with Carole, Newsletters, the Phoenix Weekly (also provides positive discipline tips, upcoming events, and keeping the community up to date). The school also ensures parents who cannot come to campus during school hours are provided opportunities to participate in programs, events and activities. In addition, the school utilizes ParentSquare, which has been an efficient tool to allow multiple language translations for families to choose from to stay connected and informed about school events and activities.

Challenges:

The school continues to have the same parents taking on many leadership roles. The school provides several events and activities for families to attend; however, attendance in those activities cannot be forced. Discovery would like to empower other parents to participate in these leadership roles to increase parent involvement in leadership opportunities.

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

Action 5 Student Recruitment estimated actuals ($5,242) were much lower than the budgeted expenditures ($14,242) as a result of less recruitment and marketing efforts throughout the year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Several actions in Goal 3 (Parent Education, Parent/Teacher/Student Conferences and Community Building) were effective as evidenced by the increased metrics for Goal 3 and the school meeting the desired outcome for 2023-24. Several educational events were held to support parents with several topics including positive discipline, conflict resolution, bullying awareness and digital and social media. In the 2023-24 school year, 97.5% of parents attended workshops, conferences, and other school-wide family events. The Program Site Council (PSC), Family Communication and Community Building actions were also effective as evidenced by 95% of parental input in decision making and 85% of volunteer commitments met.

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

There are no planned changes to the overall goal.

The Program Site Council (PSC) action title will be revised to Parent Leadership Groups that will include the Program Site Council (PSC), the English Learner Advisory Committee (ELAC) and the Parent Education Team.

One metric will be revised and one metric will be added to better measure the effectiveness of actions in Goal 3. The "Measure of parental input in decision-making, including sub-group populations" will be revised to "Measure of parental input in decision-making, including student group populations: % of families who report the effectiveness of the parent partnership model providing opportunities to give input into the decision-making process at the school". The data source for this metric comes from the annual Family LCAP survey. The "Promotion of Participation in Programs: % of families who report the effectiveness of the school's communication methods to promote participation in programs for all students and student groups" will be added as a metric to better measure the effectiveness of how the school promotes parental participation in programs for all students, including unduplicated pupils and individuals with exceptional needs. This metric will also come from the annual Family LCAP survey.

The desired outcomes have been adjusted to create realistic three year targets based on the baseline data for the new 24-25 LCAP cycle.

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

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.

  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

o   When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

o   Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

    o   As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

        ▪   The reasons for the ineffectiveness, and

        ▪   How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Discovery Charter School I	Lety Villa, Executive Director	lety.villa@mydiscoveryk8.org 408-243-9800

Plan Summary 2024-25

General Information

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

Discovery Charter School Phoenix is a California public school serving kindergarten through eighth-grade students at our San Jose Phoenix campus. We are co-located with Anderson Elementary School.

Discovery Charter School draws students from surrounding communities with an instructional model based on developmentally appropriate teaching methods that successfully integrate the whole child concerning individual learning styles, developmental readiness, and rates of achievement. Multi-age classrooms, small class sizes, team teaching, a high level of parent participation, and community involvement significantly contribute to developing Discovery Charter Schools into a world-class learning community. We have built an educational environment where promoting student achievement, building innovative programs, and engaging families and communities provide a shared vision for lifelong learning and student success. The Discovery Charter School staff, parents, and community collaborate to meet the cognitive, social, emotional, and physical needs of every child. Discovery Charter Schools are dedicated to creating lifelong learners that are prepared to meet the challenges of the future by educating the whole child through family involvement, project-based learning, and respect for individual learning styles and developmental readiness. The school is committed to: building an educational environment where developing, building, and engaging families and communities will provide a common vision for lifelong learning and student success; respecting the cognitive, emotional, social, and physical development of each child; partnering staff, students, parents, and community to create a unique, challenging, and individualized learning environment with high academic standards and expectations; building programs that foster thinking which is original, critical, collaborative, and reflective; developing students who are self-motivated, self-disciplined, and socially responsible, and; continuous improvement of teaching and learning techniques based on supporting research.

Discovery Charter School serves approximately 563 students with diverse needs and backgrounds. Significant student groups include approximately 14.9% of students qualifying for Free or Reduced Lunch; 13.5% of students are English Learners; and 11.9% qualify for special education services. Approximately 26.8% of Discovery's students identify as white, 33.2% as Asian, 16.7% as Hispanic or Latino, 9.2% as Two or More Races and 8.7% as African American (23-24 DataQuest). The LCFF Unduplicated percentage is approximately 23% (23-24 CALPADS).

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

IDENTIFIED PROGRESS

State Indicators

For Academic Performance in ELA on the California Dashboard, Discovery I was 37.4 points above standard ("High"). Although the school declined 12.5 points from the previous year, the school received a Green Performance Level. The following student groups also received a Green Performance level despite a decline in points from the previous year: Asian ("Very High", 68.7 points above standard, declined 10 points), Two or More Races ("Very High", 46 points above standard, declined 3.9 points) and White ("High", 37.5 points above standard, declined 14 points). The Hispanic student group was 1.4 points below standard ("Medium") and declined 4.7 points from the previous year.

For Academic Performance in Math on the California Dashboard, Discovery I was 36 points above standard ("Very High"). Although the school declined 6.4 points from the previous year, the school received a Green Performance Level. The following student groups received a Blue Performance level: Asian ("Very High", 92 points above standard, maintained 1.7 points) and Two or More Races ("Very High", 57.7 points above standard, increased 20.1 points). The following student groups received a Green Performance level: socioeconomically disadvantaged ("Medium", 8.1 points below standard, increased 9.7 points) and White ("High", 22.9 points above standard, declined 17.8 points). English Learners were 16 points below standard ("Medium") and declined 7.5 points from the previous year.

English Learners received a Blue Performance Level on the English Learner Progress Indicator (ELPI). In 2022-23, 55.6% of English Learners made progress towards English language proficiency - this is an increase of 23.8% from the previous year's Dashboard.

English Learners also received a Green Performance Level on Chronic Absenteeism rate with 8.9% of ELs chronically absent - a decline of 2.4% from previous years. Socioeconomically disadvantaged (SED) students received a Yellow Performance Level with 12.5% of SED students chronically absent, a decline of 3% from previous years.

Discovery I received a Yellow Performance Level on Suspension Rate on the CA School Dashboard. The school had 0.9% of students suspended at least one day - this is an increase of 0.5% from the previous year. The following student groups (African American, Asian and SED) received a Blue Performance Level for having a 0% suspension rate.

Local Indicators

All state-mandated local indicator requirements were met.

IDENTIFIED NEEDS

State Indicators

For Academic Performance in ELA on the California Dashboard, no student groups received a Red Performance Level. However, the following student groups received an Orange Performance Level due to declining or declining significantly in the distance from standard:

English Learners ("Low", 34.8 points below standard, declined 16.1 points), socioeconomically disadvantaged ("Low", 10.8 points below standard, declined 11.8 points) and students with disabilities ("Low", 59 points below standard, declined 13.1 points).

For Academic Performance in Math on the California Dashboard, no student groups received a Red Performance Level. However, the following student groups received an Orange Performance Level: Hispanic ("Low", 38.7 points below standard, maintained -2.9 points) and students with disabilities ("Low", 80.4 points below standard, declined 38.2 points).

Discovery I received a Red Performance Level for Chronic Absenteeism with 14.2% ("High") of all students chronically absent, an increase of 3.4% from the previous year. Two student groups also received a Red Performance Level: students with disabilities ("Very High", 27.9%, an increase of 7%) and White ("High", 15.3%, an increase of 3.8%). In addition, four student groups had increased chronic absenteeism rates and received an Orange Performance Level: African American (8.7%, an increase of 6.2%), Asian (10.7%, an increase of 2.6%), Hispanic (18.6%, an increase of 4.1%) and Two or More Races (18.8%, an increase of 5.8%). This will be a major focus for the 24-25 school year. Actions have been revised in Goal 1 Attendance Initiatives to address the need of decreasing Chronic Absenteeism overall at Discovery I.

For suspension rate, Discovery I had no student groups with a Red Performance Level. However, the school had 5 student groups who increased their suspension rates and received Orange Performance Levels. These groups include: English Learners (2.5%, an increase of 1.4%), Hispanic (1.4%, an increase of 1.4%), Two or More Races (1.6%, an increase of 1.6%), students with disabilities (2.9%, an increase of 1.5%) and White (1.2%, an increase of 0.6%). The school has updated and enhanced its actions tied to a Positive Discipline approach, utilizing restorative practices and supporting the social and emotional needs of students.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Discovery Charter School I is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	Discovery Charter School I prioritizes meaningful educational partner engagement. As a parent partnership school, parents are an integral part of both planning and implementing our program. These efforts are refined and improved through the Local Control and Accountability Plan (LCAP) development process.

Parents and guardians, including parents of unduplicated pupils and individuals with exceptional needs, are recruited to participate in advisory councils and attend public meetings where public comment can be made. Parents are encouraged to communicate via email, phone call, or in-person meetings with the administration and staff. All parents, including parents of unduplicated pupils and individuals with exceptional needs, also complete the annual Family LCAP survey in January. The school hosts monthly "Coffee with Carol" events, where parents can learn more about school programs, ask questions, and provide feedback. The Program Site Council (PSC) serves as the LCAP Parent Advisory Council. PSC hosts an open forum, typically held monthly, to discuss and plan upcoming programs as well as hear and discuss feedback. The PSC provided input on the LCAP on 04/01/2024. In addition, parents/families participating in the English Learner Advisory Committee also provided input on the LCAP on 04/16/2024. |
| Teachers, administrators, and other school personnel | Teachers: Formal teacher feedback is received in the LCAP survey, annually, in mid-January through mid-February. In addition to these formal sessions, there are informal opportunities at other staff meetings as well as in conversation with the administration.

Administrators: School Leadership and the Executive Director meet weekly as part of a continuous improvement process. School Leadership, the Executive Director, fiscal support and a board designee meet monthly to review the budget and discuss goal alignment. Administrative staff completes the LCAP survey each March.

All remaining school staff provide feedback, at a minimum, via the annual LCAP survey administered in February. |
| Students | Administration communicates daily with students in the classroom and/or playground to elicit input. The teachers also collaborate with students and share student input during regularly scheduled meetings. Formal feedback is sought via the annual Student Climate survey administered in mid-January through mid-February. Feedback is informally requested during all school events. |
| Board | The board holds monthly open meetings that provide the public the opportunity to comment. Discovery promotes parent participation in public meetings and at public hearings through website and agenda postings. Translations are provided, as requested. The LCAP public hearing was held on 05/22/2024 and the Board approved the LCAP on 06/26/2024. |

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Based on feedback provided by educational partners for Goal 1, shifting demographics and the ability to identify areas of need in ELA and Math for different student groups is a main focus for the following year. The school will use the Otus platform in 2024-25 to place real-time data in the hands of teachers in order to efficiently differentiate in the classroom and support student's personalized plans and interventions. This will further enhance data-driven instruction, assessment, standards-based grading and progress monitoring.

Based on feedback provided by educational partners for Goal 2, the school will continue to monitor and focus on decreasing its chronic absenteeism rate for all students, including unduplicated pupils and students with exceptional needs. The Attendance Initiatives has been revised to address this feedback/input. This will include new monitoring systems in place, the Family Liaison supporting the bridge between home and school, the new attendance policies for short- and long-term independent study and the continued communication efforts to families regarding the importance of attendance. Also, feedback from students, families and staff indicate the need to update the Positive Discipline action to Positive Discipline/Restorative Practices approach. This will include restorative practices in the classroom, training for students, staff and parents and targeted supports with the Student Support Specialist. In addition, the Social Emotional Learning action will also be revised to include anti-bias training for staff, parents and students; additional SEL curriculum; and the utilization of Otus to support the monitoring of data with tiered interventions.

Based on feedback provided by educational partners for Goal 3, the Program Site Council (PSC) action will be revised to Family Leadership Groups that will include the Program Site Council (PSC), the English Learner Advisory Committee (ELAC) and the Family Education Team. Feedback from families and staff indicate that the same parents/families are taking on leadership roles at the school. The school will engage and empower other parents to participate in these leadership roles to increase parent involvement in leadership opportunities.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Our school fosters developmentally-based, experiential learning that produces well-rounded, capable, critically thinking citizens who become life-long learners.	Broad

State Priorities addressed by this goal.

Priority 1: Basic Services, Priority 2: Implementation of State Standards, Priority 4: Student Achievement, Priority 7: Course Access, Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

This broad goal is central to the school's model and mission in creating life-long learners that are prepared to meet the challenges of the future by educating the whole child through family involvement, project-based learning, and respect for individual learning styles and

developmental readiness. The goal is also aligned with the school's commitment to creating a unique, challenging, and individualized learning environment with high academic standards and expectations; building programs that foster thinking which is original, critical, collaborative, and reflective. It is also aligned with the school's commitment to continuous improvement of teaching and learning techniques based on supporting research.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP proficiency ELA - % Met/Exceeded the Standard for all students and all numerically significant subgroups *Data Source: DataQuest CAASPP Test Results*	All: 66.2% EL: 21.1% SED: 52.8% SWD: 35.6% African American: 41.4% Asian: 73.9% Hispanic: 56.3% Two or More: 70.2% White: 69.2% Data Year: 2022-23			All: 70% EL: 25% SED: 55% SWD: 40% African American: 45% Asian: 75% Hispanic: 60% Two or More: 75% White: 75% Data Year: 2025-26	N/A for 2024
1.2	CAASPP proficiency Math- % Met/Exceeded the Standard for all students and all numerically significant subgroups *Data Source: DataQuest CAASPP Test Results*	All: 62.8% EL: 25.6% SED: 43.2% SWD: 29.6% African American: 37.9% Asian: 80.9% Hispanic: 37.0% Two or More: 68.8% White: 62.3% Data Year: 2022-23			All: 65% EL: 30% SED: 47% SWD: 34% African American: 45% Asian: 81% Hispanic: 45% Two or More: 70% White: 65% Data Year: 2025-26	N/A for 2024

1.3	CA Science Test (CAST) % Met/Exceeded standard for all students and all numerically significant subgroups *Data Source: DataQuest CAASPP Test Results*	All Students: 53.4 % EL: 7.7% SED: 23.1% SWD: 21.4% Asian: 62.9% Hispanic: 29.4% Two or More: 63.2% White: 59.8% Data Year: 2022-23			All Students: 57.0 % EL: 11.0% SED: 27.0% SWD: 25.0% Asian: 66.0% Hispanic: 34.0% Two or More: 66.0% White: 64.0% Data Year: 2025-26	N/A for 2024
1.4	EL Reclassification rate *Data Source: DataQuest - Annual Reclassification (RFEP) Counts and Rates*	Data release delayed by CDE Data Year: 2022-23			>10% Data Year: 2025-26	N/A for 2024
1.5	ELPI - % of EnglishLearners improving on the ELPAC *Data Source: CA School Dashboard*	55.6% Data Year: 2022-23			60% Data Year: 2025-26	N/A for 2024
1.6	% of teachers properly credentialed and appropriately assigned *Data Source: SARC*	91% Data Year: 2021-22			95% Data Year: 2024-25	N/A for 2024

1.7	% of students with access to their own copies of standards-aligned instructional materials for use at school and at home *Data Source: SARC*	100% Data Year: 2023-24			100% Data Year: 2026-27	N/A for 2024
1.8	Average response rating on the CA School Dashboard Implementation of Academic Standards Self-Reflection Tool (rating scale) *Data Source: CA School Dashboard Priority 2 Self Reflection Tool*	3.6 Data Year: 2022-23			4.0 Data Year: 2025-26	N/A for 2024

| 1.9 | % of students, including unduplicated pupils and individuals with exceptional needs, that have access to and are enrolled in a broad course of study

Data Source: Local Indicator - Master Schedule in SIS | 100%

Data Year: 2023-24 | | | 100%

Data Year: 2026-27 | N/A for 2024 |

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	HIgh Quality Instruction	- Discovery will provide high-quality instruction to all students based on developmentally appropriate teaching methods that successfully integrate the whole child with respect to individual learning styles, developmental readiness, and rates of achievement. - Discovery will provide curricular resources for students that best meet their academic and developmental needs with a focus on project-based, hands-on learning.	$3,038,968	No
1.2	Professional Development	- Discovery will provide professional learning opportunities and resources for all staff to engage collectively in professional learning that enables them to effectively apply the learning in service of improved student outcomes and continuously improve their practice in service of students. Specific professional learning topics include: - Math problem solving - Tiered Interventions - ELD - SPED - Assessments and Data Analysis - Project-based learning - Teachers will also have teacher collaboration time and receive feedback from Directors to support their professional learning. There will be an administrator and teacher committee formed to revamp the current teacher evaluation tool. Collaborative PLCs (including cross-curricular time and across both campuses) will be focused on fostering best practices and planning with a purpose.	$115,533	No

1.3	Teacher Recruitment and Retention	Discovery will continue to recruit fully credentialed, highly qualified teachers to provide the highest quality instruction to all of our students. ● Outreach and support ● Use of recruitment platforms that include social media ● The HR Manager will support recruitment and retention and will also support current teachers with monitoring teacher credentialing requirements.	$123,384	No
1.4	Electives and Enrichment	Discovery will provide enrichment opportunities and electives for all students to foster the development of well-rounded students. ● Enrichments for K-5 (Art, gardening, cooking, foreign language) ● "Selectives" for 6-8 (i.e. Boxing, Cross Training, Art, Drama, WoodShop, Coding, Cooking)	$351,536	No
1.5	Assessments	Discovery will administer regular assessments to inform teaching and learning and to monitor student progress on grade-level content. Key within the assessment portfolio are periodic Math and English Language Arts (ELA) assessments administered at the beginning of the year and at specific checkpoints throughout. These 'diagnostic screeners' allow teachers to conduct more detailed analysis of individual student progress on identified learning standards. A Teacher on Special Assignment will support the analysis of assessment data (CAASPP, iReady, UFLI, instructional data) to build out an intervention road map to target the greatest area of need. The results can inform instruction (lesson design, unit design), intervention and, most importantly, identification of specific support needs for students. Data will be used to create personalized learning paths for students. ● iReady Math and ELA ● i-Ready ELA and Math assessments K-8 ● DRA (K-1) as needed (K-3) ● UFLI (Core Reading Assessment) - internal assessment (K-3) ● Twice yearly data analysis for current year and longitudinal ● Reading and math benchmarks and internal writing benchmarks ● Otus platform - all teachers will have access to look at formative and summative assessment	$73,565	No

1.6	English Language Development	Discovery provides a structured English immersion program where English learners receive integrated English Language Development (ELD) throughout the school day. English Learners will receive designated instruction during core coursework. These short, more frequent lessons are provided to support English Learners with the language of the core lesson. EL Support focusing on Integrated and Designated ELD support
		
		● ELD Teacher on Special Assignment will implement the updated EL Road Map and focus on EL Support
		  ○ The EL Road Map has been refined to improve ELD program at the school
		● ELPAC testing and EL Progress Monitoring
		● EL Small group instruction on targeted language skills
		● Regular ELAC meetings has also supported the ELD program at the school to ensure families of ELs are aware of programs, instruction and supports are in place for their student.
		  ○ Input from the ELAC was used to refine the EL Road Map.
			$49,341	Yes

1.7	Special Education	● The school will provide students with disabilities increased support in the general education classroom to ensure they can meet their IEP goals and grade level standards. ● Paraprofessional support (budgeted) - currently 2 trainers training paraprofessionals to support students with IEPs ● Professional development for resource teams will support bridging the gap between general ed and Sped staff to ensure a collaborative process in supporting student outcomes.	$993,288	No

1.8	Intervention	We will provide students targeted math and English Language Arts interventions based on the quarterly review of internal and CAASPP assessment data. The Otus platform will support the identification and monitoring of outcomes of unduplicated student groups. The primary means of intervention will be the tiered instruction delivery. The strategies at each Tier of Instruction are: • Tier 1: All students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area. • Tier 2: Supports will be provided primarily through small-group instruction that is targeted to identified student needs. Teachers will engage in ongoing assessment of learning loss, and each student's learning needs. This will enable them to schedule small group or individual sessions to provide additional support. • Tier 3: Students who require support that is even more intensive will be provided one on one instruction through individual sessions with the Math specialists	$142,791	Yes

Goal 2

Goal #	Description	Type of Goal
2	Discovery develops students who are self-motivated, self-disciplined, and socially responsible.	Broad

State Priorities addressed by this goal.

Priority 1: Basic, Priority 5: Student Engagement, Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Central to Discovery Charter School's mission is the commitment to respect the cognitive, social, emotional, and physical needs of every child. The school has seen high rates of chronic absenteeism, especially with students with disabilities and with students who identify as Hispanic, Two or More Races, and White. In addition, the suspension rate has been increasing each year, especially for English learners, students with disabilities, and students identifying as Hispanic and White. We believe that by providing enhanced supports like a school counselor, attendance initiatives, positive discipline augmented by a Student Support Specialist and social emotional learning lessons, we will see improved outcomes in attendance, disciplinary events, and survey results showing students believe school is safe and that they have a sense of belonging to the school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absence Rate for all students and all numerically significant subgroups *Data Source: CA School Dashboard*	All Students: 14.2% EL: 8.9% SED: 12.5% SWD: 27.9% African American: 8.7% Asian: 10.8% Hispanic: 18.6% Two or More: 15.7% White: 15.3% Data Year: 2022-23			All Students: 10.0% EL: 5.0% SED: 8.0% SWD: 20.0% African American: 5.0% Asian: 5.0% Hispanic: 10.0% Two or More: 10.0% White: 10.0% Data Year: 2025-26	N/A for 2024
2.2	Attendance Rate *Data Source: CALPADS P-2*	94.8% Data Year: 2023-24			95.0% Data Year: 2026-27	N/A for 2024

2.3	Suspension Rate for all students and all numerically significant subgroups *Data Source: CA School Dashboard*	All Students: 0.9% EL: 2.5% SED: 0.0% SWD: 2.9% African American: 0% Asian: 0.0% Filipino: 7.7% Hispanic: 1.4% Two or More: 0% White: 1.2% Data Year: 2022-2023			All Students: 0.5% EL: 1.5% SED: 0.0% SWD: 2.0% African American: 0% Asian: 0% Filipino: 3.0% Hispanic: 1.0% Two or More: 0% White: 1.0% Data Year: 2025-26	N/A for 2024
2.4	Expulsion Rate for all students and all numerically significant subgroups *Data Source: DataQuest Expulsion Rate*	0% for all students and all student groups Data Year: 2022-23			0% for all students and all student groups Data Year: 2025-26	N/A for 2024

2.5	School Climate: Pupil, parent, & teacher surveys: % of respondents who feel safe at school and feel connected to school *Data Source: Local Survey* *Pupil: Student Climate Survey* *Parent: Family Mid Year LCAP Survey* *Teacher: Mid Year LCAP Goal 2 Survey*	Pupil: 74.4% feel safe 63.4% feel connected Parent: 94.2% Teacher: 97% Data Year: 2023-24			Pupil: 90.0% feel safe 75.0% feel connected Parent: 90.0% Teacher: 90.0% Data Year: 2026-27	N/A for 2024
2.6	Facilities meet the "good repair" standard *Data Source: SARC*	Good Data Year: 2023-24			Good Data Year: 2026-27	N/A for 2024
2.7	Middle School Dropout Rate *Data Source: CALPADS Fall 1 Report 8.1c*	0.63% Data Year: 2022-23			0.0% Data Year: 2025-26	N/A for 2024

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School Counselor	Our School Counselor will provide professional development to all staff and provide parent education sessions to support the mental health and the social and emotional well-being of all students. The School Counselor will also provide school-based counseling to individual students based on identified needs.	$141,754	No

| 2.2 | Attendance Initiatives | The school will continue to implement and refine its systems to support and monitor attendance and chronic absenteeism. Strategies will include:

● The Student Support Specialist will ensure students are receiving the planned interventions in the classroom and will work with the school to coordinate additional support outside of the classroom as needed.

   ○ The Student Success Specialist and Parent/Family Liaison will bridge the gap between home and school by connecting with and supporting students and families.

● New Attendance Policy - updated short and long-term independent studies policies will help to reduce attendance concerns/chronic absenteeism

● Professional development for Office staff (PowerSchool University) to be able to run reports (use data) to support the school with identifying students with attendance concerns

● Additional communications to all families regarding the importance of attendance

● Focus on students at any given time throughout the year who are approaching 10%

● Tiered re-engagement strategies for unengaged students are organized within a Multi-Tiered System of Supports (MTSS) framework:

   ○ Tier 1: Students attending school regularly

      ■ Establish and continue positive relationships, engaging school climate, clear and consistent communication between school and families

   ○ Tier 2: Students who attend/engage moderately

      ■ Stronger protocols to identify students with chronic absence (looking at data trends)

      ■ More attendance outreach (phone calls, informational emails, meetings) | $200,150 | Yes |

		■ Referral to School Counselor		
		○ Tier 3: Students who attend 40% of the time or less		
		■ Action Plan created with student and family		
		■ School Attendance Review Board (SARB) meeting		
		○ Tier 4: Unreachable students: No contact or engagement		
		■ Home visits		
		■ Referral(s) to outside agencies		
		● To support implementation of the above strategies, the school administrator will conduct weekly data reviews, student level case management, and data-based planning to address identified issues. Data review is supported by PowerSchool, a tool that generates real-time student data to inform targeted intervention and daily practices. The data helps sites identify students who exhibit attendance, behavior, or course performance that puts them at risk of falling behind.		

2.3	Positive Discipline/Restorative Practices Approach	• Additional training for staff and parents to ensure a positive school culture, the school implements a Positive Discipline Approach with training provided to staff and families through an external partner focused on developing problem solving and conflict resolution skills; this will also include anti-bias training for staff, parents, students • Specific curriculum is implemented by the classroom teachers and staff members implement the approach during recess times as well. • Restorative practices and accountability projects will be implemented for students • Data monitoring and analysis will help identify classrooms in crisis in terms of different student behaviors or dysregulation in order to support students and classrooms • The Student Support Specialist will provide additional targeted supports for individual students and the upper grade levels • Two events hosted each month (i.e. Donuts with Discipline and Parents Helping Parents) to foster continued positive discipline and restorative practices • Translations will be provided in Spanish and Mandarin to support English Learners and their families with positive discipline approach and restorative practices	$104,488	No

| 2.4 | Social Emotional Learning (SEL) | ● To effectively support the social and emotional well-being of students and staff during the school year, Social Emotional Learning (SEL) lessons are developed by our teachers and implemented at all grade levels. Resources are provided to support families in fostering their child's social and emotional well-being. Additionally, since cyberbullying is a continuing concern, we train students, staff, and parents on internet safety.

● SEL Curriculum - Everyday Speech used daily

● Anti-bias training for staff, parents, students (students - potential for additional SEL curriculum)

● Otus platform - Using data to continue to build out tiered interventions to support students socially and emotionally | $376,112 | No |

2.5	Foster Youth and Homeless Youth Services	Family Liaison, Operations manager and team will collaborate to identify and support homeless and foster youth ● Homeless Youth supports include: ○ Coordination & communication with shelters and homeless agencies to engage students and expand awareness. ○ Contact with parents/students to assess needs including access to devices and connectivity. Provide technology as needed. ○ Communication with teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services ○ Coordination with parents/students & schools as necessary for optional delivery of assignment materials and school supplies. ○ Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, etc. Referral of parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified. ● Foster Youth supports include: ○ Check-ins with students and foster parents via phone, zoom, and e-mail. ○ Monitoring of attendance/engagement and communication with teachers and administrators when needed. ○ Referrals to both district and community agencies for additional support/resources as needed.	$8,257	Yes

| 2.6 | Health and Safety | We will provide a clean, safe campus for our students by continuing the following actions.

● Regular Cleaning and Sanitizing
● Health Screenings
● Facilities Maintenance
● Annual Safety Plan updates and trainings | $776,637 | No |

Goal 3

Goal #	Description	Type of Goal
3	Discovery ensures that parents can become involved in our school community in ways which reflect their own skills, interest, talents, and time; as well as, taking into consideration classroom/program needs and the constraints of family, work, and other commitments outside of school.	Broad

State Priorities addressed by this goal.

Priority 3: Parental Involvement and Family Engagement

An explanation of why the LEA has developed this goal.

Research indicates that parents who are involved in their child's education provide numerous benefits to their own children and the wealth of skills, interests, talents, and resources they bring benefits the entire school community. A high level of parent participation and community involvement greatly contributes to developing the school into a world-class learning community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

| 3.1 | Measure of parental input in decision-making, including unduplicated pupils and individuals with exceptional needs: % of families who report the effectiveness of the parent partnership model providing opportunities to give input into the decision-making process at the school

Data Source: Family LCAP Survey | 95.0%

Data Year: 2023-24 | | | 90%

Data Year: 2026-27 | N/A for 2024 |

3.2	Promotion of participation in programs: % of families who report the effectiveness of the school's communication methods to promote participation in programs for all students, unduplicated pupils and individuals with exceptional needs *Data Source: Family LCAP Survey*	98.3% Data Year: 2023-24			90% Data Year: 2026-27	N/A for 2024
3.3	Participation in programs: % of families attending parent-teacher conferences, school workshops, or other school-wide family events. *Data Source: Family LCAP Survey*	97.5% Data Year: 2023-24			90% Data Year: 2026-27	N/A for 2024

| 3.4 | Participation in programs: % of families meeting volunteer commitments

Data Source: Local Data | 85%

Data Year: 2023-24 | | | 85%

Data Year: 2026-27 | N/A for 2024 |

Goal Analysis for 2024-25

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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

Not applicable. This is addressed in the Annual Update. This prompt will be addressed starting in the 25-26 LCAP.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family Education	Provide parent education opportunities to provide parents with opportunities to obtain parenting skills, training specific to their classroom needs, and helping them become effective community members. ● Positive Discipline ● Restorative Practices ● Conflict Resolution, Bullying Awareness, Digital and Social Media ● Parent Academy: teachers train parents to support in the classroom ● Monthly teacher-led class meetings ● Pulling in anti-bias training for parents	$99,488	Yes
3.2	Family Communication	We will utilize a variety of family communication tools to ensure all families are informed about what is happening at school. These tools are also utilized to promote parental participation in programs for all students, including unduplicated pupils and individuals with exceptional needs. ● Parent Square (allows multiple languages for families to choose) ● Weekly Newsletters ● Classroom weekly communication ● Executive Director Newsletter monthly ● Family Liaison	$6,295	No

3.3	Family Leadership Groups	- Program Site Council (PSC) - - Provides skills and encouragement for parents to take on leadership roles within their school communities and provide input into decision-making process - Meets monthly with school administrators - Includes positive discipline teams - ELAC - Calendered events in advance for parents to participate and provide input into decision-making process - Specific trainings in regards to attendance, ELPAC, redesignation and EL supports - Family Education Team	$ 0	No
3.4	Parent/Teacher/Student Conferences	- Fall Goal Setting Conferences - Spring Student-led Conferences	$ 0	No

| 3.5 | Community Building | Community Building events provide all parents and families, including unduplicated pupils and individuals with exceptional needs, opportunities to participate in and stay engaged with the school and their students. These events and activities include:

● Fall Festival

● Auction

● Family Dance

● Restaurant Nights

● Principal Coffees

● Bingo Nights, other game nights

● Assemblies

● Family Camp-outs, movie nights

● Partnerships and Sponsorships from community businesses and agencies

● Summer program - specific outreach in community who qualify for FR lunch | $41,221 | No |
| 3.6 | Student Recruitment | ● The school will continue to recruit students from diverse backgrounds to attend the school through outreach to local preschools and parent participation in elementary schools, social media, and other advertising and networking opportunities.

● The Family Liaison will seek additional recruitment and partnership opportunities, such as Rocketship Middle School Expo and Las Madres

● Information meetings will be held with middle school representatives and Kinder representatives | $15,097 | No |

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$258,861	$-

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.6%	0%	$0	4.6%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 8	Overall, ELA and Math results in the Smarter Balanced Assessments for socioeconomically disadvantaged (SED) students and English Learners (EL) have decreased from 2022 to 2023. There is also a decline in ELA and Math distance from standard (DFS) for SED students and ELs on the 2023 CA Dashboard.	The actions in Goal 1 were designed in alignment with the school's commitment to creating a unique, challenging, and individualized learning environment with rigorous academic standards while fostering continuous improvement of teaching and learning. Actions in Goal 1 will address the learning gaps where needed for all students and unduplicated student groups (specifically SED and EL). There will be alignment with Action 5 Assessments and Action 8 Intervention through the introduction of the Otus platform which will support the school with identification and monitoring academic outcomes (from formative and summative assessments) in ELA and Math of all students and unduplicated student groups. From here, targeted ELA and Math interventions will be provided, including small group instruction and individual sessions with the Math Specialist.	1.1, 1.2 CAASPP Proficiency in ELA and Math 1.4 EL Reclassification Rate 1.5 ELPI

Goal 2 Action 2	The Chronic Absenteeism rate for SED students and ELs declined from 2022 and 2023. However, the rate for SED students was High and the rate for ELs was Mediums.	Chronic Absenteeism continues to be a focus area for Discovery I.The Attendance Initiatives action has been updated to include a refinement of systems in place to support and monitor attendance and chronic absenteeism for all students, including unduplicated student groups and individuals with exceptional needs. This includes the Student Support Specialist coordinating targeted interventions for students approaching a 10% threshold of chronic absence, new attendance policies for short- and long-term independent study, additional communications and outreach to families, tiered reengagement within a MTSS framework and additional, targeted attendance monitoring. In addition, the Family Liaison will bridge the gap between home and school.	2.1 Chronic Absence Rate 2.2 Attendance Rate 2.7 Middle School Dropout Rate
Goal 3 Action 1	Parents are critical partners achieving academic growth and achievement goals. Parents of SED students may benefit from additional opportunities that increase their ability to support their students' learning. Parents of English Learners benefit from additional outreach to support their students in English Language Development.	A variety of family education opportunities will be offered to families of all students and student groups to become effective community members. The school provides family education opportunities in order for families to obtain parenting skills or trainings to support students academic achievement. Family Education topics include positive discipline, conflict resolution, digital and social media awareness, Parent Academy (which allows training to support in the classroom), LCAP development and importance of attendance. Families of socioeconomically disadvantaged students and English Learners are informed of and provided these educational opportunities.	3.1 Parent Partnership model rating 3.2 Promotion of participation in programs measure 3.3 Participation in Programs measure

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1 Action 6	English Learners proficiency results in ELA and Math have decreased from 2022 to 2023. The ELPI has improved from 2022 to 2023.	Much work has been done by the ELD Teacher on Special Assignment to refine the EL Road map that will be implemented in 2024-25.A structured English immersion program is integrated throughout the school day. English Learners receive designated instruction during core coursework.	1.1 CAASPP Proficiency rate in ELA 1.4 EL Reclassification Rate 1.5 ELPI
Goal 2 Action 5	The school has had 1 Foster/Homeless Youth (22-23 CALPADS).	The Family Liaison, Operations manager and administrative team will collaborate to identify and support homeless and foster youth.	1.1, 1.2 CAASPP Proficiency rate in ELA/Math 2.1 Chronic Absenteeism Rate

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not applicable

Additional Concentration Grant Funding

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

Discovery Charter I is a single school LEA with a less than 55% unduplicated pupil population that does not receive the additional concentration grant add-on funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

DRAFT

2024-25 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	$ 5,634,772	$ 258,861	4.594%	0.000%	4.594%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 5,407,371	$ 955,011	$ 295,523	$ -	$ 6,657,905.00	$ 5,346,093	$ 1,311,812

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	High Quality Instruction	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 2,971,750	$ 67,218	$ 2,958,990	$ 79,978	$ -	$ -	$ 3,038,968	0.000%
1	1.2	Professional Development	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 97,488	$ 18,045	$ 114,183	$ 1,350	$ -	$ -	$ 115,533	0.000%
1	1.3	Teacher Recruitment and Retention	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 123,384	$ -	$ 123,384	$ -	$ -	$ -	$ 123,384	0.000%
1	1.4	Electives and Enrichment	All	No	LEA-wide	N/A	All Schools	Ongoing	$ -	$ 351,536	$ 56,013	$ -	$ 295,523	$ -	$ 351,536	0.000%
1	1.5	Assessments	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 54,485	$ 19,080	$ 73,565	$ -	$ -	$ -	$ 73,565	0.000%
1	1.6	English Language Development	English learners	Yes	Limited	English Learners	All Schools	Ongoing	$ 49,341	$ -	$ 12,457	$ 36,884	$ -	$ -	$ 49,341	0.000%
1	1.7	Special Education	SPED	No	LEA-wide	N/A	All Schools	Ongoing	$ 863,788	$ 129,500	$ 392,211	$ 601,077	$ -	$ -	$ 993,288	0.000%
1	1.8	Intervention	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 137,386	$ 5,405	$ 142,791	$ -	$ -	$ -	$ 142,791	0.000%
2	2.1	School Counselor	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 141,754	$ -	$ 141,754	$ -	$ -	$ -	$ 141,754	0.000%
2	2.2	Attendance Initiatives	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 168,165	$ 31,985	$ 53,706	$ 146,444	$ -	$ -	$ 200,150	0.000%
2	2.3	Positive Discipline/Restorative Practices Approach	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 97,488	$ 7,000	$ 104,488	$ -	$ -	$ -	$ 104,488	0.000%
2	2.4	Social Emotional Learning	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 371,468	$ 4,644	$ 371,468	$ 4,644	$ -	$ -	$ 376,112	0.000%
2	2.5	Foster Youth and Homeless Youth Services	All	Yes	Limited	Foster Youth and	All Schools	Ongoing	$ 8,257	$ -	$ 8,257	$ -	$ -	$ -	$ 8,257	0.000%
2	2.6	Health and Safety	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 142,793	$ 633,844	$ 713,061	$ 63,576	$ -	$ -	$ 776,637	0.000%
3	3.1	Family Education	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 97,488	$ 2,000	$ 99,488	$ -	$ -	$ -	$ 99,488	0.000%
3	3.2	Family Communication	All	No	LEA-wide	N/A	All Schools	Ongoing	$ -	$ 6,295	$ 6,295	$ -	$ -	$ -	$ 6,295	0.000%
3	3.3	Parent Leadership Groups	All	No	LEA-wide	N/A	All Schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	3.4	Parent/Teacher/Student Conferences	All	No	LEA-wide	N/A	All Schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	3.5	Community Building	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 21,058	$ 20,163	$ 20,163	$ 21,058	$ -	$ -	$ 41,221	0.000%
3	3.6	Student Recruitment	All	No	LEA-wide	N/A	All Schools	Ongoing	$ -	$ 15,097	$ 15,097	$ -	$ -	$ -	$ 15,097	0.000%

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 5,634,772	$ 258,861	4.594%	0.000%	4.594%	$ 316,699	0.000%	5.620%	**Total:**	$ 316,699
								LEA-wide Total:	$ 295,985
								Limited Total:	$ 20,714
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.6	English Language Development	Yes	Limited	English Learners	All Schools	$ 12,457	0.000%
1	1.8	Intervention	Yes	LEA-wide	All	All Schools	$ 142,791	0.000%
2	2.2	Attendance Initiatives	Yes	LEA-wide	All	All Schools	$ 53,706	0.000%
2	2.5	Foster Youth and Homeless Youth Services	Yes	Limited	Foster Youth and Low-Income	All Schools	$ 8,257	0.000%
3	3.1	Family Education	Yes	LEA-wide	All	All Schools	$ 99,488	0.000%

2023-24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 6,188,996.00	$ 6,346,573.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	High Quality Instruction	No	$ 3,063,261	$ 3,316,471
1	2	Professional Development	No	$ 137,115	$ 142,676
1	3	Teacher Recruitment & Retention	No	$ 7,000	$ 1,500
1	4	Electives & Enrichment	No	$ 340,800	$ 275,382
1	5	Assessment	No	$ 18,000	$ 8,300
1	6	English Language Development	Yes	$ 29,526	$ 24,697
1	7	Special Education	No	$ 715,141	$ 746,725
1	8	Intervention	Yes	$ 12,990	$ 24,697
2	1	School Counselor	No	$ 139,269	$ 141,754
2	2	Attendance Initiatives	Yes	$ 89,759	$ 77,667
2	3	Positive Discipline Approach	No	$ 263,720	$ 243,857
2	4	Social Emotional Learning	No	$ 379,024	$ 405,756
2	5	Foster Youth and Homeless Youth Services	Yes	$ 4,620	$ 2,643
2	6	Health and Safety	No	$ 797,294	$ 758,708
3	1	Parent Education	Yes	$ 123,508	$ 118,471
3	2	Family Communication Tools	No	$ 10,000	$ 10,300
3	3	Program Site Council	No	$ -	$ -
3	4	Parent /Teacher/Student Conferences	No	$ -	$ -
3	5	Community Building	No	$ 43,727	$ 41,727
3	6	Student Recruitment	No	$ 14,242	$ 5,242

2023-24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 246,026	$ 260,403	$ 248,175	$ 12,228	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	6	English Language Development	Yes	$ 29,526	$ 24,697.00	0.00%	0.00%
1	8	Intervention	Yes	$ 12,990	$ 24,697	0.00%	0.00%
2	2	Attendance Initiatives	Yes	$ 89,759	$ 77,667.00	0.00%	0.00%
2	5	Foster Youth and Homeless Youth Services	Yes	$ 4,620	$ 2,643.00	0.00%	0.00%
3	1	Parent Education	Yes	$ 123,508	$ 118,471.00	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 5,571,260	$ 246,026	0.00%	4.42%	$ 248,175	0.00%	4.45%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning*,* particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

- o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- *o* Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

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

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

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

Support for Identified Schools

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

- Describe how the LEA has or will support 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.

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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning*,* particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

  A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

    o **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)

- Inclusion of metrics other than the statutorily required metrics
- Determination of the target outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated students
- Analysis of effectiveness of the specific actions to achieve the goal
- Analysis of material differences in expenditures
- Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
- Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- o   All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *[LCFF State Priorities Summary](#)* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

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- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section [42238.024(b)(1) (California Legislative Information)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

    o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

- o   Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

- o   Indicate the school year to which the baseline data applies.

- o   The baseline data must remain unchanged throughout the three-year LCAP.

  - ▪   This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

  - ▪   If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o   Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- ●   When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - o   Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- ●   When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

  - o   Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- ●   When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

- o   Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  - o   Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

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o   Include a discussion of relevant challenges and successes experienced with the implementation process.

o   This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

   o   In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

   o   When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

   o   Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

   o   As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

      ▪   The reasons for the ineffectiveness, and

      ▪   How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

  o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

  o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  o Professional development for teachers.

  o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader

understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state

and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are

foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

● Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

● Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

● Table 2: Contributing Actions Table (for the coming LCAP Year)

● Table 3: Annual Update Table (for the current LCAP Year)

● Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

● Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. *This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.*

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the

LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

    For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o   This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

  o   This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

  o   This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o   This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

  o   This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

  o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

  o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  o This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

  o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

  o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

  o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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