

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Discovery Charter

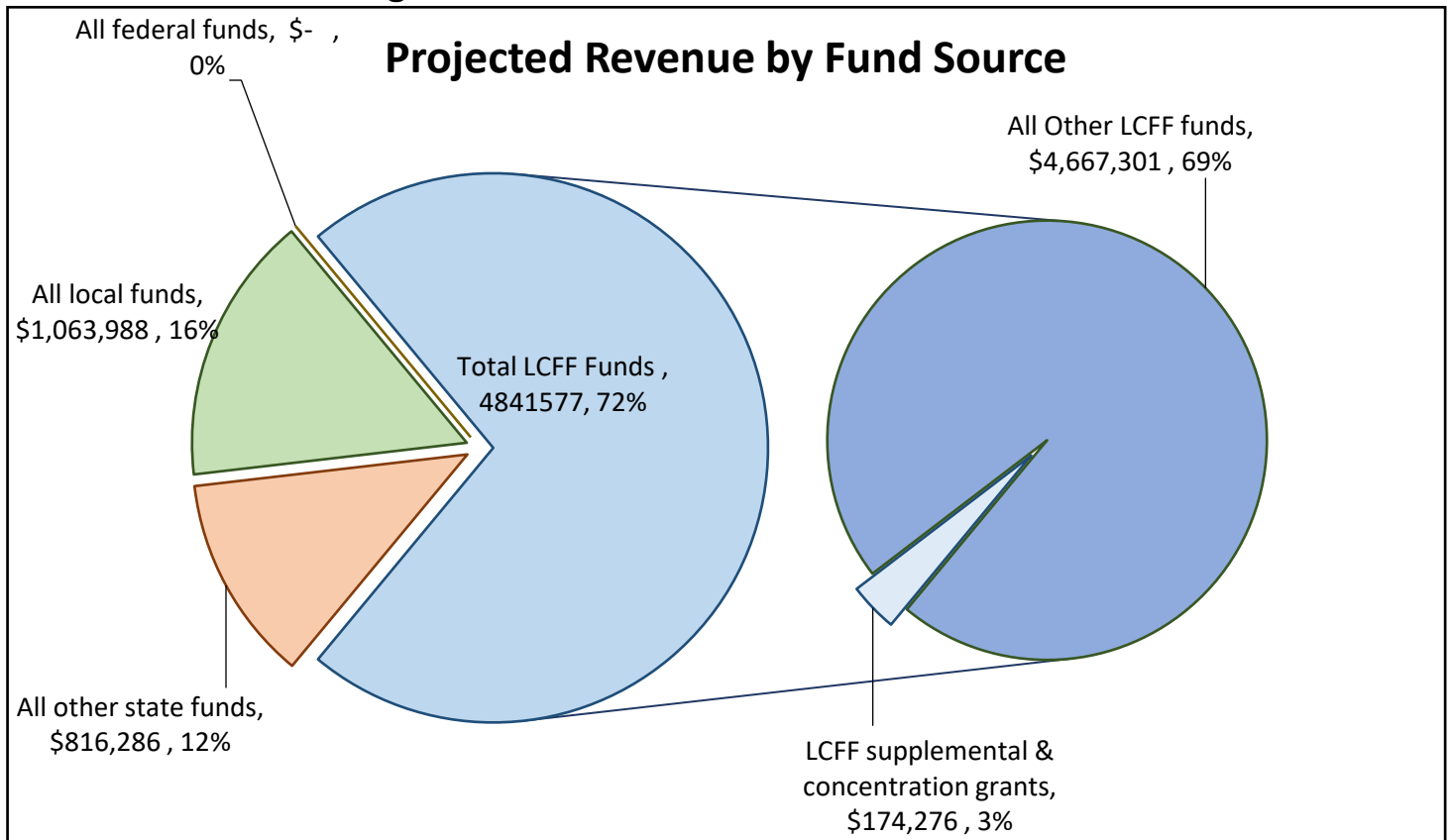
CDS Code: 43 10439 0111880

School Year: 2021 – 22

LEA contact information: Debby Perry; Supt./Dir.; dperry@discoveryk8.org; (408) 243-9800 ext. 126

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 2021 – 22 School Year

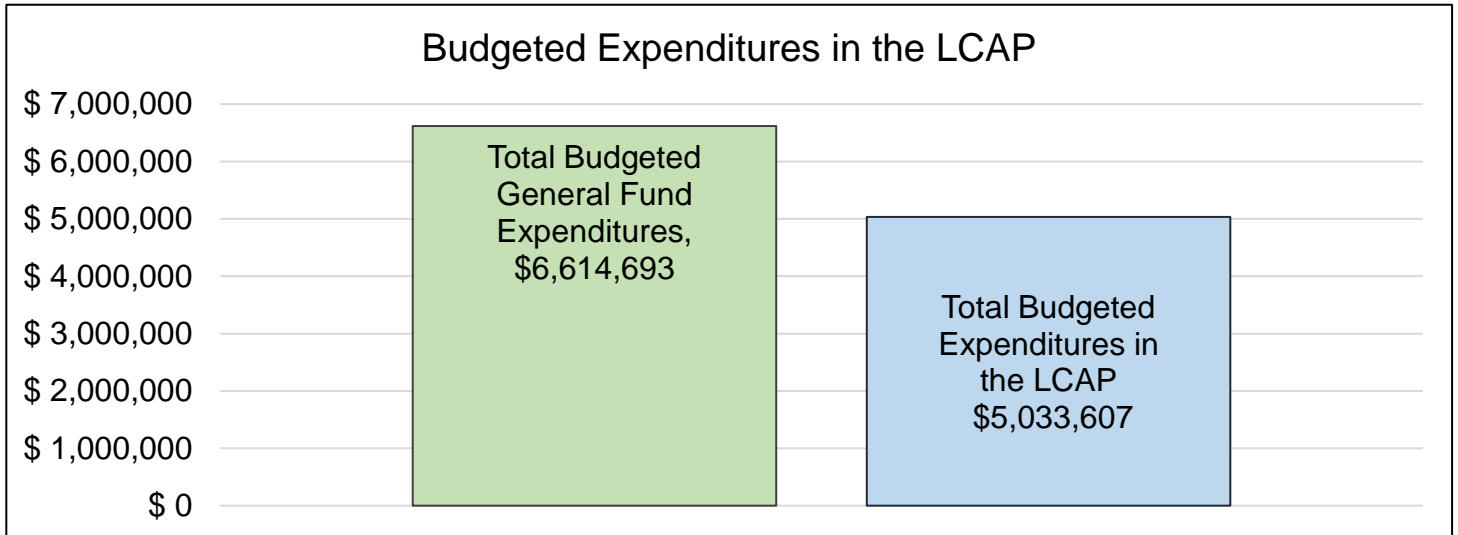


This chart shows the total general purpose revenue Discovery Charter expects to receive in the coming year from all sources.

The total revenue projected for Discovery Charter is \$6,721,851.00, of which \$4,841,577.00 is Local Control Funding Formula (LCFF), \$816,286.00 is other state funds, \$1,063,988.00 is local funds, and \$0.00 is federal funds. Of the \$4,841,577.00 in LCFF Funds, \$174,276.00 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 plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Discovery Charter plans to spend \$6,614,693.00 for the 2021 – 22 school year. Of that amount, \$5,033,607.00 is tied to actions/services in the LCAP and \$1,581,086.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

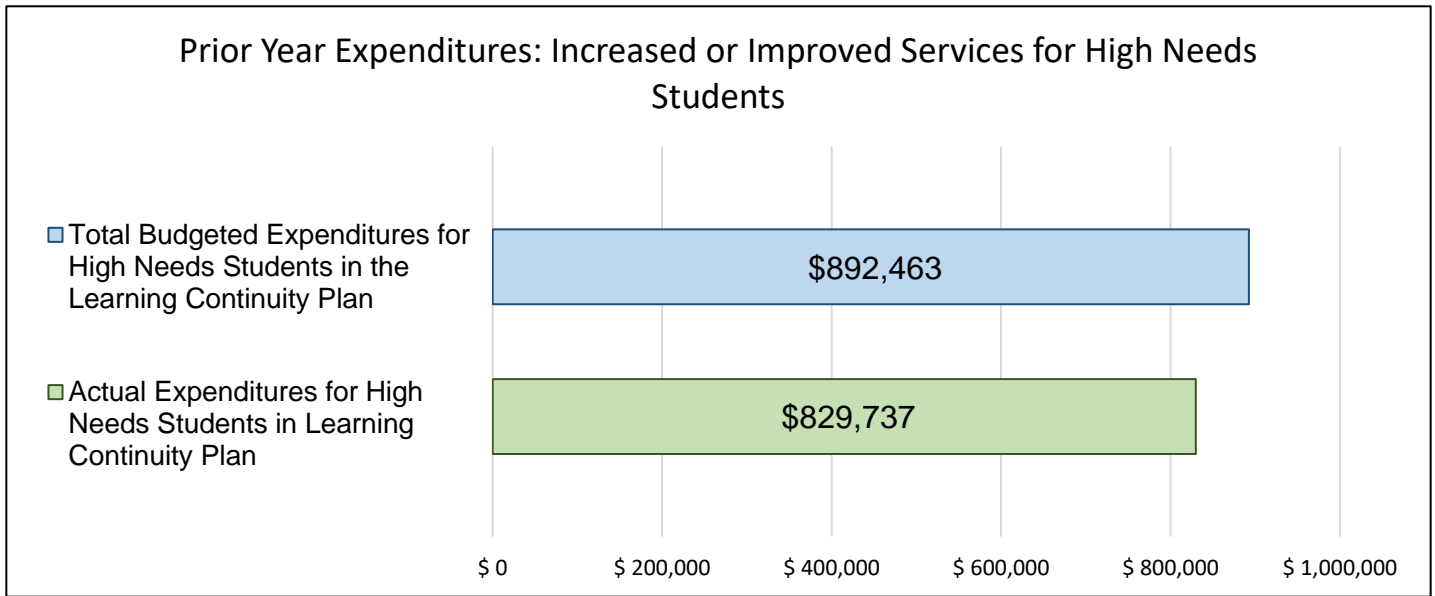
oversight fees, business services, postage, utilities, and other operational expenses

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Discovery Charter is projecting it will receive \$174,276.00 based on the enrollment of foster youth, English learner, and low-income students. Discovery Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Discovery Charter plans to spend \$188,420.00 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 2020 – 21



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

In 2020 – 21, Discovery Charter's Learning Continuity Plan budgeted \$892,463.00 for planned actions to increase or improve services for high needs students. Discovery Charter actually spent \$829,737.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$62,726.00 had the following impact on Discovery Charter's ability to increase or improve services for high needs students:

Budgeted expenditures for contributing actions in the 20-21 LCP exceeded the actual allotment of funds received. Budgeted actions marked 'Y' totaled \$892,463, and actual expenditures were \$829,737. Allotment of supplemental funds was \$151,551.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Discovery Charter School I	Debby Perry, Superintendent	dperry@discoveryk8.org 408-243-9800

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3,4,5,7

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Maintain and/or increase Internal attendance at parent education training	Data not available due to pandemic.
Internal reading assessments (SRI) will be given at the beginning and midpoint of the year: Maintain	These were canceled due to the pandemic.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>We will be losing our current Barton instructor and will need to train more parents to take on this role. Parent education will increase in number and quality.</p>	<p>\$30,000.00</p> <p>Intervention Training Intervention Specialists</p> <p>2900 Classified Salary 4325 Instructional Materials and Supplies 5863 Professional Development</p>	<p>\$32,035.00</p> <p>Intervention Training Intervention Specialists</p> <p>2900 Classified Salary 4325 Instructional Materials and Supplies 5863 Professional Development</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

We were not able to train more parents in the Barton reading program due to the pandemic. We also, upon reflection and working with SPED, decided to provide reading intervention, instead of the parent volunteer program. We paid to have our SPED teachers trained in the Wilson language program.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Prior to the pandemic, we held four parent education events. We had high attendance and high interest in parent meetings we held regarding distance learning, reopening and the pandemic, as well as high participation in our parent surveys. All parent meetings are recorded and posted for parents. Three surveys conducted with a 80% response rate. We are proud of our frequent teacher parent communication through email and newsletters.

It was difficult to maintain high levels of parent participation with the transition to virtual events after the school closure. Some of our events were cancelled, as they would not have worked in a digital format.

Throughout the spring school closures, Office staff, in partnership with Administration, made efforts to contact every student and family that was not attending or engaged in distance learning. This contact included connecting students and families to resources (nutrition services, technology, etc.) and supporting re-engagement with the learning process. These efforts have reduced the list of 'unreachable' students.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
California State Dashboard Continue. While individual student groups improved, Discovery II will continue to address	2018-19 Math SBAC % Meeting or Exceeding Standards All Students 68.1% Economically Disadvantaged: 55.6% English Learners: 40% Students with Disabilities: 37% 2019-20 CAASPP testing cancelled

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Provide Professional Development focused on math common core standards implementation to all K8 teachers	\$10,000.00 Professional Development Classified Salaries 5863 Professional Development 2900 Classified	\$23,653.00 Professional Development Classified Salaries 5863 Professional Development 2900 Classified

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of our funds budgeted for Actions/Services were implemented and were used to support students and teachers.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We successfully rolled out our school-wide approach to math data analysis. We utilized 2019 CAASPP data and twice yearly internal math benchmarks to identify areas of strength and areas of growth for students in mathematics. Using this data, teachers adjusted math instruction to best meet the needs of their students.

We started the process successfully with fall assessment data and although we implemented the Spring assessments, we found the data to be not comparable due to the remote testing format and scheduling challenges.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
CA Dashboard: 100% of our teachers will be appropriately credentialed for their teaching assignments.	2019-20 SARC: 94% of teachers are fully credentialed. 100% of teachers are appropriately assigned.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Increasing recruitment platforms to include social media.	\$5,000	\$12,535

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of our funds budgeted for Actions/Services were implemented and were used to support students and teachers.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We were able to fully recruit and staff for 20-21, even though our usual job fair where we typically hire a large majority of new employees was canceled due to pandemic. We added Edjoin and recruited through our website to attract high quality candidates.

Goal 4

All students should have access to foreign language instruction.

State and/or Local Priorities addressed by this goal:

State Priorities: 4,8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Number of classrooms receiving foreign language instruction: Continue to improve program	We were not able to offer formal foreign language instruction in 19-20, but we had weekly Spanish lessons taught by parents for K-5th grade students.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Focus on Middle School program to align with others in the area and increase offerings to students.	\$10,000 4325 Instructional Materials 5815 Foreign Language Consultants	\$0 4325 Instructional Materials 5815 Foreign Language Consultants

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

We did not implement this action due to low interest among students in opting for foreign language class. It was also difficult to meet the demand for a variety of language offerings, as not everyone wanted to take Spanish. Funds budgeted for these materials were reallocated to provide students additional materials when the school was forced to close due to the pandemic.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Although we did not provide foreign language classes, our Kindergarten - 5th grade students participated in weekly Spanish lessons taught by parents. However, these lessons were greatly diminished due to pandemic, as the lessons occurred dependent on parent availability.

Goal 5

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

State and/or Local Priorities addressed by this goal:

State Priorities: 2,4

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Students will be monitored in the Special Education setting:
 Students will access their accommodations 90% of the time to ensure less stress and completion of the task.

Met

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
N/A	[Add budgeted expenditures here]	[Add actual expenditures here]
Staff will provide student-specific training in relation to CAASPP accommodations	\$2500.00	\$2500

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

These actions were canceled due to canceled testing because of the pandemic.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Testing was cancelled, so our original plan had to be modified.

Goal 6

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

State and/or Local Priorities addressed by this goal:

State Priorities: 2,4

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Students in grades 3-8 will have increased knowledge of test taking vocabulary and strategies will</p> <p>Students with disabilities will have a deeper understanding of the vocabulary on the CAASPP test, and test-taking strategies to minimize frustration.</p>	<p>No data due to cancelled state testing and school closure.</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Students with disabilities will have support from resource staff to ensure knowledge of ELA and Math strategies are utilized in a way that ensures growth on the CAASPP.</p>	<p>\$20,000 Resource staff Salaries Instructional 4353 Special Education Materials 1148 Certificated</p>	<p>\$29,579 Resource staff Salaries Instructional 4353 Special Education Materials 1148 Certificated</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

We did not implement this action specific to test taking strategies, instead providing focused support on ELA and Math instructional strategies. The funds budgeted were spent to support students in increasing ELA and math achievement.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Testing was cancelled, so our original plan had to be modified.

Goal 7

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

State and/or Local Priorities addressed by this goal:

State Priorities: 2,4

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Hispanic Students in grades 3-8 will have increased knowledge of test-taking vocabulary and strategies will increase ELA scores on the CAASPP testing as shown in their test scores.</p> <p>Hispanic students will have a deeper understanding of the vocabulary on the CAASPP test, and test taking strategies to minimize frustration.</p>	<p>2019 CA Dashboard: Hispanic Subgroup Math: Blue Hispanic Subgroup ELA: Blue</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Hispanic/Latino students will receive direct teaching of testing language and test-taking strategies to ensure ELA growth</p>	<p>\$2,500 4200 Certificated Salaries</p>	<p>\$4,510 4200 Certificated Salaries</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

We did not implement this action specific to test taking strategies, instead implementing (Phoenix) Reading Zone daily reading program including audio books, book club, and class time devoted to reading.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Testing was cancelled, so our original plan had to be modified.

Goal 8

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

State and/or Local Priorities addressed by this goal:

State Priorities:4

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
ELPAC performance reports Continue actions and services.	ELPAC % scoring 3 or 4 2017-18 81.3% 2018-19 64.2% English Learner Progress

	2017-18 82%
	2018-19 53.1%
	EL Reclassification Rate
	2018-19 2.6%
	2019-20 15.9%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
ELD training for all K-8 Teachers	\$10,000.00 Professional Development ELD Curriculum 4325 Instructional Materials 5863 Professional Development	\$0 Professional Development ELD Curriculum 4325 Instructional Materials 5863 Professional Development

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

We provided three of our four scheduled ELD professional development sessions. Our fourth session was cancelled due to the school closures. Funds budgeted were still used to ensure teachers had adequate instructional materials to support ELD.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Discovery instructional model supports and values language development, so providing high level Integrated ELD is an area of success. All classrooms support frequent peer collaboration, verbal engagement, as well as a literacy focus. This model has contributed to our 15.9% 2019-20 EL reclassification rate.

We have found it challenging to find specific time in the schedule for Designated ELD. In previous years, training of staff in ELD strategies lacked consistency and it was difficult to identify a common focus and follow up to ensure fidelity.

Goal 9

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

State and/or Local Priorities addressed by this goal:

State Priorities: 7

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
County SELPA database (SIRAS reports) No changes to Actions and Services.	Data not available due to pandemic.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Increase support staff to enable push in services.	\$30,000 Support Staff 2900 Classified Salaries	\$75,713

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of our funds budgeted for Actions/Services were implemented and were used to support students and teachers.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We hired additional classroom aides. We reviewed IEPs as they arose to identify opportunities for greater inclusion in general ed classrooms.

Once the school closed in March, recruitment and hiring of aides was a challenge. We experienced staffing shortages and it became challenging to provide supports for students in a remote format

Goal 10

Increase support structure for parent education.:

State Priorities: 3

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Increase parent ed and training opportunities by 100%. Staff will hold a minimum of 3 classroom parent ed meetings per year. Parent Ed Committee will host one major speaker and monthly	Met

opportunities for parents that reflect the need of the community based upon surveys and Director meetings.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Increase the number of Parent Education speakers	\$5,000.00	\$91,493

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of our funds budgeted for Actions/Services were implemented and were used to support students and teachers.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We did increase the number of parent education speakers by using staff members to serve as speakers. Our counselors provided sessions on SEL and mental health due to pandemic, and the police department provided a session on internet safety.

Goal 11

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

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>CA Dashboard performance</p> <p>We expect that students will perform near or at grade level with the implemented interventions.</p>	<p>2019 CA Dashboard: Students with Disabilities Math: Yellow Students with Disabilities English: Yellow</p> <p>Hispanic Subgroup Math: Blue Hispanic Subgroup ELA: Blue</p> <p>EL, Asian, White Subgroups ELA: Green EL, Asian, White Subgroups Math: Green</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
N/A		[Add actual expenditures here]
Targeted interventions in Math and ELA for Hispanic students and students with disabilities based on internal assessments and CAASPP performance.	\$10,000	\$21,789

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of our funds budgeted for Actions/Services were implemented and were used to support students and teachers.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We implemented leveled groupings by academic need/levels and provided small group instruction. There was time set aside by grade level for reading and math for academic intervention with specific intervention curriculum.

After we transitioned to distance learning, it was hard to continue with small groups in breakout rooms, especially with our youngest students. We did have success when we made a different schedule for intervention for our youngest learners. Since our intervention materials were all paper based, it was challenging to provide digital access to those, so we switched to online programs- EPIC Books and RazzKids.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency’s (LEA’s) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment face coverings (masks, face shields) to ensure the safety of staff and students in order to minimize the spread of respiratory droplets while on campus—increased supplies of hand sanitizer and soap.	\$ 3,520.00	\$2,750	N
Disinfecting Supplies Additional supplies to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, and glove	\$5,000.00	\$1,500	N
Janitorial Services - Increased janitorial services to ensure the facility is maintained at a high level of cleanliness	\$24,000.00	\$24,500	N
Visual Cues and Materials to Maximize Social Distancing Visual cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit points. Visuals will also reinforce face covering and handwashing protocols. Includes signage, posters, floor decals, and signs to direct traffic flow	\$1,150.00	\$1,150	N

Heating Ventilation and Air Conditioning (HVAC) Filters - Increase the replacement frequency and quality of filters to mitigate the spread of COVID-19.	\$5,000.00	\$3,000	N
Handwashing Stations - Additional handwashing stations. Portable sinks will improve access to handwashing to help mitigate transmission of COVID-19.	\$4,800.00	\$5,500	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There are no substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was expended on the actions.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

We anticipate returning to in-person instruction late April or early May, utilizing a hybrid model with students in person two days each week. The number of students we serve in person will depend on how many families choose to return for the hybrid model or choose to remain in full distance learning.

Returning for in person instruction has been a challenge because the surge in cases moved us back to the purple tier and much of our staff has not been able to get vaccinated.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Devices and Connectivity Computers will be made available for all students who need a device to access distance learning at home, especially low-income students. Wi-Fi hotspots also provided on an as-needed basis so all students will not lose out on learning.	\$66,000.00	\$59,304	Y

Additional Technology for Students with Disabilities Assistive technology for students with disabilities to access distance learning from home. Includes headsets for computers	\$2,000	\$2,028	N
Collaboration Time Weekly time for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration will be focused on assessing and addressing learning loss and responding to the identified needs of students, particularly those who are most vulnerable to the impacts of Covid.	\$ 492,332.00	\$492,332	Y
Professional Development Expand professional development efforts to meet distance learning needs, including, but not limited to, integration of Social Emotional Learning practices, use of the learning management system (Google Classroom), and additional support of targeted small group and one on one instruction.	\$ 66,531.00	\$25,739	Y
Special Education Instructional Aides and Psychologists Continue providing appropriate staffing adapting delivery of services and supports to distance learning.	\$ 120,632.00	\$108,331	N
Enrollment Maintain existing staffing and supports so that students are efficiently transitioned into Discovery	\$ 12,000.00	\$13,436	N
Expanded Learning Programs Provide support to students during synchronous and asynchronous learning time.	\$ 41,275.00	\$42,240	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There are no substantive differences between the planned actions and/or budgeted expenditures for distance learning and what was expended on the actions.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction: Our distance learning model has been implemented as planned with a balance of robust synchronous and asynchronous learning. During distance learning, Discovery has offered consistent, daily, live instruction for every student. In addition to whole-class, synchronous lessons, English Language Development (ELD), and additional differentiated supports are provided synchronously. Our staff has successfully adopted the use of Google Classroom as a Learning Management System, as well as other applications to support student learning.

Access to Devices and Connectivity:

During 2019-20, we ensured all students had a device for distance learning. These efforts continued this year, as we ensured all students new to Discovery had a device to access distance learning. New during fall were partnerships with city/regional agencies to provide connectivity. Discovery continues to assess technology access and support needs. In August, a survey was sent to parents and included questions to assess technology/internet needs. This information allowed us to contact students and families who were in need of assistance. Administrators/designees began contacting families prior to school starting, targeting the families who needed internet access or had not yet responded to the survey. Direct outreach efforts from the office are ongoing and include specific assessment of technology needs and connection of students and families to services. Where needed, representatives from the office distribute technology and other necessary instructional materials directly to individuals from a cart outside several days each week. On a case-by-case basis, hot spots are provided to families who are in need of internet access. The office will continue to serve as a hub to support families regarding all connectivity issues.

Pupil Participation and Progress:

It has been a challenge to design a process for tracking student attendance, engagement, and progress in a way that is compliant with updated state guidelines and feasible for our staff to implement in this challenging time. We are proud that we have been able to maintain a high daily attendance of +99%. Our teachers have been able to better monitor progress as this model allows them to provide more one-on-one time with students through office hours and support times.

Distance Learning Professional Development

Our distance learning professional development was successful in that teachers felt prepared to teach using Google Classroom and other educational applications. Teachers also appreciated the collaboration time built into the weekly schedule.

Managing staff roles and responsibilities has been a challenge this year. It took a lot of time to train our office staff to oversee the engagement tracker. We also spent a lot of time training staff around health and safety protocols. Everyone had to take on additional

responsibilities due to the transition to distance learning. We also lost some key staff and have been unable to hire replacements, which has added further responsibilities for existing staff.

Supports for Pupils with Unique Needs

It has been a challenging time for our English Learners to develop their English proficiency since they are not spending the same amount of time immersed in English as they would during in person instruction, and instead they spend the day immersed in their home language. We have had to provide ELD supports differently in small breakout rooms with a teacher and other trained staff and additional time using English with those trained staff members.

For our students who qualify for special education services, we utilized a virtual format for IEP meetings which increased parent attendance at these meetings. We did have to adjust the minutes of instructional support provided to students with IEP's to correspond with the lower number of synchronous time minutes available during the distance learning day. While we have remained in the purple tier, it has been a challenge to provide assessments and process new IEP's.

Our Homeless, Foster Youth, and GATE students received all supports as planned.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Summer Supports for Special Ed Students in need of support will be provided four weeks of instruction in an order to mitigate learning loss	\$13,042.00	\$17,256	N
Software Tools Assessment interface allowing for administration to review the progress of students, measure learning loss and monitor progress of students.	\$30,979.00	\$12,500	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There are no substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was expended on the actions.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

We are proud of the work we have done to mitigate pandemic pupil learning loss. By the winter administration of our reading assessment, the data showed the degree of learning one would expect at this point in the year. We attribute this success to the following components:

- Use of Google Classroom as the Learning Management System (LMS)
- 1.5 hours of teacher collaboration built into the weekly schedule
- Daily live instruction — targeted, structured support for small groups and/or individual students
- Specific supports for students with IEPs and for English Learners
- Use of the ELA and Math scope and sequence to focus on priority standards
- Pre and post-assessments aligned with the content
- Weekly communications to parents including learning goals, content to be taught, and assignment details
- High-quality professional learning opportunities

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Teachers currently include (a) opening each class with a morning meeting, (b) engaging strategies or Brain Breaks throughout class, and (c) Ending each class in a positive manner. Regular emotional engagement check-ins help staff assess a student's involvement in and enthusiasm for school as a whole as well as their emotional connectedness to others on campus. Staff use the results of their check ins or surveys to guide targeted outreach to students/families and potential referral to tiered supports for mental health and/or

social and emotional well-being interventions. Our counselor's caseload has increased during the pandemic in order to support all of the students with mental health needs. Our counselor has also provided information sessions for staff and for parents.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

We are proud of all the work that went into developing and implementing our process for tracking student attendance and engagement and following up with families of students who are absent or disengaged.

Our Tiered Reengagement strategies have been successful at maintaining and even exceeding expectations for overall attendance (99%+ ADA as of 3/19/21) during distance learning.

Tier 1: Students attending school regularly

Positive relationships, engaging school climate, clear and consistent communication between school and families

Tier 2: Students who attend/engage moderately

Phone calls home, informational emails, training with technology.

Referral to Counselor

Tier 3: Students who attend 40% of the time or less

Action Plan created with student and family

School Attendance Review Board (SARB) meeting

Tier 4: Unreachable students: No contact or engagement

Home visits

Referral to outside agencies

To support implementation of the above strategies, the school Administrator conducts 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.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Discovery has provided students who qualify for free and reduced lunch a once a week pickup with breakfast and lunch for 5 days. We will continue food pick ups and have other students bring their own lunch to campus under our hybrid model when on campus.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Additional supplies and services needed to provide meals during school closures and, upon return, in a manner that is safe and consistent with public health guidelines. Includes food, additional kitchen equipment, sanitation supplies, Personal Protective Equipment, and salary/benefits that supplies is safe and services consistent needed	\$6,665.00	\$13,500	Y
Mental Health and Social and Emotional well being	Positive Discipline and Social Emotional Learning (SEL) Discovery is leading multiple efforts to attend to the mental health and social emotional well-being of students, families, and staff. This includes the continued integration of SEL instruction and addressing the traumatic impacts of COVID, school closures, and the systemic racism and violence in our nation, state, and community. Professional learning is being provided to increase connectedness/belonging and address trauma – both within the remote context.	\$83,070.00	\$83,070	Y
Multiple Areas	Technology materials and services for staff to work remotely Includes computers and headsets to enable staff to support implementation of district programs remotely. Also	\$9,510.00	\$4,000	Y

	includes Zoom K-12 contract for 2020-21 distance learning and remote work.			
Multiple Areas	Mitigation of COVID-19 and Operational Support Additional staff time in the form of overtime hours, temporary staff, and substitute staff to mitigate the impacts of COVID-19 .This action supported efforts in Maintenance and Facilities, Technology Services, Health Services, and the school office.	\$27,361.00	\$29,277	Y
Pupil and Family Engagement and Outreach	Family Communication Program Additional attendance and engagement support to reduce distance learning absences through improved communication with parents. Communications help families take action to support attendance and participation in distance learning.	\$110,015.00	\$110,015	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There are no substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was expended on the actions. The amount spent on staff technology was lower than originally budgeted because our staff had their own technology, so we did not need to supply as much as anticipated.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The 2019-20 and 2020-21 school years have been challenging in a variety of ways for our staff, our families, and our students. We have seen the impact of regular family engagement and family communication as we have navigated this difficult time quickly transitioning from in-person to a distance learning format, planning for the 20-21 school year and then needing to revise those plans based on public health requirements. Our family engagement, family communication, and family education efforts have succeeded in maintaining a high daily attendance rate throughout the year. Many of the family engagement practices we utilized during the pandemic will be continued in the future.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

We will continue with our regular cycle of assessments and data analysis to adjust instruction for the whole class, small groups of students, and individual students. 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. Instructional aids or teachers will provide small group and individual instruction to students based on the data from these assessments. Teachers will continue to receive professional development to improve ELD instruction and math problem solving instructional strategies. Teachers will also be provided with collaboration time to collaboratively design instructional experiences to address pupil learning loss.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

n/a

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Based on the 2019 CA Dashboard, our Students with Disabilities have made significant progress, but there is still work to be done to decrease the Distance from Standard for both Math and ELA CAASPP testing, as well as improve Chronic Absenteeism and Suspensions for this subgroup of students.

In 2019, our Socioeconomically disadvantaged students had a suspension rate in the Yellow level. In 2019-20, suspensions increased for both our Socioeconomically disadvantaged students and our English Learners. In 2019, our Socioeconomically disadvantaged students had a Chronic Absence rate in the Orange level, with English Learners at the Yellow level.

To address these needs, we are providing additional targeted math and ELA intervention, as well as a number of social emotional, mental health, and positive discipline supports to improve our school culture and thus reduce suspension and chronic absence rates for all students, but specifically for our students with disabilities, English Learners, and Socioeconomically Disadvantaged students.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

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	Debby Perry, Superintendent	dperry@discoveryk8.org 408-243-9800

Plan Summary 2021

General Information

A description of the LEA, its schools, and its students.

Discovery Charter School Phoenix serves kindergarten through eighth grade students at our San Jose Phoenix campus. We are co-located with Anderson Elementary School. Discovery Charter School’s instructional model is 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.

In 2019-20, Discovery Charter School served 569 students with diverse needs and backgrounds: approximately 34 (6%) students qualify for Free or Reduced Lunch; 78 (13.7%) students are English Learners; and 66 (11.6%) students are Re-designated Fluent English Proficient. In addition, about 68 (12%) students qualify for special education services. The LCFF Unduplicated percentage is approximately 18.67 %. Approximately, 36% of Discovery’s students identify as being white, 31% as Asian, 15% as Hispanic or Latino, and 4% as African American.

Reflections: Successes

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

This plan was developed during the COVID-19 pandemic which caused school closures and disrupted state testing and local assessment activities. We therefore have less data available to measure and celebrate progress by. We achieved improved attendance and engagement in 20-21, and this allowed us to keep our students on track academically as evidenced by our internal assessment data demonstrating our students are where we would expect them to be at this point in the school year.

We are immensely proud of our staff, students, and families, who all worked together to respond and adapt to the circumstances of the pandemic in order to continue to fully implement our program, remotely when necessary, and to meet the increased needs of our students.

We are proud of the consistent stakeholder engagement and close collaboration achieved by our parents and staff in providing critical feedback and contributing to the ongoing planning required throughout the past year and prior year. We are proud of how we were able to translate our model when needed for remote learning, and we will be able to bring forward the confidence that we can do so when needed and also continue to utilize digital tools, programmatic components, and student supports inspired by necessity that may continue to be beneficial for our community.

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.

The 2020 CA Dashboard was not produced due to lack of data in the midst of the pandemic, and therefore we are unable to identify needs related to those state indicators. Based on the 2019 CA Dashboard, our Students with Disabilities have made significant progress, but there is still work to be done to decrease the Distance from Standard for both Math and ELA CAASPP testing, as well as improve Chronic Absenteeism and Suspensions for this subgroup of students.

In 2019, our Socioeconomically disadvantaged students had a suspension rate in the Yellow level. In 2019-20, suspensions increased for both our Socioeconomically disadvantaged students and our English Learners. In 2019, our Socioeconomically disadvantaged students had a Chronic Absence rate in the Orange level, with English Learners at the Yellow level.

To address these needs, we are providing additional targeted math and ELA intervention, as well as a number of social emotional, mental health, and positive discipline supports to improve our school culture and thus reduce suspension and chronic absence rates for all students, but specifically for our students with disabilities, English Learners, and Socioeconomically Disadvantaged students.

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 2021-22 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 4), 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 supports 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, trainings, 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 monthly family meetings. We will use multiple methods of communication to keep parents informed, including Groups IO and weekly newsletters, in addition to the weekly communication from each classroom teacher.

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.

[Identify the eligible schools here]

Support for Identified Schools

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

[Describe support for schools here]

Monitoring and Evaluating Effectiveness

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

[Describe monitoring and evaluation here]

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

- The Program Site Council (PSC), our Board of Directors, and our Board committees are composed of parents and staff. The PSC and board committees met regularly throughout the year to reflect on data and provide input on plan development. Our board meets monthly as a public hearing with the opportunity for public comment. We promoted parent participation in public meetings and public hearings through emails, website and agenda posting. Virtual meetings conducted via video conference had telephone call-in access. We provided translation as needed. Meetings to discuss our priorities going forward and LCAP feedback were held on September 17, 2020, September 23, 2020, and June 2, 2021. Parents provided feedback through our Discovery Experience Survey on February 23, 2021 and four other surveys throughout the year.
- Teachers provided feedback during regular staff meetings and through our Discovery Experience Survey on February 23, 2021 and our specific teacher and staff survey on May 10, 2021.
- Students were surveyed on February 23, 2021. Teachers also held classroom discussions with students regarding their experience, perspectives, and needs. Teachers shared student feedback from these discussions with school leadership to inform plans.

A summary of the feedback provided by specific stakeholder groups.

Parents cited the following areas as priorities going forward: communication, tech infrastructure, engagement, transparency, community events

Teachers/School Staff/Administrators listed the following areas as priorities going forward: professional development, tracking engagement, equity, new teacher development, collaboration time.

Students enjoyed the flexibility provided during the distance learning format and having a voice in their education. They would like more enrichment opportunities, sports, and community events. They are concerned about high school.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

We incorporated parent feedback into our actions for Goal 3 to ensure their desire for strong communication, parent engagement, and community events were addressed. We incorporated teacher feedback into our actions for Goals 1 and 2 to ensure their desire for strong professional development, collaboration time, tracking student engagement, and equity focus were addressed. We addressed students' desires in the actions for Goals 2 and 3 for enrichments, community events, opportunities for student voice, and sports.

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 goal is central to our model and while the majority of our students are on track academically, we need to ensure they continue their academic growth. Also, our students with disabilities subgroup was Yellow on the 2018-19 CA Dashboard for both English Language Arts and Math indicating that they need additional support to reach their academic potential.

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	2018-19 ELA 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%				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%
CAASPP progress Math - % Met/Exceeded the	2018-19 Math All Students: 68.1%				All Students: 80%

Standard for all students and all numerically significant subgroups	<p>English Learners: 40%</p> <p>SED: 55.6%</p> <p>SWD: 37%</p> <p>Asian: 81.2%</p> <p>Black or African American: 69.6%</p> <p>Hispanic or Latinx: 53.5%</p> <p>Two or More Races: 72.7%</p> <p>White: 64.3%</p>				<p>English Learners: 52%</p> <p>SED: 67%</p> <p>SWD: 49%</p> <p>Asian: 49%</p> <p>Black or African American: 82%</p> <p>Hispanic or Latinx: 65%</p> <p>Two or More Races: 84%</p> <p>White: 76%</p>
CAASPP progress CAST- % Met/Exceeded the Standard	2018-19: 59.68%				72%
EL reclassification rate	2019-20: 15.9%				20%
% of English Learners improving on the ELPAC	2019: 53.1%				55%
% of teachers properly credentialed and appropriately assigned	2020-21: 100%				100%
% of students with access to their own copies of standards-aligned instructional materials for use at school and at home	100%				100%
All adopted standards are implemented and students have	Met				Met

access to and are enrolled in a broad course of study.

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.	\$3,007,127	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.	\$87,942	N
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 (job fairs, marketing, credential analysis) • Use of recruitment platforms that include social media 	\$2,100	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) 	\$35,727	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	\$14,000	N

		<p>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.</p> <ul style="list-style-type: none"> ● Adopt assessment system based on CDE Verified Data list ● 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 		
6	ELD	<p>English Learners receive integrated English Language Development (ELD). 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"> ● ELPAC testing ● EL progress monitoring 	\$11,457	Y
7	SPED	<p>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.</p>	\$450,078	N
8	Interventions	<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. 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>	\$78,477	Y

		Tier 3: Students who require support that is even more intensive will be provided one on one instruction through individual sessions.		
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Goal Analysis [LCAP Year]

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.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

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

[Respond here]

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.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures 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.

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 and students with disabilities.

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	2018-19 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%				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%
Attendance Rate	19-20 as of 3/13/20: 96%				96%
Suspension Rate for all students and all numerically significant subgroups	2019-20 All Students: 1% English Learners: 1.3% SED: 4.2% SWD: 4.9% Asian: 0%				<1%

	Black or African American: 0% Hispanic or Latinx: 2.3% Two or More Races: 1.9% White: 1.4%				
Expulsion Rate for all students and all numerically significant subgroups	0%				0%
Pupil, parent, & teacher survey: % of respondents who feel safe at school and feel connected to school	Pupil: 90% Parent: 76% Teacher 90%				Pupil: 90% Parent: 90% Teacher 95%
Facilities meet the "good repair" standard	2021 FIT Report: Good				Good

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 social and emotional well-being of all students. The School Counselor will also provide school-based counseling to individual students based on identified needs.	\$141,699	Y
2	Attendance Initiatives	Tiered Reengagement Tiered re-engagement strategies for unengaged students are organized within a Multi-Tiered System of Supports (MTSS) framework: Tier 1: Students attending school regularly (%TBD)	\$44,966	Y

		<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>		
3	Positive Discipline	<p>Positive Discipline Approach (admin, external trainer, stipend for parents to train parents)</p> <ul style="list-style-type: none"> • Training for Staff and Families • Problem Solving and Conflict Resolution • Curriculum implemented by classroom teachers • Recess/playground component 	\$69,837	Y
4	SEL	<p>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.</p>	\$367,760)	Y

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. 	\$5,998	Y
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 	\$636,075	N

Goal 3

Goal #	Description
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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.

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%				95%
Measure of parental input in decision-making, including sub-group populations	70%				85%
Parent volunteer commitments met	60%				85%

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 	\$69,020	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 	Cost represented in 2-2	Y
3	Program Site Council (PSC)	<p>Program Site Council (PSC)</p> <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	<p>Parent/Teacher/Student Conferences (time only)</p> <ul style="list-style-type: none"> ● Fall Goal Setting ● Student-led Conferences (spring) 	0	N
5	Community Building	<p>Community Building</p> <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 	0	N
6	Student Recruitment	<p>Student Recruitment</p> <ul style="list-style-type: none"> ● outreach to local preschools ● advertising and networking 	\$11,336	N

Goal Analysis [LCAP Year]

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.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

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

[Respond here]

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.

[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
4%	\$174,276

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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 2019 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we find that our English Learners are at the Green Level for ELA and Math, and at the English Learner Progress Level of 3, with 53.1% making progress towards English language proficiency. Our reclassification rate for 2019-20 was 15.9%. Our Socioeconomically disadvantaged students do not have a CA Dashboard indicator in 2019, but the data indicates that on average they are performing at or above standard in both 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 selected a variety of curricular and instructional resources that allow students to learn and practice both at grade level and with personalized content to fill gaps and advance skills. We have also designed a targeted tiered math and ELA intervention support program to address student needs based on quarterly internal assessment data and annual CAASPP scores. The academic intervention program is built upon a foundation of high quality assessment data and supported by a data team for analysis and implementation. We have designed a comprehensive program of English Language Development to ensure that our English Learners become proficient and are able to reclassify at high rates.

English Language Development

Intervention

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, Reclassification rates. Current targets aim for at least approximately 10 points growth within the next three years for both ELA and Math (see expected outcomes in Goal 1), and 22 points' growth in the English Learner Progress Indicator and a slight improvement each year (1pt+) in our reclassification rate. We plan to use internal assessment data to gauge progress throughout the year.

B- Climate and Culture

Needs, Conditions, Circumstances

In 2019, our Socioeconomically disadvantaged students had a suspension rate in the Yellow level, with English Learners at the Blue level. In 2019-20, suspensions increased for both our Socioeconomically disadvantaged students and our English Learners. In 2019, our Socioeconomically disadvantaged students had a Chronic Absence rate in the Orange level, with English Learners at the Yellow level. 90% of our students feel safe and connected to the school.

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. We have also incorporated a Positive Discipline Approach with training for all staff and families to support problem solving and conflict resolution strategies. Our teachers provide regular social emotional learning lessons to ensure our students overall well-being is supported. Mental Health supports are also provided as a way to support the well-being of our students and remove additional barriers to learning and engagement. 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.

Attendance Initiatives

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 positive indicators that students feel safe and connected to the Discovery Charter School community. We will also measure progress toward high attendance, low chronic absenteeism and decreased suspensions (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, to advocate for their needs and prepare to successfully navigate the systems in high school and college. Parents of English Learners benefit from additional outreach to support their students in English Language Development. We also know that in order to

be successful, we need to provide additional communication, in languages other than English where needed, and that the school needs continual parent input to inform plans.

Actions

Parent Education

Expected Outcomes

By implementing a comprehensive Family Engagement 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 perceptions of their opportunities for input, 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.

The additional aides support for ELD increases the amount of support English learners receive for English Language Development. Intervention support increases the staffing available for direct student support and data analysis and intervention planning. Attendance initiatives increase the staffing and tools available to monitor attendance and conduct outreach to ensure high attendance for students. Time and resources devoted to Social Emotional Learning. Foster and Homeless Youth Services increase the staff time available for monitoring and supporting the needs of our Foster and Homeless students. 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. Family communication tools are used to increase the quality and ease of family-school communication in support of the family-school partnership.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 52064(b)(4-6)).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 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 stakeholders 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 stakeholder engagement tool.

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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 services
- 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

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 2020–2021 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.

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

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.

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% 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% 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%: For school districts with an unduplicated pupil percentage of 55% 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%: For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** 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 K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **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.

