

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Discovery Charter I

CDS Code: 43104390111880

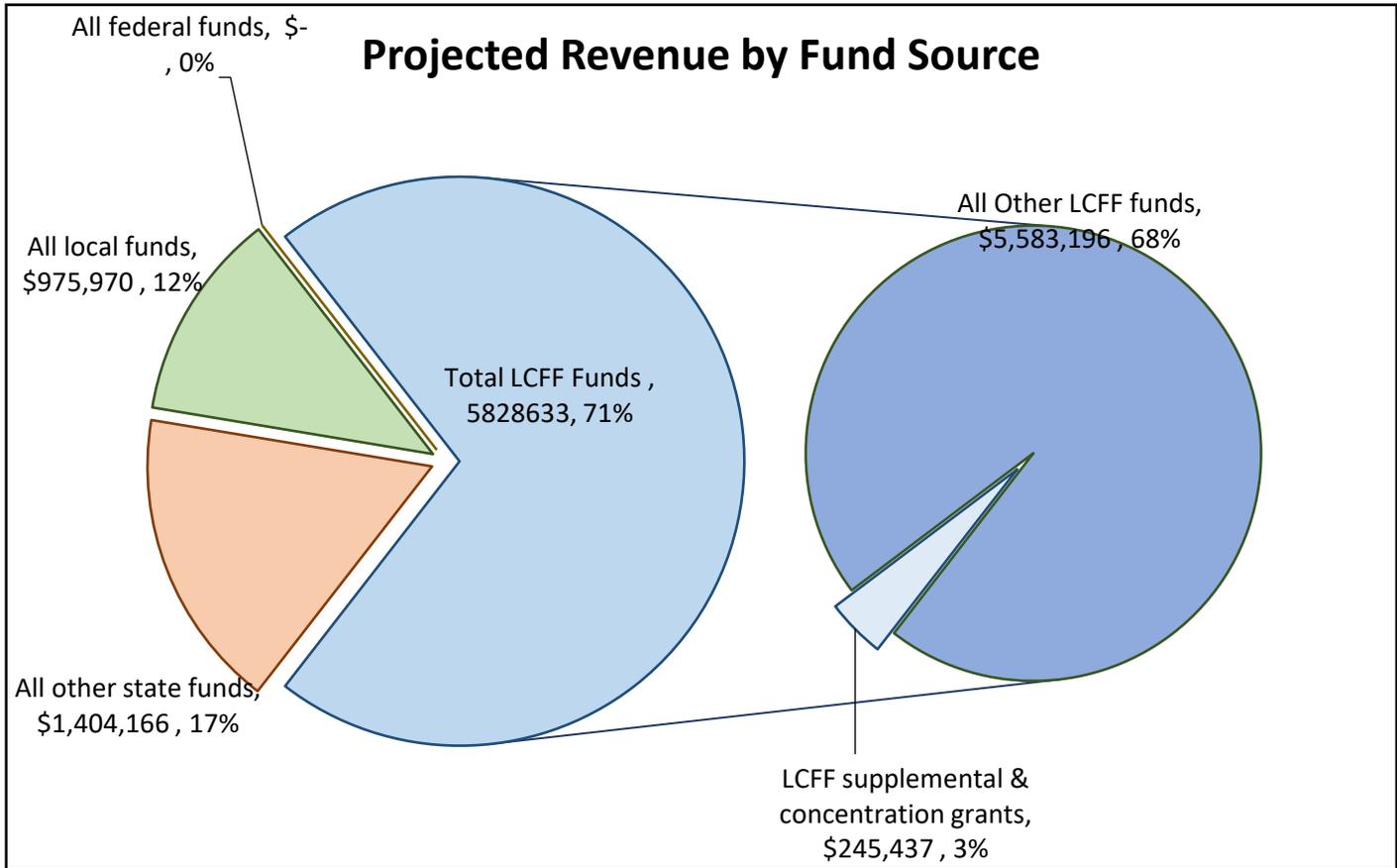
School Year: 2023-24

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

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 2023-24 School Year

Projected Revenue by Fund Source

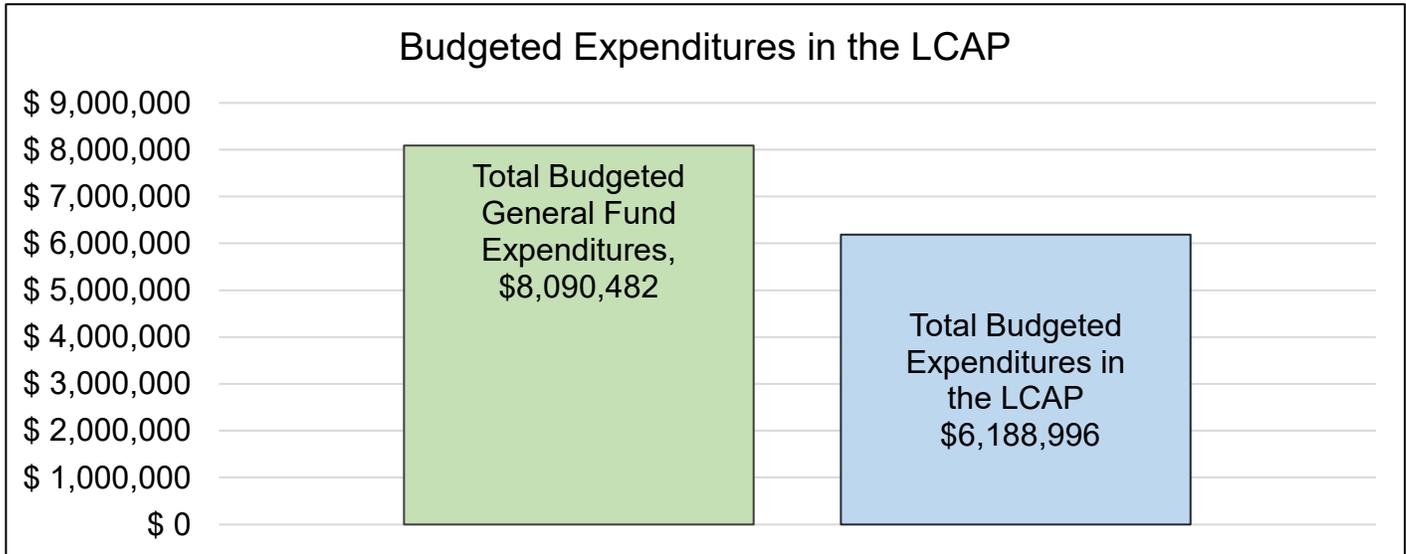


This chart shows the total general purpose revenue Discovery Charter I expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Discovery Charter I is \$8,208,769.12, of which \$5,828,633.00 is Local Control Funding Formula (LCFF), \$1,404,166.00 is other state funds, \$975,970.12 is local funds, and \$0.00 is federal funds. Of the \$5,828,633.00 in LCFF Funds, \$245,437.00 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.



This chart provides a quick summary of how much Discovery Charter I plans to spend for 2023-24. 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 I plans to spend \$8,090,482.00 for the 2023-24 school year. Of that amount, \$6,188,996.00 is tied to actions/services in the LCAP and \$1,901,486.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

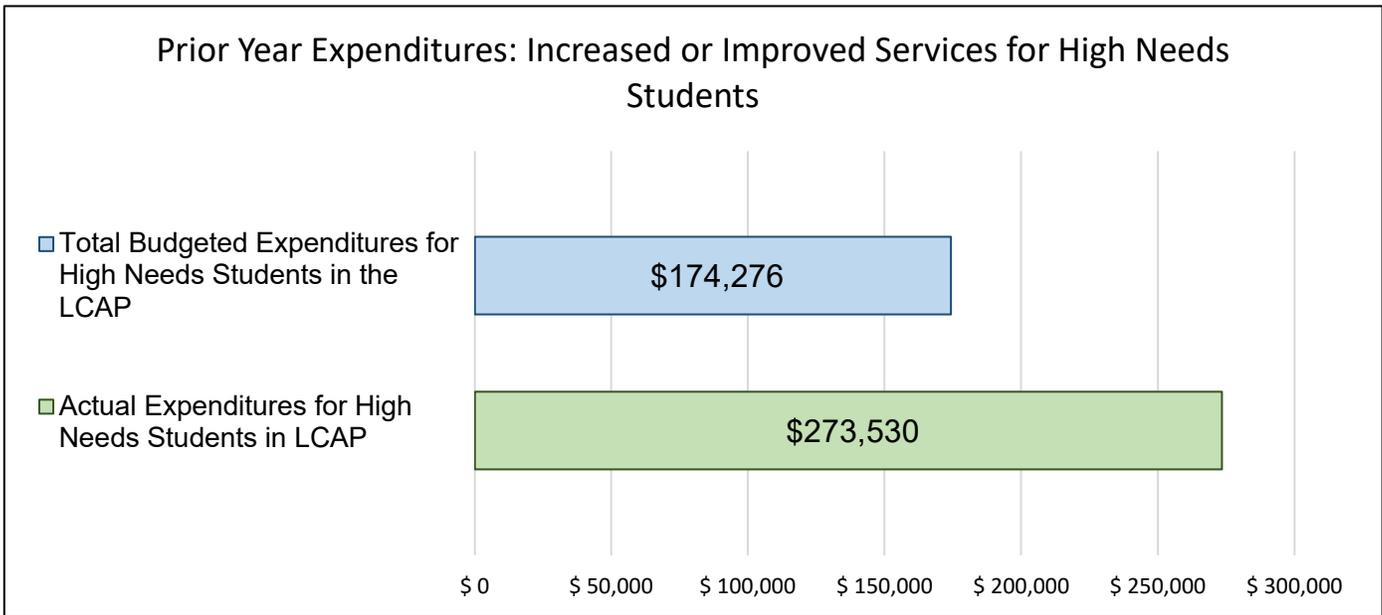
Oversight fees, legal fees, postage, business expenses and other operating expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Discovery Charter I is projecting it will receive \$245,437.00 based on the enrollment of foster youth, English learner, and low-income students. Discovery Charter I must describe how it intends to increase or improve services for high needs students in the LCAP. Discovery Charter I plans to spend \$260,403.00 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 2022-23



This chart compares what Discovery Charter I 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 I 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 2022-23, Discovery Charter I's LCAP budgeted \$174,276.00 for planned actions to increase or improve services for high needs students. Discovery Charter I actually spent \$273,530.00 for actions to increase or improve services for high needs students in 2022-23.

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 2023-24

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 CA 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. Multiage 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 school also provides short-term independent study upon request. Discovery Charter School experienced an extensive turnover in site administration between coming into the 2022-23 school year.

Discovery Charter School serves approximately 535 students with diverse needs and backgrounds. Significant student groups include approximately 10% of students qualifying for Free or Reduced Lunch; 13.3% of students are English Learners; and 10% qualifying for special education services. Approximately 29% of Discovery’s students identify as white, 35% as Asian, 12% as Hispanic or Latino, 9% as Two or More Races and 8% as African American (22-23 DataQuest). The LCFF Unduplicated percentage is approximately 23% (22-23 CALPADS).

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

IDENTIFIED PROGRESS

State Indicators

The CA Dashboard indicates overall students are performing 'Very High' and achieving an average of 50 points above standard on the SBAC ELA assessment. This includes students identifying as Asian (+79 points), Two or More Races (+50 points) and White (+52 points). The CA Dashboard also indicates overall students are performing 'Very High' and achieving an average of 42 points above standard on the SBAC math assessment. This includes students identifying as Asian (+90 points), Two or More Races (+38 points) and White (+41 points).

The CA Dashboard lists an overall suspension rate of <1%. The 'Low' and 'Very Low' ratings include students identifying as White, African American, Asian, Hispanic and Two or More Races.

African American(<3%) students were the only group that did not have a high rate of chronic absenteeism in 21-22.

Local Indicators

All state-mandated local indicator requirements were met.

MAINTAINING/BUILDING ON PROGRESS

Discovery Charter I attributes its success to the strong foundation (academic and social-emotional) provided to all students prior to pandemic-related school disruptions, and the supports provided to students as they returned to in-person instruction last year. The school is proud of teachers and students for successfully transitioning back to the hands-on instructional model in the majority of classrooms this year and we will continue to prioritize high quality experiential learning for our students. The school will investigate strategies used to support high rates of achievement and low rates of suspension and chronic absenteeism among the student groups identified above to determine which strategies may be transferable to other student groups.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

IDENTIFIED NEEDS

State Indicators

While the CA Dashboard indicates overall students are performing 'Very High' and achieving an average of 50 points above standard on the SBAC ELA assessment, the 'Low' and 'Medium' ratings include students classified as English Learners (-19 points), Students with

Disabilities (-45 points), Socioeconomically Disadvantaged (+1 point) and those identifying as Hispanic (+3 points). Likewise, students groups rated 'Low' and 'Medium' on the SBAC math assessment, include students identifying as Hispanic (-36 points) and those classified as students with disabilities (-40 points), English Learners (-9 points) and Socioeconomically Disadvantaged (-18 points).

English Learner Progress is also rated 'Low' with approximately 50% of students making progress toward English language proficiency. 30% of students decreased one ELPI level on the 2022 language assessment. Our teachers utilize a number of best practices for supporting English learners with language acquisition, but the data indicates that our students need a comprehensive ELD program. The ELD program is in the process of being refined through the use of teacher survey data and a committee that will be formed over the summer to determine the most appropriate instructional resources and ways to allocate instructional time/personnel to best meet the needs of English learners. The school has hired a Teacher on Special Assignment to lead this work.

To address these academic needs, the school is in the process of refining the academic intervention program. This year the school provided a pull-out intervention program for students performing far below grade level in 2nd and 3rd grades. There are plans to expand the program to K-3 next year. Also, the Student Support Specialist will ensure the 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 CA Dashboard lists an overall suspension rate of <1%. The 'Medium' rating includes students classified as English Learners(1%), Students with Disabilities (1%) and Socioeconomically Disadvantaged (nearing 2%) students.

Also rated high on the CA Dashboard overall is Chronic Absenteeism (11%). Students with Disabilities had the highest rate of chronic absenteeism (21%), while English Learners (11%), Hispanic (15%), Two or More Races (13%), Socioeconomically Disadvantaged (16%), White (12%) and Asian (8%) students rated 'High' or 'Medium'.

To address these needs, the school added a Student Support Specialist position this year based on teacher and administrator feedback indicating that students had additional needs coming back to in-person instruction that were not being addressed. This person supports individual students as needed with social emotional learning, behavior support, attendance issues, and academic challenges. The work of the school counselor is also addressing these needs. The school counselor meets with individual students to provide mental health support and observes classrooms to advise teachers about best practices for developing strong relationships with students. These actions will be continued next year and we anticipate a decrease in chronic absenteeism and suspensions as a result.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-24 LCAP provides our three-year plan for continued improvement and development. In 2023-24 we will continue the specific actions undertaken to address the varied academic and social-emotional needs of our students.

GOAL 1: Our school fosters developmentally-based, experiential learning that produces well-rounded, capable, critically thinking citizens who become life-long learners. In terms of student achievement (Goal 1), we will continue providing a comprehensive standards-aligned instructional program in conjunction with a comprehensive assessment system. We will use the results of assessments to differentiate

instruction within classrooms and to inform our system of intervention. We will provide systemic English Language Development for our English learners and a comprehensive SPED program for our students with IEPs. Our students will access a broad course of study through our Enrichment and Elective classes.

GOAL 2: Discovery develops students who are self-motivated, self-disciplined, and socially responsible. In terms of our work to maintain a positive culture and climate (Goal 2), students are supported in Social Emotional Learning as well as supportive practices in behavior, attendance, and student activities as well as a clean and safe environment. We implement a comprehensive Positive Behavior Supports and Intervention program schoolwide. We incorporate mental health support into our program.

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. Families will be supported to participate actively in the life of the school and their child's education through frequent workshops, training, and opportunities for input. These opportunities include Positive Discipline, Conflict Resolution, Bullying Awareness, Digital and Social Media, and our Parent Academies where teachers train parents to support in the classroom. Our teachers also hold family meetings and communicate regularly with families. We will use multiple methods of communication to keep parents informed, including parent messaging services and newsletters.

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.

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

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 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. Parents also complete the annual LCAP survey each March. The school hosts monthly Coffee with Carole 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 3/7/23.

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 5/24/23 and the Board approved the LCAP on 6/28/23.

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.

Teachers

Formal teacher feedback is received in the LCAP survey, annually, each March. In addition to these formal sessions, there are informal opportunities at other staff meetings as well as in conversation with the administration.

Other School Staff

All remaining school staff provide feedback, at a minimum, via the annual LCAP survey administered each March.

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 each March via the annual survey. Feedback is informally requested during all school events.

A summary of the feedback provided by specific educational partners.

Teachers

Goal 1 Feedback: Teachers overall believe the school is implementing the actions as needed to make progress towards the goal. Both Special Education and General Education teachers shared that students with IEPs receive the necessary support to access the grade-level curriculum. They shared that the ELD is still an area that could be improved to most effectively meet the needs of all learners.

Goal 2 Feedback: Teachers overall believe the school is implementing the actions as needed to make progress towards the goal. They appreciate the positive discipline and social emotional learning resources. They also appreciate having a school counselor to provide additional support for student mental health needs.

Goal 3 Feedback: Teachers believe Discovery Charter School is excelling at this goal with high levels of parent communication, parent involvement, and opportunities for parents to take classes and workshops at the school.

Parents/Guardians share that some classrooms/grade levels have incredible opportunities for small group instruction and enrichment classes, such as Spanish, but because these supports are created by parent volunteers, classrooms and grade levels without the same level of parent volunteerism do not have the same opportunities. The system for volunteer sign-up and shift transition could be improved. Also, newer teachers can use support in learning how to best utilize volunteer parents in the classroom.

Parents would like to see assessment data used more strategically to meet all student needs, from GATE students to students who are struggling to assure everyone is provided opportunities to move forward developmentally and academically.

Parents appreciate the support of the counselor for addressing individual student needs and providing workshops for parents. Parents appreciate the positive discipline approach and find the training sessions helpful. They would like more support around implementing consistent practices for dealing with conflict during recess periods.

Campus safety is a concern because strangers can enter the campus. Parents have suggested a lanyard to identify adults as Discovery volunteers.

Parents would also like a more centralized communication method for teachers and administrators with a better website with easier to access information.

When **students** were given the opportunity to share changes they might like to see at the school some of the common themes were:

Additional resources (For example, several students wanted better hot lunch options)

New Activities: (For example, several students want the school to have sports programs)

Harsher Discipline: (Several students reported wanting to see harsher discipline for misbehaving peers)

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

We incorporated specific feedback into the following actions:

Goal 1, Action 2 Professional Development - There will be an administrator and teacher committee formed to revamp the current teacher evaluation tool.

Goal 1, Action 6 ELD is in the process of being refined through the use of teacher survey data and a committee that will be formed over the summer. The school has hired a Teacher on Special Assignment to lead this work.

Goal 2, Action Positive Discipline was updated to include the description of the Student Support Specialist, a position created based on teacher and administrator feedback indicating that students had additional needs coming back to in-person instruction that were not being addressed. Due to teacher and administrator feedback, the school will continue to fund this position.

Goal 2 Safe and Clean Campus: The school is looking into ways to make the campus more secure from outsiders.

Goal 3 Family Communication: The school is looking into providing Parent Square as a communication tool that will allow parents to access communications from the school and teachers through the same application. Additionally, the school website will be redesigned to provide an accessible, centralized place for information.

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.

An explanation of why the LEA has developed this goal.

This **broad** goal is central to our model and the pivot to distance learning and then back to in-person instruction caused disruption to providing instruction centered around experiential learning. While we have been back in-person for over a year, we have needed to be purposeful about ensuring that student voice and choice continue to be front and center, while providing strategic academic supports based on student needs.

State priorities addressed by this goal: State priorities addressed by this goal: #1 Basic Conditions for learning (teacher credentials, standards aligned materials), #2 State standards #4 Pupil achievement (SBAC, CAST, ELPAC), #7 Broad Course of Study, #8 Other Pupil Outcomes

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		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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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		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		60%

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
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.	\$3,063,261	N
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: <ul style="list-style-type: none"> ● Math problem solving ● Tiered Interventions ● ELD ● SPED ● Assessments and Data Analysis 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.	\$137,115	N

Action #	Title	Description	Total Funds	Contributing
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. <ul style="list-style-type: none"> ● outreach and support ● use of recruitment platforms that include social media 	\$7,000	N
4	Electives and Enrichment	Discovery will provide enrichment opportunities and electives for all students to foster the development of well-rounded students. <ul style="list-style-type: none"> ● Enrichments for K-5 (Art, gardening, cooking, foreign language) ● “Selectives” for 6-8 (changes, i.e. Boxing, Cross Training, Art, Drama, WoodShop, Coding, Cooking) 	\$340,800	N
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. The results can inform lesson design, unit design, and, most importantly, identification of specific support needs for students. <ul style="list-style-type: none"> ● iReady Math and ELA ● SRI (K-8) ● DRA (K-1) ● Twice yearly data analysis for current year and longitudinal reading and math benchmarks ● Data used to inform instruction and intervention 	\$18,000	N

Action #	Title	Description	Total Funds	Contributing
6	ELD	<p>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.</p> <ul style="list-style-type: none"> • ELD Teacher on Special Assignment to lead the refinement of the ELD program in 2023-24 • ELPAC testing and EL Progress Monitoring • EL Small group instruction on targeted language skills 	\$29,526	Y
7	SPED	We will provide students with disabilities increased support in the general education classroom to ensure they can meet their IEP goals and grade level standards.	\$715,141	N
8	Intervention	<p>We will provide students targeted math and English Language Arts interventions based on the quarterly review of internal and CAASPP assessment data. The primary means of intervention will be the tiered instruction delivery.</p> <p>The strategies at each Tier of Instruction are:</p> <p>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.</p> <p>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.</p> <p>Tier 3: Students who require support that is even more intensive will be provided one on one instruction through individual sessions.</p>	\$12,990	Y

Goal Analysis for 2022-2023

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.

IMPLEMENTATION ANALYSIS

Discovery I successfully implemented all Goal 1 Actions during the 22-23 school year.

IMPLEMENTATION PROCESS CHALLENGES AND SUCCESS

Discovery is proud to see the teachers implementing hands-on, project-based learning experiences for students. The pandemic circumstances had pushed teachers into using more traditional teaching methods and this year teachers have been able to shift back to the experiential learning that characterizes our model. Teachers are also able to collaborate both within and across Discovery campuses to develop best practices and design meaningful learning experiences again.

Some actions are complex and require refinement over time. These include Actions including 1.6 ELD and 1.8 Interventions. All classes use small groups to target English language development skills during periods of core content area instruction. Systems development will continue into the coming year. Discovery has successfully implemented small, skill-based intervention groups in reading, writing and math with some targeted one on one intervention occurring as well. Additionally, the 2nd and 3rd-grade classes have developed a targeted 1:1 intervention system. The school is working on building this out as a K-3 intervention program. Middle school math teachers support 4th and 5th-grade math classes. ELD/intervention systems refinement will continue into the coming year as the school develops a roadmap for evidence-based best practices across the tiers.

Finding an assessment that meets the criteria for a CDE verified data source and fits with our school program has been a challenge, and we continue to work towards finding an assessment system that will meet these needs.

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.

MATERIAL DIFFERENCES IN BUDGETED AND ESTIMATED ACTUAL EXPENDITURES

Action 1 High Quality Instruction differences between budgeted \$3,541,228 and estimated actuals of \$3,080,150 are the result of decreases to teacher salary forecasts.

Action 2 Professional Development differences between budgeted \$73,001 and estimated actuals of \$116,452 are the result of additional costs as the result of administrative team changes before the beginning of the school year.

Action 3 Teacher Recruitment and Retention differences between budgeted expenditures of \$2,100 and estimated actuals of \$0 are the result of removing the recruiting budget.

Action 4 Electives and Enrichment differences between budgeted expenditures of \$33,577 and estimated actuals of \$24,968 are the result providing fewer enrichment offerings than originally planned.

Action 8 Interventions differences between budgeted expenditures of \$92,397 and estimated actuals of \$105,848 are the result of additional costs as the result of administrative team changes before the beginning of the school year.

An explanation of how effective the specific actions were in making progress toward the goal.

EFFECTIVENESS OF IMPLEMENTED ACTIONS

1. *Administering a high-quality instructional program (1.1-1.3)*: Discovery Charter School I has been highly effective as determined by the 21-22 SBAC ELA assessment with 73% of students overall meeting or exceeding standards. Similar scores were seen for students identifying as Asian (82%), Two or More Races (74%) and White (75%).

Discovery has also been highly effective in math as determined by the 21-22 SBAC math assessment with 65% of students overall meeting or exceeding standards. Similar scores were seen for students identifying as Asian (83%), Two or More Races (68%) and White (66%).

Similarly, on the CAST science assessment 60.9% of students Met or Exceeded standards.

2. *Equity, access and inclusion (1.4, 1.7)*: Proficiency for students with disabilities increased on the 21-22 SBAC assessments. In ELA proficiency rose 10% from 22% to 33% and on the math assessment 13% from 20% to 33%. Additionally, 100% of students are enrolled in a broad course of study and have access to enrichment and elective opportunities. Discovery provides students with schedules and makes resources available online for enrichment leads.

3. *Tiered System of Support (1.5-1.6 and 1.8)*: English language learners received integrated and designated targeted skill development. Although the percentage of students making progress decreased from 53% in 2019 to 49% in 2022, Discovery considers the change to be minimal when considering the bigger scope of learning loss that occurred over the past few years. State assessment data listed above validates the effectiveness of the tiered intervention system.

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.

GOAL - There are no planned changes to the goal.

METRICS AND OUTCOMES

The metric for CA Science Test (CAST) % Met/Exceeded standard for all students and all numerically significant subgroups was added to ensure the school is tracking student progress in science achievement now that a state test is available with more than one year of data.

ACTIONS

Action 2 Professional Development was revised to include a description of the administrator and teacher committee that will be formed to revamp the current teacher evaluation tool.

The school is in the process of revising the ELD program components (Action 6) based on the decrease in English learner progress on the ELPAC last year, as well as EL student subgroup scores on the CAASPP ELA and Math assessments. Teachers are being surveyed about the ELL program, including student and teacher needs, and how to best ensure more targeted supports for English learners. The leadership team is evaluating various ELD programs and then the options will proceed to committee this summer to finalize the plan for next year. The school has hired an ELD Teacher on Special Assignment to lead the refinement of the ELD program in 2023-24.

Action 8 Intervention was revised to include how the Student Support Specialist is involved with the tiered intervention program implementation.

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.

An explanation of why the LEA has developed this goal.

Broad goal -While our daily attendance rate has remained high, we have students who struggle with chronic absenteeism, especially our low income students and students with disabilities. Also, our suspension rate has been increasing each year, especially for our low income students, English learners and students with disabilities. We believe that if we provide 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.

State priorities addressed by this goal: #5 Pupil Engagement (attendance, chronic absenteeism). #6 School Climate (suspensions, expulsions, survey data)

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	<p>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%</p> <p>Data Year: 2018-19 Data Source: DataQuest Chronic Absenteeism Rate</p>	<p>0% for all students and all student groups</p> <p>Data Year: 2020-21 (distance learning) Data Source: DataQuest Chronic Absenteeism Rate</p>	<p>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%</p> <p>Data Year: 2021-22 Data Source: DataQuest Chronic Absenteeism Rate</p>		<p>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%</p> <p>Data Year: 2022-23 (distance learning) Data Source: DataQuest Chronic Absenteeism Rate</p>
Attendance Rate	<p>96%</p> <p>Data Year: 2019-20 Data Source: SIS</p>	<p>99%</p> <p>Data Year: 2020-21 Data Source: SIS Attendance Data</p>	<p>95.3%</p> <p>Data Year: 2021-22 Data Source: P-Annual Report</p> <p>92.9% Data Year: 2022-23 Data Source: P2 Report</p>		<p>96%</p> <p>Data Year: 2022-23 Data Source: SIS Attendance Data</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rate for all students and all numerically significant subgroups	<p>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%</p> <p>Data Year: 2019-20 Data Source: DataQuest Suspension Rate</p>	<p>0% for all students and all student groups</p> <p>Data Year: 2020-21 (distance learning) Data Source: DataQuest Suspension Rate</p>	<p>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%</p> <p>Data Year: 2021-2022 Data Source: DataQuest Suspension Rate</p>		<p><1%</p> <p>Data Year: 2022-23 Data Source: DataQuest Suspension Rate</p>
Expulsion Rate for all students and all numerically significant subgroups	<p>0%</p> <p>Data Year: 2019-20 Data Source: DataQuest Expulsion Rate</p>	<p>0%</p> <p>Data Year: 2020-21 Data Source: DataQuest Expulsion Rate</p>	<p>0% for all students and all student groups</p> <p>Data Year: 2021-2022 Data Source: DataQuest Expulsion Rate</p>		<p>0%</p> <p>Data Year: 2022-23 Data Source: DataQuest Expulsion Rate</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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: 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
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% Data Year: 2022-23 Data Source: CALPADS 8.1c

Actions

Action #	Title	Description	Total Funds	Contributing
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.	\$139,269	N

Action #	Title	Description	Total Funds	Contributing
2	Attendance Initiatives	<p>Tiered Reengagement Tiered re-engagement strategies for unengaged students are organized within a Multi-Tiered System of Supports (MTSS) framework:</p> <p>Tier 1: Students attending school regularly (%TBD)</p> <ul style="list-style-type: none"> • Positive relationships, engaging school climate, clear and consistent communication between school and families <p>Tier 2: Students who attend/engage moderately (%TBD)</p> <ul style="list-style-type: none"> • Phone calls home, informational emails • Referral to Counselor <p>Tier 3: Students who attend 40% of the time or less</p> <ul style="list-style-type: none"> • Action Plan created with student and family • School Attendance Review Board (SARB) meeting <p>Tier 4: Unreachable students: No contact or engagement</p> <ul style="list-style-type: none"> • Home visits • Referral to outside agencies <p>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.</p>	\$89,759	Y
3	Positive Discipline	<p>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. Specific curriculum is implemented by the classroom teachers and staff members implement the approach during recess times as well. To provide additional targeted supports for individual students and the upper grade levels, the school provides a student support specialist.</p>	\$263,720	N

Action #	Title	Description	Total Funds	Contributing
4	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.	\$379,024	N
5	Foster Youth and Homeless Youth Services	<p>Homeless Youth supports include:</p> <ul style="list-style-type: none"> • 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, COVID resources, etc. Referral of parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified. <p>Foster Youth supports include:</p> <ul style="list-style-type: none"> • 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. 	\$4,620	Y

Action #	Title	Description	Total Funds	Contributing
6	Health and Safety	<p>We will provide a clean, safe campus for our students by continuing the following actions.</p> <ul style="list-style-type: none"> ● Regular Cleaning and Sanitizing ● Health Screenings ● Facilities Maintenance ● Annual Safety Plan updates and trainings 	\$797,294	N

Goal Analysis for 2022-2023

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.

IMPLEMENTATION ANALYSIS

Discovery I successfully implemented Goal 2 Actions 1- 4 and 6 during the 22-23 school year. Action 5 was not implemented because the school did not have any foster or homeless youth enrolled.

IMPLEMENTATION PROCESS CHALLENGES AND SUCCESS

The support of the school counselor has been a success this year. He regularly tracks student data and his reports have greatly benefitted the entire staff. The counselor mostly works with individual students, but also observes classrooms and collaborates with teacher on developing strategies to build strong teacher-student relationships.

The school has identified school-wide trends around social emotional learning and are implementing new programs for Tier II and III interventions. The school conducted several social-emotional learning/data-focused professional development sessions facilitated by the school counselor. All new staff received training in the fall and existing staff were provided refresher training on positive discipline. Yard duty staff are trained annually. All training materials are on file. Additionally, materials are on file for the parent education presentations, including a successful workshop on developing healthy relationships with technology. Action 2.2 is a very complex action and will require further refinement in the coming year. While there are no specific challenges to implementation, developing the systems to support implementation takes time. A student support specialist was hired this year to provide targeted supports to individual students based on the data. This role supports attendance and behavior, as well as communicating with teachers about classroom-based interventions for individuals or groups of students. The student support specialist also provides parent education and staff development around best practices for addressing student needs. This position was developed in response to the student needs we saw transitioning back to school from distance learning.

Attendance continues to be a challenge this year with P-2 average daily attendance at approximately 93%. The attendance initiatives action is being implemented with truancy letters sent out to students with high numbers of unexcused absences or tardies. The director is working with front office staff to have personal one on one conversations with those families before the truancy letter is needed.

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.

MATERIAL DIFFERENCES IN BUDGETED AND ESTIMATED ACTUAL EXPENDITURES

Action 2 Attendance Initiatives differences between budgeted expenditures of \$33,290 and estimated actuals of \$53,137 are the result of the additional costs of staffing the attendance clerk position.

Action 5 Foster Youth and Homeless Youth services differences between budgeted expenditures of \$4,500 and estimated actuals of \$8,697 are the result of increased staffing costs.

An explanation of how effective the specific actions were in making progress toward the goal.

EFFECTIVENESS OF IMPLEMENTED ACTIONS

1. *Developing a positive school climate (2.1, 2.3, 2.4, 2.6)*: Discovery Charter School I successfully implemented systems to support positive behavior as seen in the 21-22 overall suspension rate of less than 1%. In fact, all student groups except students classified as socioeconomically disadvantaged and students with disabilities had less than a 1% suspension rate. Rates for students just over 1% are down approximately 3% from pre pandemic rates. The school continues to maintain a 0% expulsion rate. 92% of parents and 96% of teachers feel safe at school and feel connected to the school community. 72% of students feel connected to the school community, but only 62% of them feel safe at school.

2. *Engaging all students (2.2, 2.5)*: Like many schools across the state, Discovery I continues to struggle with chronic absenteeism where rates have increased significantly since pre pandemic baselines overall +5% to nearly 11% and in most student groups. Similar rates and changes include: English learners +3% to 11%, Asian +5% to 8%, Hispanic +6% to 15%, Two or More Races +7% to 13% and White +8% to 12%. Average daily attendance has decreased to 93% this year, indicating that the school needs to strengthen its outreach to families about the importance of attendance and the number of absences of each student.

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.

GOAL - No changes will be made to the goal.

METRICS AND OUTCOMES

The metric middle school dropout rate was added to ensure the school is monitoring middle school students for re-enrollment elsewhere after they leave Discovery.

ACTIONS

Action 4 now includes the description of the Student Support Specialist who was hired this year based on the additional social emotional and behavioral support needs of our students, particularly at the middle school level.

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.

An explanation of why the LEA has developed this goal.

The 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.

State priorities met by this **broad** goal: #3 Parent engagement (input into decision making). #6 School climate (survey responses)

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		95% Data year: 2023-24 Data Source: Local indicators

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Education	<p>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.</p> <ul style="list-style-type: none"> ● Positive Discipline ● Conflict Resolution, Bullying Awareness, Digital and Social Media ● Parent Academy: teachers train parents to support in the classroom ● Monthly teacher-led class meetings 	\$123,508	Y
2	Family Communication	<p>We will utilize a variety of family communication tools to ensure all families are informed about what is happening at school.</p> <ul style="list-style-type: none"> ● Groups IO ● Weekly Newsletters ● Classroom weekly communication 	\$10,000	N

Action #	Title	Description	Total Funds	Contributing
3	Program Site Council (PSC)	Program Site Council (PSC) <ul style="list-style-type: none"> provides skills and encouragement for parents to take on leadership roles within their school communities. meets monthly, admin attends 	\$0	N
4	Parent/Teacher/Student Conferences	Parent/Teacher/Student Conferences (time only) <ul style="list-style-type: none"> Fall Goal Setting Student-led Conferences (spring) 	\$0	N
5	Community Building	Community Building <ul style="list-style-type: none"> Fall Festival Auction Family Dance Restaurant Nights Principal Breakfasts (Muffins with Miki and Donuts with Debby) Bingo Nights, other game nights Assemblies Family Camp-outs, movie nights Partnerships and Sponsorships from community businesses and agencies 	\$43,727	N
6	Student Recruitment	Student Recruitment <ul style="list-style-type: none"> Outreach to local preschools Advertising and networking 	\$14,242	N

Goal Analysis for 2022-2023

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.

IMPLEMENTATION ANALYSIS

Discovery I fully implemented all Goal 3 Actions in 2022-23.

IMPLEMENTATION PROCESS CHALLENGES AND SUCCESS

Discovery I holds monthly parent support meetings and provides discipline training for newly enrolled families. Educational partner communication tools used in 22-23, include a Padlet newsletter, frequent website updates, a teacher newsletter, two-way communication via the website and Groups.io (schoolwide, grade level and classroom groups). The success of the site council is documented in monthly general and officer meeting agendas and minutes and parent, teacher, and student conference successes are documented with planning sheets and schedules. Additional community building events were well advertised through a shared schedule of events, the school website, flyers and a regularly scheduled time for 'Coffee with Carol'. Parents have let us know they feel well-informed through the newsletter and other communication tools.

The parent partnership percentage has increased to 83% with many parents coming back on to campus to help out this year and many parent-led activities. The school has been able to hold some in-person community events, including a parent education event on progressive education. We have been able to reboot our student recruitment action with open houses, information sessions, and marketing materials. Parent volunteers have been a huge support with our student recruitment initiative with one parent volunteering many hours to collect and compile video footage.

One challenge for the school to address is the same parents taking on many leadership roles. We would like to empower other parents to participate in these leadership roles. We also want to ensure parents who cannot come to campus during the school days are provided opportunities to participate.

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.

MATERIAL DIFFERENCES IN BUDGETED AND ESTIMATED ACTUAL EXPENDITURES

Action 1 Parent Education differences between budgeted \$70,224 and estimated actuals of \$96,675 are the result of additional costs as the result of administrative team changes before the beginning of the school year.

Action 6 Student Recruitment differences between budgeted \$13,400 and estimated actuals of \$2,561 are the result of reduced need to actively recruit new students using paid methods. Many recruiting opportunities have no cost associated with them.

An explanation of how effective the specific actions were in making progress toward the goal.

EFFECTIVENESS OF IMPLEMENTED ACTIONS

1. *Outreach and communication (3.2, 3.6)*: The family communication action was partially effective as evidenced by the feedback from parents that navigating multiple access points for school information is cumbersome.

2. *Engaging parents/guardians (3.1, 3.3, 3.4, 3.5)*

The parent education, parent conferences, and community building actions were effective as evidenced by the 92% of parents attending workshops, conferences, and other school-wide family events. The Program Site Council action was effective as evidenced by the 92% of parental input in decision making and the 91% 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.

23-24 PLANNED CHANGES: ACTIONS

The school is looking into providing Parent Square as a communication tool that will allow parents to access communications from the school and teachers through the same application. Additionally, the school website will be redesigned to provide an accessible, centralized place for information.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2023-24

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$245,437	\$0

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
4.4%	0%	\$0	4.4%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A- Academic Growth and Achievement

Needs, Conditions, Circumstances

In reviewing the 2022 ELA and Math performance of our English Learners, we find that our English Learners are at the low level for ELA and the medium level Math, and the English Learner Progress level is low, with 48.8% making progress towards English language proficiency. In reviewing the 2022 ELA and Math performance of our Socioeconomically Disadvantaged students, we find the subgroup performing at the medium level in ELA and Math. We find that both groups are not making as much progress as our overall student population who are scoring at the very high level for ELA and math.

Actions

Based on a review of data, we have designed the 21-24 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. We have also designed a targeted tiered math and ELA intervention support program to address student needs based on internal assessment data and annual CAASPP scores. The academic intervention (Goal 1, Action 6) program is built upon a foundation of high quality assessment data. We have an English Language Development program (Goal 1, Action 8)

that we are in the process of refining to ensure it is comprehensive to ensure that our English Learners become proficient and are able to reclassify at high rates. The school has hired a Teacher on Special Assignment to lead the work of refining the program.

Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, English Learner Progress, and Reclassification rates. We plan to use internal assessment data to gauge progress throughout the year.

B- Climate and Culture

Needs, Conditions, Circumstances

In 2022, our Socioeconomically disadvantaged students and English learners had a suspension rate in the medium level and a Chronic Absence rate in the high level.

Actions

Based on the data, we have designed the 2021-24 LCAP to implement strategies that effectively improve school culture. Key components of these additional efforts include actions to support regular attendance with our tiered re-engagement process (Goal 2, Action 2). We also have designated a staff member to provide specific support for our Foster and Homeless Youth to ensure they have the materials and resources they need to regularly attend and succeed.

Expected Outcomes

By implementing strategic actions in support of culture and climate, we hope to achieve our goals in academic growth and achievement, described above, and to maintain a low suspension rate and positive indicators that students feel safe and connected to the school community. We will also measure progress toward a high attendance and low chronic absenteeism (see above).

C- Family Engagement

Needs, Conditions, Circumstances

In order to achieve our academic growth and achievement goals, we know that parents are critical partners in the endeavor. We know that parents of our socioeconomically disadvantaged 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. In 2022-23, 92% of our families responded positively to items regarding feelings of connectedness with the school.

Actions

Parent Education

Expected Outcomes

By implementing a comprehensive Parent Education program, we hope to achieve our goals in academic growth and achievement, described above. We also believe this work will support us in achieving our goals in climate and culture, described in the plan and above. We will measure progress in our family engagement efforts by specific indicators around parent survey response rates, parent perceptions of connectedness to school, and participation in various events and opportunities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Discovery I is increasing services 4.66% for unduplicated pupils through the following LEA-wide actions:

English Language Development \$29,526 = 0.53%

The additional aides support for ELD increases the amount of support English learners receive for English Language Development, as well as the addition of a Teacher on Special Assignment to lead the ELD work in 2023-24.

Intervention \$12,990 = 0.23%

Intervention support increases the staffing available for direct student support.

Attendance Initiatives \$89,759 = 1.61%

Attendance initiatives increase the staffing and tools available to monitor attendance and conduct outreach to ensure high attendance for students.

Foster and Homeless Youth Supports \$4,620 = 0.08%

Foster and Homeless Youth Services increase the staff time available for monitoring and supporting the needs of our Foster and Homeless students.

Parent Education \$123,508 = 2.21%

Parent Education increases the staff time available to plan and implement parent education opportunities, including running our Parent Academy and bringing in outside speakers to enrich the program.

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 School I - Phoenix campus 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

2023-24 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 5,098,384	\$ 876,697	\$ 213,915	\$ -	6,188,996	\$ 4,868,315	\$ 1,319,515

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	High Quality Instruction	All	\$ 2,978,004	\$ 85,257	\$ -	\$ -	\$ 3,063,261
1	2	Professional Development	All	\$ 137,115	\$ -	\$ -	\$ -	\$ 137,115
1	3	Teacher Recruitment & Retention	All	\$ 7,000	\$ -	\$ -	\$ -	\$ 7,000
1	4	Electives & Enrichment	All	\$ 126,885	\$ -	\$ 213,915	\$ -	\$ 340,800
1	5	Assessment	All	\$ 18,000	\$ -	\$ -	\$ -	\$ 18,000
1	6	English Language Development	English learners	\$ 29,526	\$ -	\$ -	\$ -	\$ 29,526
1	7	Special Education	SPED	\$ 114,064	\$ 601,077	\$ -	\$ -	\$ 715,141
1	8	Intervention	All	\$ 12,990	\$ -	\$ -	\$ -	\$ 12,990
2	1	School Counselor	All	\$ 139,269	\$ -	\$ -	\$ -	\$ 139,269
2	2	Attendance Initiatives	All	\$ 89,759	\$ -	\$ -	\$ -	\$ 89,759
2	3	Positive Discipline Approach	All	\$ 137,115	\$ 126,605	\$ -	\$ -	\$ 263,720
2	4	Social Emotional Learning	All	\$ 379,024	\$ -	\$ -	\$ -	\$ 379,024
2	5	Foster Youth and Homeless Youth Services	All	\$ 4,620	\$ -	\$ -	\$ -	\$ 4,620
2	6	Health and Safety	All	\$ 733,536	\$ 63,758	\$ -	\$ -	\$ 797,294
3	1	Parent Education	All	\$ 123,508	\$ -	\$ -	\$ -	\$ 123,508
3	2	Family Communication Tools	All	\$ 10,000	\$ -	\$ -	\$ -	\$ 10,000
3	3	Program Site Council	All	\$ -	\$ -	\$ -	\$ -	\$ -
3	4	Parent / Teacher / Student Conferences	All	\$ -	\$ -	\$ -	\$ -	\$ -
3	5	Community Building	All	\$ 43,727	\$ -	\$ -	\$ -	\$ 43,727
3	6	Student Recruitment	All	\$ 14,242	\$ -	\$ -	\$ -	\$ 14,242

2023-24 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
\$5,583,196	\$ 245,437	4.40%	0.00%	4.40%	\$ 260,403	0.00%	4.66%	Total:	\$ 260,403
								LEA-wide Total:	\$ 226,257
								Limited Total:	\$ 34,146
								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	6	English Language Development	Yes	Limited	English Learners	All Schools	\$ 29,526	0.00%
1	8	Intervention	Yes	LEA-wide	All	All Schools	\$ 12,990	0.00%
2	2	Attendance Initiatives	Yes	LEA-wide	All	All Schools	\$ 89,759	0.00%
2	5	Foster Youth and Homeless Youth Services	Yes	Limited	Foster Youth and Low-Income	All Schools	\$ 4,620	0.00%
3	1	Parent Education	Yes	LEA-wide	All	All Schools	\$ 123,508	0.00%

2022-23 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 4,841,577	\$ 5,376,255

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	High Quality Instruction	\$ 3,541,228	\$ 3,080,150
1	2	Professional Development	\$ 73,001	\$ 116,452
1	3	Teacher Recruitment and Retention	\$ 2,100	
1	4	Electives & Enrichment	\$ 33,577	\$ 24,968
1	5	Assessments	\$ 7,292	\$ 7,292
1	6	English Language Development	\$ 9,173	\$ 9,173
1	7	Special Education	\$ 676,106	\$ 677,779
1	8	Intervention	\$ 92,397	\$ 105,848
2	1	School Counselor	\$ 130,802	\$ 130,802
2	2	Attendance Initiatives	\$ 33,290	\$ 53,137
2	3	Positive Discipline Approach	\$ 71,041	\$ 64,832
2	4	Social Emotional Learning	\$ 334,877	\$ 334,877
2	5	Foster Youth and Homeless Youth Services	\$ 4,500	\$ 8,697
2	6	Health and Safety	\$ 623,983	\$ 645,067
3	1	Parent Education	\$ 70,224	\$ 96,675
3	2	Family Communication Tools	\$ -	
3	3	Program Site Council	\$ -	
3	4	Parent / Teacher / Student Conference	\$ -	\$ -
3	5	Community Building	\$ 17,261	\$ 17,945
3	6	Student Recruitment	\$ 13,400	\$ 2,561

2022-23 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)
\$ 206,293	\$ 174,276	\$ 273,530	\$ (99,254)	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	\$ 9,173	\$ 9,173.00	0.00%	0.00%
1	8	Intervention	Yes	\$ 92,397	\$ 105,848.00	0.00%	0.00%
2	2	Attendance Initiatives	Yes	\$ 33,290	\$ 53,137.00	0.00%	0.00%
2	5	Foster Youth and Homeless Youth Services	Yes	\$ 4,500	\$ 8,697.00	0.00%	0.00%
3	1	Parent Education	Yes	\$ 68,224	\$ 96,675.00	0.00%	0.00%

2022-23 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)
\$ 4,900,061	\$ 206,293	0.00%	4.21%	\$ 273,530	0.00%	5.58%	\$0.00 - No Carryover	0.00% - No Carryover

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 (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 aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, 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]).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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.

Broad Goal

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.

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

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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year.

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.

- 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.
- 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.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. 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.

- 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.

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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. 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. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- **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)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - 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)
 - 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
 - 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)
 - 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
 - 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)
 - 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 (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - 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)
 - 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 + 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).