

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Discovery School

CDS Code: 37680236111322

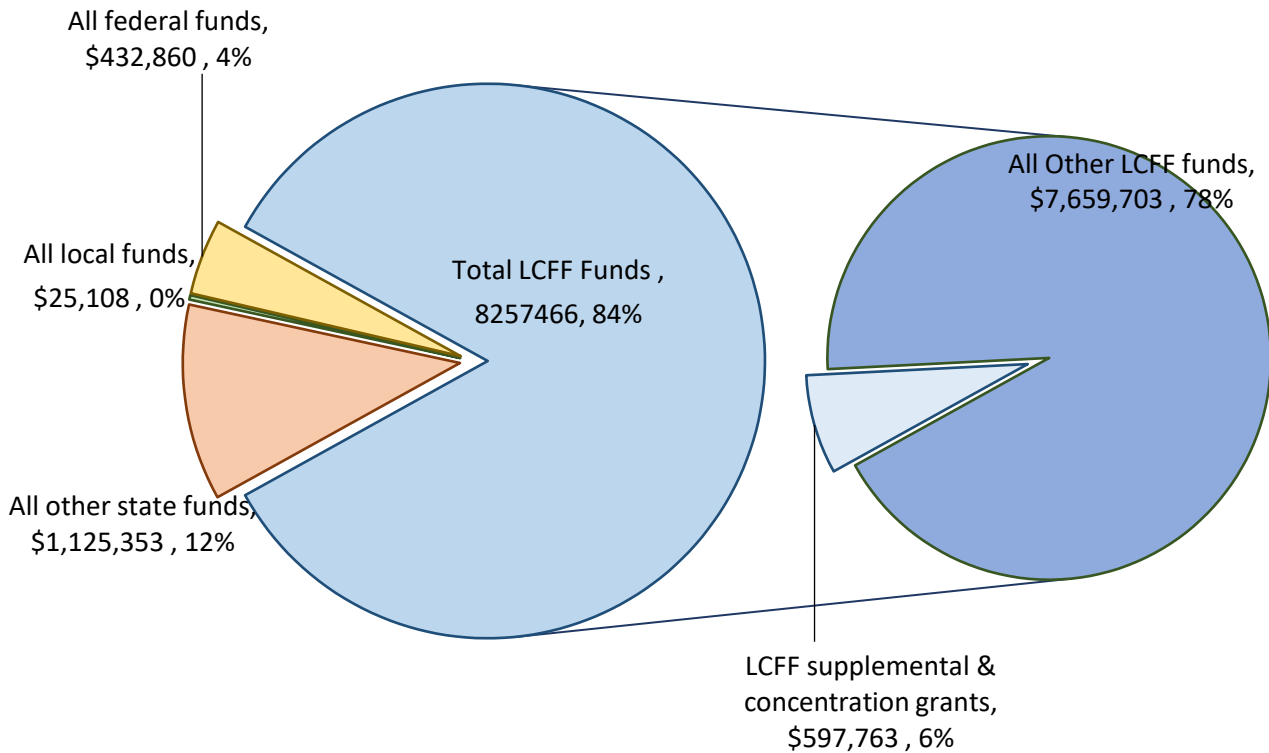
School Year: 2021 – 22

LEA contact information: Neil MacGaffey, (619) 656-0797, neil.macgaffey@cvesd.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2021 – 22 School Year

### Projected Revenue by Fund Source

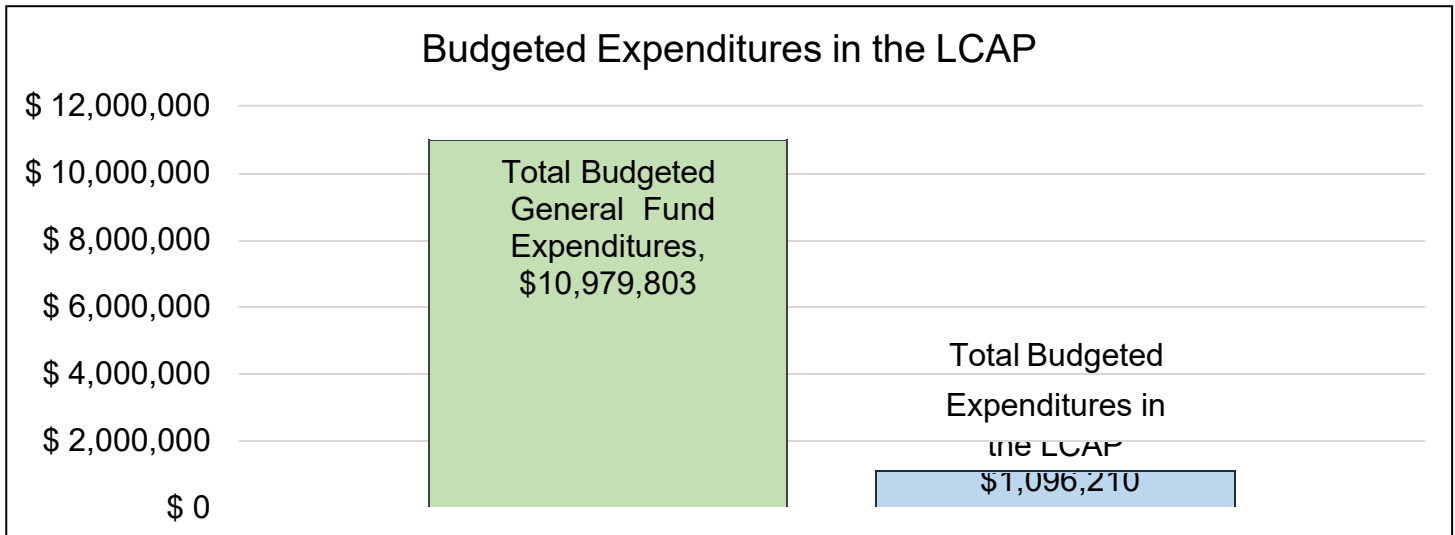


This chart shows the total general purpose revenue Discovery School expects to receive in the coming year from all sources.

The total revenue projected for Discovery School is \$9,840,787.00, of which \$8,257,466.00 is Local Control Funding Formula (LCFF), \$1,125,353.00 is other state funds, \$25,108.00 is local funds, and \$432,860.00 is federal funds. Of the \$8,257,466.00 in LCFF Funds, \$597,763.00 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 School plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Discovery School plans to spend \$10,979,803.00 for the 2021 – 22 school year. Of that amount, \$1,096,210.00 is tied to actions/services in the LCAP and \$9,883,593.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

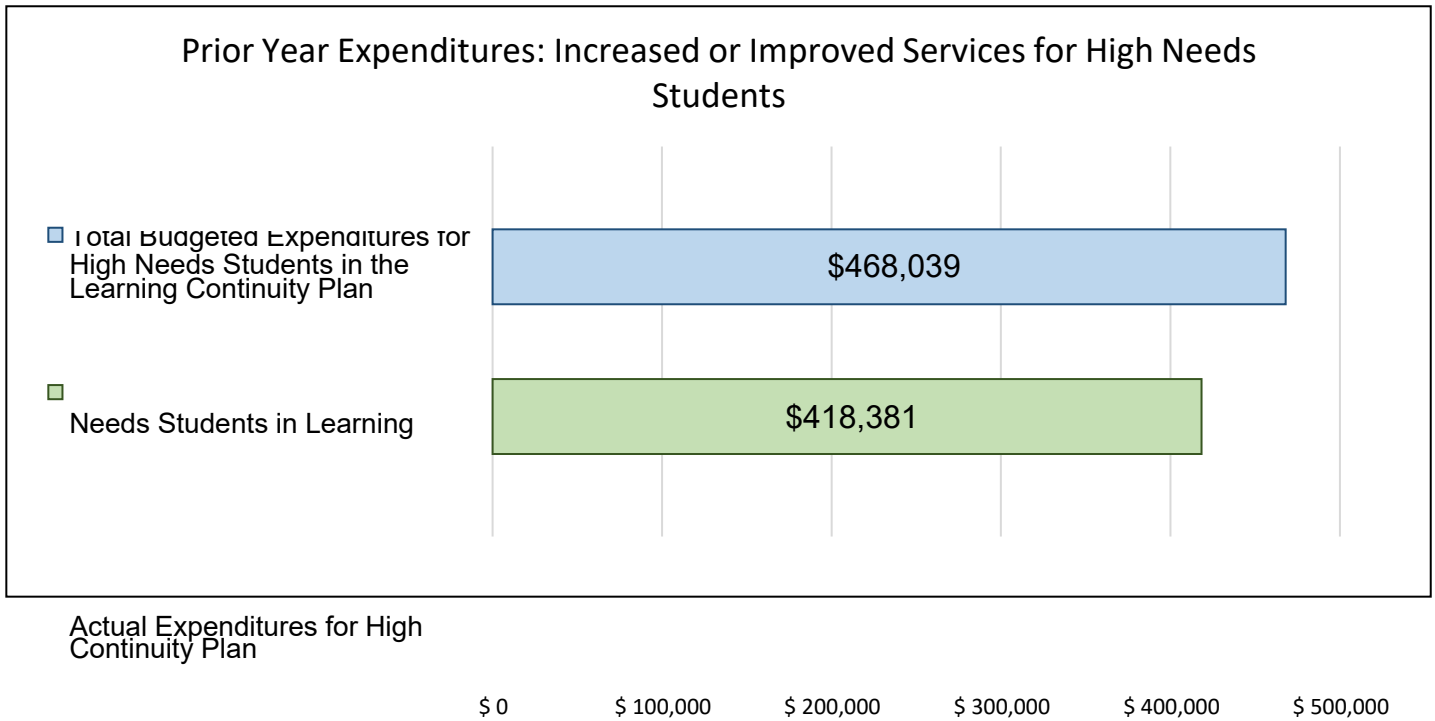
2020-21 General Fund Budget Expenditures not included in the LCAP are for staff salaries and benefits, instructional supplies, operational costs, and the STEAM and Dual Immersion Programs.

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

In 2021 – 22, Discovery School is projecting it will receive \$597,763.00 based on the enrollment of foster youth, English learner, and low-income students. Discovery School must describe how it intends to increase or improve services for high needs students in the LCAP. Discovery School plans to spend \$669,160.00 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 School 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 School 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 School 's Learning Continuity Plan budgeted \$468,039.00 for planned actions to increase or improve services for high needs students. Discovery School actually spent \$418,381.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$49,658.00 had the following impact on Discovery School 's ability to increase or improve services for high needs students:

The budgeted expenditure difference is due to schoolwide essentials reported as for ALL students: PPE, air purification, & technology supplies for both In-Person and Distance Learning.

STEAM and DI

Innovation

Cultural Proficiency

Access to Academic  
Excellence

Building  
Relationships

Students, Staff, Community

## The Four Pillars of Discovery Charter School

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

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

<b>LEA Name</b>	<b>Contact Name and Title</b>	<b>Email and Phone</b>
Discovery Charter	Neil MacGaffey Principal and LEA Superintendent	neil.macgaffey@cvesd.org (619) 656-0797

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

Discovery will increase stakeholder engagement.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                           Priority 6: School Climate (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            1A. Increase the percentage of parent participation annually by at least 5% as measured by sign-in sheets, the Hanover Survey, and CRM Software data (such as Microsoft Dynamic.)</p> <p><b>19-20</b>            Parent participation increase by +5%.</p> <p>Increase the number of parent participants in each survey by 5%.</p> <p><b>Baseline</b>            Hanover Survey            Sign in sheets from parent meetings, workshops, trainings, events</p>	<p>Up to 3-16-20 when Discovery closed for the rest of the year due to COVID19, 2019-20 parent participation had increased by +5% based on an increased number of on-campus parent meetings as compared to the same point in time in 2018-19. The Hanover Survey was not conducted in 2019-20 due to the disruption of COVID19.</p> <p>From 3-16-20 to year-end, parent engagement outreach continued, along with continued efforts to support a positive school climate virtually.</p> <p>Approaches were adjusted and individualized as needed in response to the COVID19 stay-at-home orders and distance learning.</p> <ul style="list-style-type: none"> <li>• Weekly newsletter to families from the Principal continued via ClassDojo, and school messenger.</li> <li>• Formal notifications with essential COVID19 information and school closure orders were distributed electronically in both English and Spanish.</li> <li>• Surveys were conducted within the first two weeks of school closure to gather important input from parents on their family's distance learning needs, and their technology and connectivity needs. The results of these</li> </ul>

Expected	Actual
	<p>surveys helped guide and target effective school responses to family needs.</p> <ul style="list-style-type: none"> <li>• TEAMS meetings were conducted by grade level to both engage and support parents in their student's distance learning.</li> <li>• Principal and administrative team made daily phone calls to families with students unengaged in distance learning, as reported by the teacher and attendance clerk.</li> <li>• Principal directed phone outreach to high-needs families to ensure they knew how to access daily student meals and weekly food distribution.</li> <li>• The normal, regularly scheduled activities that contribute to an engaged and positive school climate were continued virtually, including but not limited to: <ul style="list-style-type: none"> <li>* Student Council weekly message in both Spanish and English, Dragon Watch student newspaper, Purple UP Military Appreciation, College T-Shirt Day, Crazy Hair Day, and Favorite Animal Day.</li> <li>* Charter Board Meetings, with Public Comment, were conducted as scheduled.</li> <li>* Families were encouraged to share videos of their students' projects on ClassDojo.</li> <li>* At home family fun activities ideas were shared on ClassDojo.</li> <li>* STEAM Night and Multicultural Night were held virtually.</li> </ul> </li> </ul>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Goal 1, Action 1 Service:</p> <p>a. Continue quarterly parent training on NGSS, CCSS, PBL, Restorative Justice &amp; STEAM integration to increase parent engagement, but especially those parents of state-identified target groups of students.</p> <p>\$3,000 / Supplemental / 4000 Supplies / 5000 Services &amp; Other Operating Expenditures</p> <p>b. Continue end of quarter school-wide showcase of learning by grade level. No additional associated costs</p> <p>c. Students with disabilities: Hold two parent meetings throughout the 2019-20 on parental rights and provide resources. No additional associated costs.</p> <p>d. Parent meetings in 2019-20 to with speakers to address the specific needs of all students including: EL, GATE, SED, and topics of interest and/or need.</p> <p>\$1,000 / Supplemental / 5000 Services &amp; Other Operating Expenditures</p> <p>e. Onboarding welcome for all new students, continue monthly “Coffee with Principal” to provide families social and informational support to school community. \$500 / Supplemental / 4000 Supplies</p> <p>f. Continue with designated school events coordinator to work with Administration, STEAM, Rtl Coordinators, and PTC to calendar all events and opportunities, and to communicate to school wide community. \$43,434, including benefits, as follows:</p> <ul style="list-style-type: none"> <li>• \$21,717 / Supplemental / 2000 Classified Salaries, 3000 Benefits</li> <li>• \$21,717 / Base / 2000 Classified Salaries, 3000 Benefits</li> </ul>	<p>2000, 3000, 4000, 5000 Supplemental \$31,717 2000, 3000 Base \$21,717</p>	<p>2000, 3000, 4000 Supplemental \$24,390 2000, 3000 Base \$21,717</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>g. Provide light refreshments and childcare at parent meetings and workshops. Provide dinner for evening meetings with school-wide focus. \$3,500 / Supplemental / 2000 Classified Salaries, 3000 Benefits, 4000 Supplies</p> <p>h. Expand digital library of Discovery specific information on NGSS, CCSS, PBL, Restorative Justice &amp; STEAM integration on school website. Collect data on parent use by piloting CRM software such as Microsoft Dynamic linked to digital library. \$2,000 / Supplemental / 5000 Services &amp; Other Operating Expenditures</p>		
<p>Goal 1, Action 2 Service:</p> <p>a. Rtl parent conference at the beginning of the year, or whenever a student is assessed needing intervention. Provide Rtl contract between parents and school. No additional associated costs</p> <p>b. EL parent meetings 4 times per year:</p> <ul style="list-style-type: none"> <li>• Reclassification Meeting, Help Desk manned by admin. w/translation* during Qtr 1 &amp; Qtr 3 parent conferences, last meeting to be determined by identified need.</li> </ul> <p>* Translation in Spanish, Tagalog, Korean, and Japanese No additional associated costs, done with on-site staff</p> <p>d. Continue providing Spanish translation services at meetings. Translate documents and notifications sent home, and selected links on school website. \$800 / Supplemental / 2000 Classified Salaries, 3000 Benefits</p> <p>e. Expand digital library of Discovery specific information on NGSS, CCSS, PBL, STEAM integration, and Restorative Justice on the school website in Goal 1.1.a. will also be available in Spanish. No additional associated costs</p>	<p>2000, 3000, 4000 Supplemental \$800</p>	<p>2000, 3000, 4000 Supplemental \$455</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.

Some of the \$7,672 budgeted funds that were not fully spent in Goal 1 were due to Actions/Services with year-long implementation that was not fully realized due to the COVID19 stay-at-home order and school closure. Also, the plan budgeted for contracting a few educational speakers for parent meetings, however, there were in-house staff with the desired expertise. The Action/Service we were not able to implement in Goal 1 was Action 1.h. to create a digital library with information, tips, and guidance on Discovery's instructional program, curriculum and practices to help parents support their childrens' learning both at school and home. The \$2,000 budgeted for this Action/Service was used toward employing fully certificated teachers to teach the Fine Arts program, which also provides the teacher collaboration time, see Goal 4.1.b.

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

Discovery successfully increased the number of parent meetings during the 2019-20 school year by making them more specialized to broader parent interests. GATE, ELAC, and SSC were separated to give each their own meeting day, time, and agenda. COVID19 interrupted other planned meetings after Mar. 13, 2020. The challenge in implementing the digital library of parent resources, prior to the school closure, was that we underestimated the time and staff needed to organize, create, and currate meaningful content. The COVID19 disruption to education did provide an opportunity to more fully appreciate the tremendous potential and value of implementing Discovery specific digital resources for parents, and the need to try again.

## Goal 2

Discovery will provide support services to Foster Youth and families, English Learners (ELs), Low Income students, and GATE students.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:     N/A

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> 2A. Increase number of Discovery teachers who are GATE certified.</p> <p><b>19-20</b> Increase by 2 teachers</p> <p><b>Baseline</b> 8 GATE certified teachers at the end of 2016-17.</p>	<p>Increased GATE certified teachers by 3 during 2019-20</p>
<p><b>Metric/Indicator</b> 2B. Increase variety of GATE student opportunities, including field trips.</p> <p><b>19-20</b> Maintain programs</p> <p><b>Baseline</b> In 2016-17, nine afterschool courses in CAD design &amp; 3D printing, video game development, and applied Science Fiction.</p>	<p>Programs were expanded to include Odyssey of the Mind, Robotics, and Drones for grades 4 - 8.</p>
<p><b>Metric/Indicator</b> 2C. Continue to fund and support MESA Club participation in MESA sponsored activities, competitions including transportation.</p>	<p>MESA Club was maintained with 21 students participating. Regional competitions canceled due to COVID19.</p>

Expected	Actual
<p><b>19-20</b> Maintain program</p> <p><b>Baseline</b> \$3,000 expended in 2016-17 for fees, supplies, stipends, and transportation.</p>	
<p><b>Metric/Indicator</b> 2D. Ongoing training &amp; implementation of new ELD standards. Increase progress monitoring of Lexile growth for all ELL students, giving special attention to those recently reclassified.</p> <p><b>19-20</b> Improve reclassification rate of EL students by 5% based on district and state criteria</p> <p><b>Baseline</b> Executive Committee/Grade Level representatives were trained in the new ELD standards. Lexile growth is monitored for all ELs monthly</p>	<p>Reclassification of EL students was improved by more than 5% with a total of 56 students reclassified in 2019-20</p>

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Goal 2, Action 1 Service:</p> <p>a. Recruit and fund training for two more Discovery teachers to become GATE certified. \$600 / Base / 5000 Services &amp; Other Operating Expenditures</p> <p>b. Maintain funding and parent participation to provide additional GATE opportunities outside of the classroom. \$8,000 / Base / 4000 Supplies and/or 5000 Services &amp; Other Operating Expenditures</p> <p>c. Maintain funding for MESA Club activities, supplies, competitions, transportation, and teacher stipends.</p>	<p>1000, 3000, 4000, 5000 Base \$12,600</p> <p>2000, 3000 Supplemental \$0</p>	<p>4000, 5000 Base \$9,034</p> <p>2000, 3000 Supplemental \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
\$4,000 / Base / As follows: \$1,500 to 1000 Certificated Salaries & 3000 Benefits, \$2,500 to 4000 Supplies and/or 5000 Services & Other Operating Expenditures		
<p>Goal 2, Action 2 Service:</p> <p>a. Maintain additional Associate Principal (formerly Dean of Students) position under revised job description, which includes but is not limited to: 1.) the ELPAC Site Coordinator and will include working with EL-IA and all teachers to ensure students are building mastery in the English language and working toward quarterly goals. 2.) Conduct data analysis of K-8th grade students, with priority focus on monitoring and providing support for the school's English Learners. The additional Associate Principal helps create more access and equity for students supporting additional instructional leadership opportunities for target groups of students, such as the school's English Learners, by supervising the DI program and the implementation of the MTSS framework.</p> <ul style="list-style-type: none"> <li>• Salary ~ \$93,950</li> <li>• Benefits ~ \$25,156</li> </ul> <p>TOTAL ~\$119,106 / Supplemental / 1000 Certificated Salaries, 3000 Benefits</p> <p>b. Full-time EL I/A for small group, leveled support for new comers, LTELs and ELPAC emerging and expanding levels and ELAC coordination. ~\$25,901, including benefits, as follows:</p> <ul style="list-style-type: none"> <li>• ~\$2,590 / Supplemental / 2000 Classified Salaries, 3000 Benefits</li> <li>• ~\$10,360 / Title I / 2000 Classified Salaries, 3000 Benefits</li> <li>• ~\$12,951 / Title III-EL / 2000 Classified Salaries, 3000 Benefits</li> </ul> <p>c. Two Rtl IAs, four days per week to provide small group support with intervention and progress monitoring.</p> <ul style="list-style-type: none"> <li>• RTI IA 1 ~ \$21,636</li> <li>• RTI IA 2 ~ \$26,272</li> </ul> <p>TOTAL ~ \$47,908 / Supplemental / 2000 Classified Salaries, 3000 Benefits</p>	<p>1000, 2000, 3000, 5000 Supplemental \$220,509</p> <p>2000, 3000 Title I \$77,770</p> <p>5000 Title II \$1,500</p> <p>Not Applicable Title III-EL / Title III Part A-Immigrant \$12,951</p>	<p>1000, 2000, 3000, 5000 Supplemental \$168,883</p> <p>2000, 3000 Title I \$78,862</p> <p>5000 Title II \$1,950</p> <p>2000, 3000 Title III-EL \$13,531</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>d. Two Rtl Specialist IAs, one for Math, one for Reading small group support with intervention and progress monitoring.</p> <ul style="list-style-type: none"> <li>• Math Rtl IA ~ \$40,068</li> <li>• Reading Rtl IA ~ \$27,272</li> </ul> <p>TOTAL ~ \$67,340 / Title I / 2000 Classified Salaries, 3000 Benefits</p> <p>e. One classified KIDCO behavior specialist to support social and emotional adjustment to school, and provide mentorship to Foster Youth, English Learners, Low-Income, and Immigrant Students.</p> <ul style="list-style-type: none"> <li>• ~\$50,905 / Supplemental / 2000 Classified Salaries, 3000 Benefits</li> </ul> <p>f. Professional Development for both certificated and classified staff working with Target Groups, Rtl students and GATE students \$1,500 / Title II / 5000 Services &amp; Other Operating Expenditures</p> <p>g. Continued staff training on the new ELD standards. Review progress monitoring at weekly collaboration and quarterly vertical articulation meetings. No additional associated costs, staff development done at Friday staff meetings</p>		
<p>DCS will continue to hire a Full-time certificated Registered Nurse, BSN, with additional licensing for visual and audio testing as in 2018-19 with the salary increase that was negotiated with the DCS Board of Directors.</p> <p>~\$73,580 / Supplemental / 1000 Certificated Salaries, 3000 Benefits</p>	<p>2000, 3000 Supplemental \$73,580</p>	<p>1000, 3000 Supplemental \$73,768</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.

Funds budgeted for Actions/Services in Goal 2 were fully implemented, with two exceptions: Most of MESA activities and expenditures are in the spring competitions, which were cancelled due to COVID19. The KIDCO classified position was not filled in 2019-20. The funds budgeted for this position were used toward the addition of Credentialed Music, Engineering Robotics and PE teachers for the Fine Arts rotations. See Goal 4.1.b. This decision was made because the incoming principal needed to do a needs analysis of all the behavioral support before committing to this expenditure. KIDCO serves a very narrow band of students with intervention and support. There was a clearly defined need and stated objective by the Board to have credentialed teachers in their Fine Arts field to support students with fitness, and better STEAM integration in the Fine Arts rotations during teacher collaboration time.

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

Continuing with the additional Associate Principal position in 2019-20 contributed to the ongoing improvement of coordination of instructional, monitoring, and assessment support services related to our target groups of students, including our English Learners. This Associate Principal position supervised our Dual Immersion program where many of our English Learners are enrolled, and also the ongoing implementation of the MTSS framework. In addition to this, the EL I/A and RTI I/As positions continued in 2019-20 and provided small group push-in support to target students' areas of need as identified by the assessment and progress monitoring coordinated by the Associate Principal with the Resource teacher and classroom teachers. Having this support structure already functioning and well-coordinated when COVID19 forced school closures was of great benefit to our target students. They continued receiving their small group support services virtually, and their level of progress continued to be monitored and assessed, which will inform future learning loss mitigation efforts. The school closure from end of March through the end of the year was a tremendous challenge for students, staff, and parents.

## Goal 3

DCS will improve attendance and increase access to services for students and families that support social, emotional, and physical wellness.

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 3: Parental Involvement (Engagement)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)

Local Priorities:    N/A

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            3A. Weekly monitoring of student attendance, with weekly announcements to all families. Incentives &amp; acknowledgements for classes achieving highest or perfect attendance.</p> <p><b>19-20</b>            Improve by 5%</p> <p><b>Baseline</b>            2015-2016            96.5% attendance rate            2016-2017            97% attendance rate</p>	<p>In 2018-19 the attendance rate was 96.71% and in 2019 - 20 it was 97.31%.</p>
<p><b>Metric/Indicator</b>            3B. Teachers will provide 200 minutes of PE instruction every ten days. See Goal 4.1.b for weekly dance instruction.</p> <p><b>19-20</b>            Maintain baseline data</p> <p>Increase PFT scores by 5%.</p>	<p>No PFT scores due to COVID in 2019-20</p>



Expected	Actual
<p><b>Baseline</b> 2016-17, 200 minutes of PE instruction was provided as reflected by CAL200 data</p>	
<p><b>Metric/Indicator</b> 3C. Reduce number of behavior referrals through full implementation of Restorative Justice</p> <p><b>19-20</b> Reduce suspensions and referrals by 5%</p> <p><b>Baseline</b> 220 behavior referrals were given in 2016-2017</p> <p>7 out of school suspensions were given in 2016-2017</p> <p>4 in school suspensions were given in 2016-2017</p>	<p>The number of referrals decreased significantly and the number of suspensions increased by 3 students, but due to COVID the data is not complete for the year 2019-20.</p>

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Goal 3, Action 1 Service: a. Continue funding for incentives and recognition for students and classrooms for improved, high, or perfect attendance. The focus will be on supporting increased attendance from students in target groups. \$3,000 / Base / 4000 Supplies</p> <p>b. Enhance communication on the impact of attendance has for both the child and the school, including in Goal 1.1.h. No additional associated costs</p> <p>c. Continue implementation of MTSS and the Branching Minds pilot to support the consistent monitoring of target groups of students.</p> <p>\$5,000 / Title IV / 5000 Services and Other Operating Expenditures</p>	<p>2000, 3000, 4000, 5000 Base \$10,263</p> <p>Other = Title IV 5000 Other \$10,000</p>	<p>2000, 3000, 4000, 5000 Base \$7,813</p> <p>Other = Title IV 5000 Other \$5,143</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>d. Maintain supply items for both recess and PE. \$3,000 / Base / 4000 Supplies</p> <p>e. Support Socioeconomically Disadvantaged Students with the continuation of providing pupil supervisors at crossing without Safety Patrol coverage at:</p> <ul style="list-style-type: none"> <li>• Camino Biscay and Rancho del Rey Pkwy</li> <li>• Via Goya and Rancho del Rey Pkwy</li> </ul> <p>\$4,263 / Base / 2000 Classified Salaries, 3000 Benefits</p> <p>f. Offer Anti-Defamation League (ADL) Training for staff and students in grades 6, 7, and 8 to support anti-bias and anti-bullying resources that align with existing programming to form one powerful message that all students have a safe, respectful, and inclusive place to belong. The school will also investigate the use of resources from the Sanford-Harmony curriculum and Sandy Hook Promise for all grade levels. \$5,000 / Title IV / 5000 Services &amp; Other Operating Expenditures</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.

There were \$7,307 budgeted Base and Title IV funds that were unspent in Goal 3. All of the Action/Services were being actively implemented throughout the 2019-20 school year right up to the 3-16-20 school closure due to COVID, which prevented full implementation of Goal 3 as budgeted. In addition to this, some of the resources like the Sanford-Harmony curriculum were free and the students and teachers that participated in the ADL's Peer Leadership Program received a partial scholarship. These unspent budgeted funds were put toward providing the Fine Arts/Teacher Collaboration rotations with full-time credentialed Fine Arts and PE teachers. See Goal 4.1.b.

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

Discovery hired a certificated full time PE teacher to ensure adherence to the recommended 200 minutes per week and to improve the instruction. The school's daily schedule start time was adjusted 15 minutes later, which decreased the number of tardies. Increased one on one meetings with parents of students with attendance problems by teachers and administrators dramatically improved the school's attendance rate. Discovery increased from 14th in a District of 46 schools to 1st in highest attendance rate. Discovery

recognizes the challenge of providing more positive behavior supports and the need to reduce the number of suspensions. One step in that direction was to implement the web-based behavior referral tracking system, School Wide Intervention System (SWIS,) to help track trends and guide planning for prevention and intervention activities. Early in the school year a behavior consultant provided both professional development and coaching in positive student engagement and behavior support. The Thrively program was also acquired to support student engagement by helping students discover their strengths, interests, and learning styles. Student leaders in 7th and 8th grades participated in the Anti-Defamation League (ADL) Peer Leadership Program with their teachers. Additionally, key staff participated in the ADL's "No Place for Hate Committee" training. These trainings contributed to Discovery's middle school receiving the ADL "No Place for Hate" designation.

The school closure from end of March through the end of the year was a tremendous challenge for students, staff, and parents.

## Goal 4

Develop and provide instruction that cultivates a 21st Century environment.

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 2: State Standards (Conditions of Learning)  
                          Priority 4: Pupil Achievement (Pupil Outcomes)  
                          Priority 7: Course Access (Conditions of Learning)  
                          Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:    N/A

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> 4A. The STEAM coordinator will oversee and guide STEAM and PBL integration in the instructional program through the NGSS &amp; CCSS. She will collaborate with &amp; coach teachers on Integrated Units of Study, PBL, scope and sequence, differentiation, and vertical articulation.</p> <p><b>19-20</b> Improve disaggregation of target group data to improve student performance by 5% for each target group</p> <p><b>Baseline</b> STEAM Coordinator worked at .25 FTE in this position for 2016-2017.</p> <p>Updated and align FOSS kits to NGSS making resources available for teachers based on their units of study.</p> <p>Restructure the Engineering experience for students in K-8th by aligning the projects to the units of study in each grade level.</p>	<p>Due to COVID no end of year data is available for the 2019-20 school year. However, based on data from our interim local measure reading assessment, Achieve 3000, our students' growth in lexile level increased by more than 100 lexiles not only for all students, but also for our target groups of students, English Learners, and our students with disabilities.</p>

Expected	Actual
<p><b>Metric/Indicator</b> 4B. Students' educational experience will be infused with highly engaging activities that empower their learning and personal interests, promote college and career.</p> <p><b>19-20</b> Increase students tagged as CCR by 5% (from 59% to 62% in 2019-2020)</p> <p><b>Baseline</b> Students received 10 sessions of instruction in visual arts culminating in a project that reflects their learning.</p>	<p>Due to COVID no end of year data is available for the 2019-20 school year. However, based on data from our interim local measure reading assessment, Achieve 3000, our students were on track in all target groups to exceed the goal for increasing the percent of students at CCR by more than 5%. Students received 33 sessions of instruction in three, 11 week rotations from Certificated Fine Arts and PE teachers in the Fine Arts rotations, with each 11 week rotation culminating in a project that reflected the students' learning.</p>
<p><b>Metric/Indicator</b> 4C. Ongoing professional development in STEAM integration with assessments, Units of Study, &amp; PBL.</p> <p><b>19-20</b> Improve student academic performance by 5%</p> <p><b>Baseline</b> Staff was trained in data analysis Teachers revisited units of study FOSS Kits were aligned to NGSS Vertical articulation was done to reexamine readiness of our students for summative assessments</p>	<p>As noted during a Board presentation for our Charter petition, Discovery was the only charter school in all of San Diego County to be in the "blue" category for both ELA and math on the 2019 California Dashboard's matrix for the Smarter Balanced Assessment results. Although no end of year data is available for the 2019 - 2020 school year, the interim assessments for both ELA and math showed significant growth in both ELA and math.</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Goal 4, Action 1 Service: a. Continue STEAM coordinator position to facilitate the weekly disaggregation and analysis of data of students and students in state-identified target groups. ~\$109,066, including benefits, as follows:</p>	<p>1000, 2000, 3000, 5000 Supplemental \$289,882  2000, 3000, 4000, 5000 Base \$98,353  5000 Title II \$4,000</p>	<p>1000, 3000, 5000 Supplemental \$431,829  4000, 5000 Base \$25,165  5000 Title II \$3,210</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>• ~109,066 / Supplemental / 1000 Certificated Salaries, 3000 Benefits</li> </ul> <p>b. Fine Arts during Weekly Teacher Collaboration</p> <ul style="list-style-type: none"> <li>• Malashock Dance</li> </ul> <p>ICA - \$36,000 as follows: \$36,000 / Supplemental / 5000 Services &amp; Other Operating Expenditures</p> <ul style="list-style-type: none"> <li>• Drama Kids International</li> </ul> <p>ICA - \$30,000 as follows: \$30,000 / Supplemental / 5000 Services &amp; Other Operating</p> <ul style="list-style-type: none"> <li>• Artist in Residence</li> </ul> <p>~\$76,018, including benefits, as follows: ~\$76,018 / Supplemental / 1000 Certificated Salaries, 3000 Benefits</p> <ul style="list-style-type: none"> <li>• Engineering Lab IA, Full time</li> </ul> <p>~\$38,798 / Supplemental / 2000 Classified Salaries, 3000 Benefits</p> <ul style="list-style-type: none"> <li>• Technology Innovation</li> </ul> <p>~\$38,353 / Base / 1000 Certificated Salaries, 3000 Benefits</p> <ul style="list-style-type: none"> <li>• Sixth rotation to be filled</li> </ul> <p>~\$30,000 / Base / 1000 Certificated Salaries or 2000 Classified Salaries, 3000 Benefits, OR 5000 Services &amp; Other Operating Expenditures</p> <p>c. Frontline – formerly Teachscape; Administrative application for ongoing teacher observation and feedback. Aligned with Discovery’s teacher evaluation tool “The Danielson Model.” \$4,000 / Title II / 5000 Services &amp; Other Operating Expenditures</p> <p>d. Year Three of Three Year Technology Plan approved by DCS Board 3-17-16.</p> <ul style="list-style-type: none"> <li>• Year One in 2016-17 – Accomplished in full</li> <li>• Year Two in 2018-19 – Accomplished in full</li> <li>• Year Three in 2019-20 – Budget pending</li> </ul> <p>e. STEAM / PBL Implementation</p> <ul style="list-style-type: none"> <li>• Funds for Units of Study resources/supplies</li> <li>• Funds for classroom PBL resources/supplies</li> <li>• Funds for Engineering Lab supplies</li> </ul>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
\$10,000 / Base / 4000 Supplies f. Funding for field trips K-8th to support instruction, and career and college readiness. \$20,000 / Base / 5000 Services & Other Operating Expenditures		
Goal 4, Action 2 Service: \$8,000 for a.-e. / Supplemental / 5000 Services & Other Operating Expenditures for the following trainings a. Training from Achieve 3000 on the analysis of Lexile data in grades 2-8 to identify areas of need and best practices to support ELs. b. Ongoing in-depth training on CA ELD Framework and ELPAC data analysis. c. Training from Imagine Learning on the analysis of data to identify areas of need and best practices to support ELs. d. Additional training around the ELD component of Benchmark Literacy program (grades K-3). e. Other relevant training to be determined	5000-5999: Services And Other Operating Expenditures Supplemental \$8,000	5000-5999: Services And Other Operating Expenditures Supplemental \$2,300

## 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 funds were spent that were budgeted. Unimplemented budgeted funds reported in Goals 1,2,3, and 6 were directed toward Action/Service 1.b. in this Goal, which was the hiring of highly qualified certificated teachers for the Fine Arts and PE rotations during teacher collaboration time.

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

The STEAM coordinator position was revised to become a Resource Teacher to expand her job duties and responsibilities to better serve all teachers in all curriculum areas. Discovery hired highly qualified certificated Fine Arts and PE teachers to replace the instructional aides and independent contractor teachers previously used. Materials and resources were purchased to support the

Engineering Lab and classroom units of study. SIBME was purchased to improve Admin feedback for teacher instruction and effectiveness as well as to help teachers give each other feedback on their own lessons. COVID19 interrupted our End of Year data collection. These changes helped to improve the collaboration of the teachers during the planning of lessons. It also helped students to be more engaged and excited about school due to the improved Fine Arts instruction. Teachers were also able to start a lesson study process using SIBME, which contributed to improved lessons and a refinement of their teaching practices. The school closure from end of March through the end of the year was a tremendous challenge for students, staff, and parents.



## Goal 5

Students will have access to instructional materials aligned to the integration of CCSS and NGSS.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)  
Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities: N/A

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> ELPAC Data or the number of reclassified ELs</p> <p>CCR tagged students on the EOY Level Set</p> <p>CAASPP Achievement Data for the state-designated target groups in ELA and mathematics</p> <p><b>19-20</b> Increase student achievement by 5% for overall student populations as well as English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students in both ELA and mathematics.</p> <p>Maintain or increase number of reclassified students.</p> <p>Maintain or increase by 5% the number of students tagged as CRR by the EOY Level Set</p> <p><b>Baseline</b> Baseline date from 2017-2018</p>	<p>The number of reclassified students increased from 9 the previous year to 56 in 2019-20. Due to COVID no end of year data is available for the 2019-20 school year in ELA and math.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Goal 5 Action 1 Service: a. Continue purchase of Eureka Math K-8th. \$45,000 / Lottery / 4000 Supplies b. Budget for Math manipulative additions/replacements. \$1,000 / Lottery / 4000 Supplies c. Purchase CCSS and NGSS aligned leveled non-fiction books to support ELL academic progress through Units of Study. \$7,000 / Supplemental / 4000 Supplies	4000 Lottery Funds \$46,000 4000 Supplemental \$7,000	4000 Lottery Funds \$46,222 4000 Supplemental \$0

## Goal Analysis

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

The \$7,000 Supplemental funds budgeted Action/Services in Goal 5.1.c. were not implemented. These funds were used toward the addition of Credentialed Music, Engineering Robotics and PE teachers for the Fine Arts rotations, see Goal 4.1.b. This decision was made to support students with fitness, and better STEAM integration in both the Fine Arts rotations during teacher collaboration time, and in the resources the Fine Arts teachers can provide grade level teachers with their integrated lesson planning.

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

Math curriculum and manipulative tools were purchased as planned. More time was needed to plan and source the purchase of CCSS and NGSS aligned leveled non-fiction books for EL students.

## Goal 6

Students in all grades (including all target groups such as Socioeconomically Disadvantaged students, English Learners, Students with Disabilities, and Foster Youth) will demonstrate increased proficiency on State and DCS created assessments, as measured by the following data:

A minimum of 80% of all grades K-1 students will score Met on the Local Measure (LM) assessment in reading

A minimum of 60% of all grade 2-8 students will score College and Career Ready on the LM assessment in reading.

A minimum of 80% of all grades K-2 students will score Met on the LM assessment in Math.

All students will read at grade level by the end of grade 3 as measured by local data (QRI-6, DRA, or other reading assessment).

Improve academic progress of each English Learner will increase by 5% on the ELPAC each year and the rate of reclassification will be 5% increased annually.

All students in grades 3-8 will improve on average of at least 5% annually on the CAASPP in both mathematics and ELA/literacy.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:    N/A

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            a. Math achievement as measured by CAASP data &amp; Local Measures results.</p> <p><b>19-20</b>            Increase student achievement by 5% for overall student populations as well as English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students in both ELA and mathematics.</p> <p>Maintain or increase number of reclassified students.</p> <p>Increase by 5% scores for each grade level on the Local Measures assessments in mathematics.</p>	<p>No end of year data available due to COVID school closure. On mid-year assessments in both ELA and math students showing growth and were on track to increase achievement by more than 5%.</p>

Expected	Actual
<p><b>Baseline</b> Local Measures Math Met or Exceeds</p> <p>Math CAASPP Met or Exceeds</p>	
<p><b>Metric/Indicator</b> b. ELA achievement as measured by CAASPP data and Local Measure results.</p> <p><b>19-20</b> Increase student achievement by 5% for overall student populations as well as English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students in both ELA and mathematics.</p> <p>Maintain or increase number of reclassified students.</p> <p>Maintain or increase by 5% the number of students tagged as CRR by the EOY Level Set.</p> <p>Increase by 5% scores for each grade level on the Local Measures assessments in Writing and Reading.</p> <p><b>Baseline</b> 2016-2017 data is pending from CVESD – June 2017 ELA CAASPP Met or Exceeds</p> <p>Reading Local Measures Met or Exceeds</p>	<p>Monitoring of ELA reading data was done on a weekly basis and this data was discussed regularly during collaboration. No end of year data available due to COVID school closure. On mid-year assessments in both ELA and math students showing growth and were on track to increase achievement by more than 5%.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Goal 6, Action 1 Service:</p> <p>a. Ongoing professional development &amp; training on data analysis, including California School Dashboard, and student achievement with a focus on supporting and monitoring target groups of students</p> <p>b. All other services and actions as described in Goals 1-5.</p> <p>c. Maintain appropriate level of Imagine Learning licensing and ensure students receive all their prescriptive minutes with the program.</p> <p>~\$8,000 / Supplemental / 5000 Services &amp; Other Operating Expenditures ~\$7,400 / Title III-EL / 5000 Services &amp; Other Operating Expenditures</p> <p>d. Licensing for online accelerator programs that include universal screening, assessment, student progress management, differentiation, foundational skills, etc.</p> <p>\$47,300 / Supplemental / 5000 Services &amp; Other Operating Expenditures, as follows: ALEX Math ~ \$27,000 Achieve Smarty Ants ~ \$2,800 Learning A-Z suite of programs ~ \$2,500 Achieve eScience ~ \$3,700 Brain Pop ~ \$2,500 ReadingPlus ~ \$8,800</p> <p>\$26,000 / Title I / 5000 Services &amp; Other Operating Expenditures, as follows: Achieve 3000 Pro Literacy ~ \$26,000</p>	<p>5000 Title III-EL \$7,400 5000 Supplemental \$55,300 5000 Title I \$26,000</p>	<p>5000 Title III-EL \$0 5000 Supplemental \$47,780 5000 Title I \$27,411</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

## Goal Analysis

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

The \$7,400 Title III-EL and \$8,000 Supplemental funds budgeted for Action/Service 6.1.c., Imagine Learning licenses, were not implemented. The cost per license had increased by 100%. The decision was made to increase ReadingPlus licensing and to utilize the data from this program in addition to the other programs we use to support our EL students. The remaining unspent funds budgeted for Imagine Learning were used toward the addition of Credentialed Music, Engineering Robotics, and PE teachers for the Fine Arts rotations as noted in Goal 4.1.b. This decision was made to support students with fitness, and better STEAM integration in both the Fine Arts rotations during teacher collaboration time, and in the resources the Fine Arts teachers can provide grade level teachers with their integrated lesson planning.

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

The implementation of Achieve was done with fidelity as noted by the growth from the interim testing from the beginning of the year data. There was increased accountability for students and teachers with weekly data reports and ongoing collaboration between teachers and the leadership about best practices for using the program. Having all these programs allowed teachers to differentiate to the individual student's needs. Having these online programs was a benefit and a great resource during distance learning after schools closed due to COVID19. The school closure from end of March through the end of the year was a tremendous challenge for students, staff, and parents.

# Goal 7

State and/or Local Priorities addressed by this goal:

State Priorities:  
Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
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## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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## Goal Analysis

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

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

# Goal 8

State and/or Local Priorities addressed by this goal:

State Priorities:  
Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
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## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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## Goal Analysis

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

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



# Goal 9

State and/or Local Priorities addressed by this goal:

State Priorities:  
Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
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## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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## Goal Analysis

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

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

# Goal 10

State and/or Local Priorities addressed by this goal:

State Priorities:  
Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
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## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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## Goal Analysis

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

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

# 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
PPE Costs and Cleaning/Sanitizing Equipment Costs	\$15,060	\$49,658	No
Additional hours for existing RTI staff/possible hiring of additional RTI staff	\$10,000	\$13,377	Yes
Additional online programs	\$34,000	\$28,838	Yes
After school tutoring	\$6,000	\$0	No
Additional hours for existing Instructional Aids	\$8,000	\$12,685	Yes

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.

This Learning Continuity and Attendance Plan had a requirement to be prepared, presented to our school community, and approved by our charter board by September 30th, 2020. Due to the severity of the pandemic Discovery was not able to offer in person instruction until April 5, 2021. All our efforts were placed on getting all students that wanted in person instruction back in school with a maximum number of days and a maximum number of hours. We were not able to begin after school tutoring.

### Analysis of In-Person Instructional Offerings

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

Successes: Well coordinated RTI and Kinder aides. Successful reopening safety plan. Space was provided for all students that wanted in person. Hybrid schedule maximized in person hours, 4 days a week 6 hours a day. All students had a device. Challenge: Online programs having tech issues, RTI was virtual for in person and distance learners. Staggered schedules made it difficult to offer after school tutoring. Positive COVID cases quarantining cohorts was a challenge due to the disruption of in person learning for that cohort. Shortage of some disinfectant supplies made rationing necessary.



# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
GLAD Trainer Professional Development (2)	\$3,500	\$1,880	Yes
Distance Learning Playbook for all teachers	\$980	\$980	Yes
Microsoft Teams professional learning through Microsoft will support the use of technology and a learning management system for staff and students.	N/A	N/A	Yes
Classified Staff support of individual teachers during distance learning will support engagement and focus of students during whole group instruction and small group instruction, allowing teacher focus on unduplicated children.	\$18,000	\$33,806	Yes
Purchase of student machines to ensure sufficient supply is available for all students in need.	\$130,000	\$131,472	Yes
MTSS Coordinator	\$40,000	\$45,203	Yes

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.

MTSS Coordinator could not be hired until January so those funds were directed toward providing childcare for students of essential workers and families with unique needs.

## 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.

Success: all devices were purchased so students had 1 - 1 devices. PD and material for Learning Playbook assisted teachers in creating an effective distance learning classroom. Microsoft Teams allowed for synchronous instruction, and asynchronous instruction, social emotional lessons, small group instruction, and engagement either through camera, microphone or online chatting. It also allowed staff to remain connected for meetings, collaboration and social-emotional support, as well as communicating with parents for parent conferences, parent meetings, information parent forums. 4 additional teachers received the 2 day theory and research training for GLAD. Due to school closure the 4 day in classroom demonstration and coaching was not possible. Support staff, such as RTI aides and Kinder aides were able to support teachers virtually with additional hours with students. Every teacher got RTI support daily in their respective language, Spanish or English, which was dramatically increased over the year before. MTSS Coordinator was able to start connecting with students and families through the Teams platform. She was also able to support teachers virtually to help students who were not engaged in online learning.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Summer Learning Camp	\$15,000	\$17,435	Yes
Distance Learning Playbook	\$980	In Distance Learning	Yes
Purchase quarterly student materials during distance learning plan	\$20,000	\$42,464	Yes
Additional Out-of-Contract Pay	\$15,000	\$0	No

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.

Additional out-of-contract pay was redirected to full day childcare for students of essential workers and families with unique needs.

## 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.

Summer Learning Camp was a success. All grade levels were supported with certificated teachers from our school. Provided a rigorous two weeks of instruction to our target groups and students who demonstrated learning loss. Lessons learned from this experience were shared with the rest of the staff before the start of the school year on distance learning. Student materials were purchased in such quantities and types to allow for a full program of instruction to continue on distance learning, including a full fine arts program maintaining weekly rotations. It was a challenge for students to have the opportunity to practice sufficiently their second language in Dual Immersion as well as for our English Learners. The amount of time that they were exposed to the second language was reduced due to the distance learning schedule as well as the time for the teacher to check in with the students to provide feedback. There was a daily challenge getting all students to log in, be engaged, maintain their attention on screen for the duration of the day.

## **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.

Success: Daily SEL lessons or check ins. Professional development was provided based on teacher survey results. In some classes SEL was provided 2 or more times a day, such as in our Dual Immersion and departmentalized classes. Since returning to in-person instruction in April 2021, the MTSS Coordinator has been able to meet with students in person. Resources were provided for families in need. PD for families was provided regularly by our District. After school clubs, activities, and teams were provided throughout the year on a distance learning platform.

Challenges: reaching students on distance learning who would not log in, parents who would not respond to class dojo messages, emails or phone calls. Distance learners have become more disconnected as the year goes on.

## **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.

Successes: Well attended parent forums each quarter. High response to our student and family surveys. Almost all students picked up materials every 6 weeks. For those that did not, admin and teachers would deliver them to their homes. Some teachers are having additional voluntary meetings outside of school hours for the purpose of engaging students and families. We continued regular school activities such as spirit days, student council, Discover Discovery Day, drama club, chorus, robotics, Odyssey of the Mind. Parent conferences and IEPs continued on Microsoft Teams, which in some cases improved attendance. Office hours were provided weekly for small group and one on one instruction. Teams allowed teachers and admin to have private check ins with students.

Challenges: Not all parents attended conferences or meetings. Not all students were engaged in school. Screen time made it difficult to log back in after they were dismissed. Wifi access and outages were sometimes faulty or unpredictable.

## **Analysis of School Nutrition**

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

District was able to provide access to 5 meals a week, lunch and breakfast, from the start of COVID until the start of in person instruction. Once our school reopened we were able to provide a free lunch to every child that wanted one. It was a challenge to provide breakfast during in person learning.



# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program	No additional actions were planned, however licensed childcare for essential workers' children and high needs students was provided at no charge from September 2020 through February 2021.	\$0	\$90,241	Yes

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.

At the time the Learning Continuity Plan was due, no estimate on the cost of childcare was available. However, from our stakeholder input we knew that providing childcare to the children of our essential workers and high needs students was going to be required. Starting in September the District provided a negotiated contract with the local YMCA and a plan to provide childcare at each school site including Discovery. For the first semester Discovery provided childcare to 2 cohorts of 14 students each. This continued in the second semester until the school reopened on April 5, 2021.

## 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.

There have been many lessons learned this past year. The need to keep our technology up to date and to have a device for every student. Having the right computer programs and using them strategically can have a tremendous benefit. It is very apparent that there is a need to focus on RTI and small group intervention. Some targeted groups have not been as successful with Distance Learning and we have seen the need to offer them differentiated lessons to meet their specific needs. Frequent and consistent assessment of students to monitor their progress is important and needed. With limited amount of time with students during distance learning, teachers had to ensure the instruction they were providing was targeted and meeting the students' needs. With assessment data, teachers will not spend time teaching a skill if students have mastered it, and will focus on those students that are still struggling. Consistency from year to year and from one grade level to the next is something that needs to be improved on. It is important to take on fewer actions but to focus in on those actions that have the biggest impact and benefit for our students.

One of the biggest lessons learned is the need to address our students' mental and social emotional needs. Teachers need to continue to build those important relationships with their students. Professional development needs to continue to be given on how to address students with trauma, students that are not engaged, and students with a variety of needs. We have invested in an MTSS Coordinator to assist with this focus on the whole child: academic, social-emotional, and behavior, as well as assisting families to find the resources they need. Next year we will hire a counselor to help support students one-on-one and in small groups. Both the counselor and the MTSS Coordinator will assist the teachers and admin to learn strategies and skills to be more proactive about modifying or addressing student behavior before it becomes extreme. Finally, getting input from all our stakeholders, two way communication, over communication, and transparency has been a huge lesson learned this year.

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

In terms of assessing and addressing pupil learning loss in this 2021 - 24 LCAP we have begun having vertical articulation with the grade levels and focusing in on the gaps and inconsistencies with our formative and summative assessments in the core content areas, especially in the areas of literacy and foundational reading skills. We will have more frequent assessments of students' reading abilities especially for those students still learning to read, and as we identify those students we will prescribe the correct intervention with goals and services to be monitored on a more frequent basis. We are increasing our RTI staff as well to assist the teachers in the classroom as the teachers work with those students most in need, especially those students with unique needs. We are restructuring our system to provide more opportunities for our special ed staff and our general ed teachers to communicate, share data and strategies, and coordinate efforts to accelerate students' learning.

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.

Of the actions or services identified as contributing towards meeting the increased or improved services requirement, all were implemented with the exception of additional service hours for our original 4 RTI staff. Those remained for the most part the same as in previous years.

# 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.

End of year student outcomes in the 2019 - 20 school year were not possible due to the pandemic and school closure. At this time we have not completed our end of year local measures assessments in ELA and math to be able to reflect on them in a meaningful way. Our preliminary observations are that as a school our students have continued to learn. We see this when we look at "all" students data, such as our Achieve 3000 data, that shows that we have maintained the dramatic increases made in grade level reading achievement last year before school's closed in March 2020. The percentage of students at College and Career level stayed the same which indicates our students as a whole grew one year. We suspect from our interim data that our target groups' achievement gaps have not improved by rather declined to show a greater achievement gap than before the pandemic started. This has led Discovery to make small groups and differentiated instruction our focus for next year and the year's to come. We are restructuring our collaboration time next year to specifically focus on intentionally planning not the "what" we will teach, but the "how" we will teach the content. As we identify our targeted groups of students at their different levels and needs, we will prescribe exactly what each of those groups needs and monitor and adjust frequently.

## 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](mailto: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.

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.

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.
- 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.
- 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.
- 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.





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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,015,342.00	989,463.00
Base	142,933.00	63,729.00
Lottery Funds	46,000.00	46,222.00
Other	10,000.00	5,143.00
Supplemental	686,788.00	749,405.00
Title I	103,770.00	106,273.00
Title II	5,500.00	5,160.00
Title III-EL	7,400.00	13,531.00
Title III-EL / Title III Part A-Immigrant	12,951.00	0.00
	0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	1,015,342.00	989,463.00
1000, 2000, 3000, 5000	510,391.00	168,883.00
1000, 3000	0.00	73,768.00
1000, 3000, 4000, 5000	12,600.00	0.00
1000, 3000, 5000	0.00	431,829.00
2000, 3000	173,067.00	114,110.00
2000, 3000, 4000	800.00	24,845.00
2000, 3000, 4000, 5000	140,333.00	7,813.00
4000	53,000.00	46,222.00
4000, 5000	0.00	34,199.00
5000	104,200.00	85,494.00
5000-5999: Services And Other Operating Expenditures	8,000.00	2,300.00
Not Applicable	12,951.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	1,015,342.00	989,463.00
1000, 2000, 3000, 5000	Supplemental	510,391.00	168,883.00
1000, 3000	Supplemental	0.00	73,768.00
1000, 3000, 4000, 5000	Base	12,600.00	0.00
1000, 3000, 5000	Supplemental	0.00	431,829.00
2000, 3000	Base	21,717.00	21,717.00
2000, 3000	Supplemental	73,580.00	0.00
2000, 3000	Title I	77,770.00	78,862.00
2000, 3000	Title III-EL	0.00	13,531.00
2000, 3000, 4000	Supplemental	800.00	24,845.00
2000, 3000, 4000, 5000	Base	108,616.00	7,813.00
2000, 3000, 4000, 5000	Supplemental	31,717.00	0.00
4000	Lottery Funds	46,000.00	46,222.00
4000	Supplemental	7,000.00	0.00
4000, 5000	Base	0.00	34,199.00
5000	Other	10,000.00	5,143.00
5000	Supplemental	55,300.00	47,780.00
5000	Title I	26,000.00	27,411.00
5000	Title II	5,500.00	5,160.00
5000	Title III-EL	7,400.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	8,000.00	2,300.00
Not Applicable	Title III-EL / Title III Part A-Immigrant	12,951.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	54,234.00	46,562.00
<b>Goal 2</b>	398,910.00	346,028.00
<b>Goal 3</b>	20,263.00	12,956.00
<b>Goal 4</b>	400,235.00	462,504.00
<b>Goal 5</b>	53,000.00	46,222.00
<b>Goal 6</b>	88,700.00	75,191.00

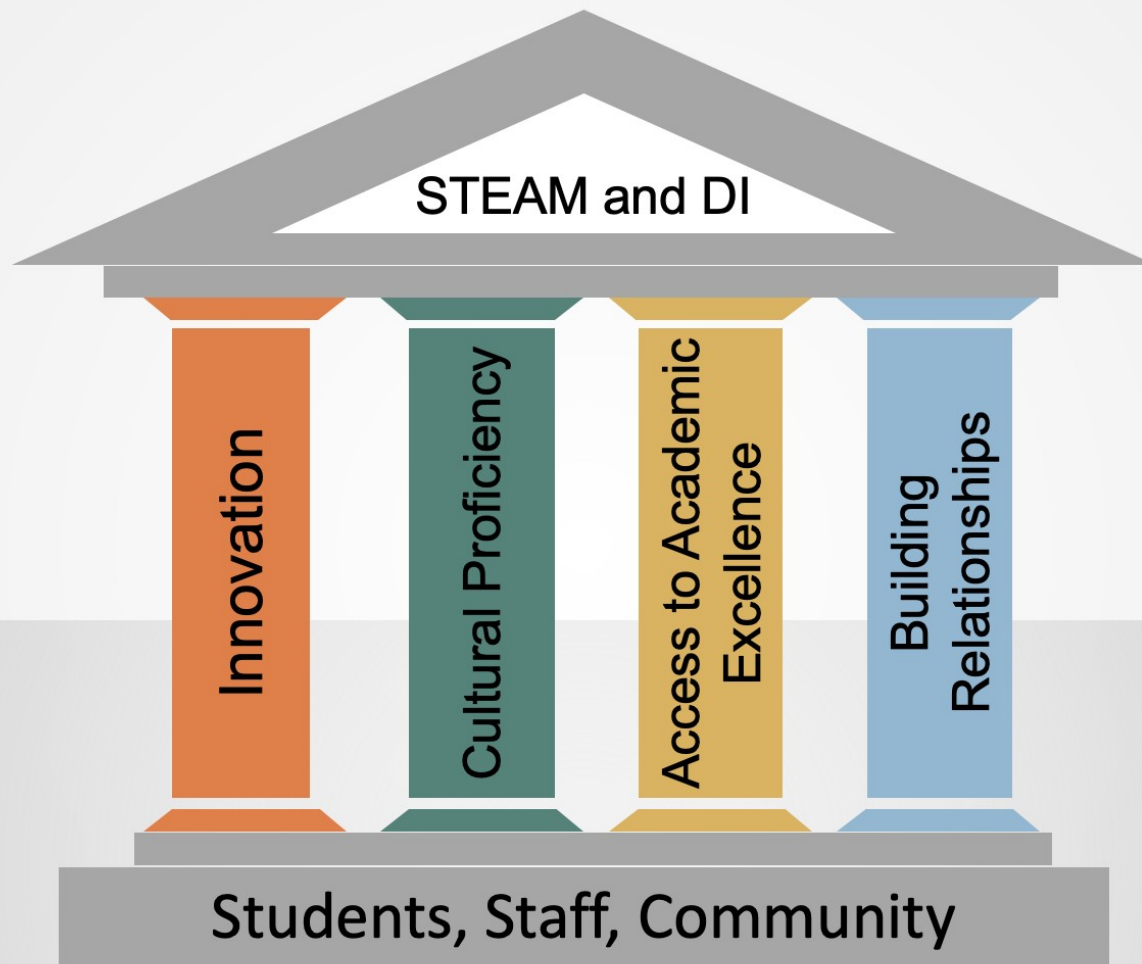
\* Totals based on expenditure amounts in goal and annual update sections.

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$73,060.00	\$104,558.00
Distance Learning Program	\$192,480.00	\$213,341.00
Pupil Learning Loss	\$50,980.00	\$59,899.00
Additional Actions and Plan Requirements		\$90,241.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$316,520.00</b>	<b>\$468,039.00</b>

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$21,060.00	\$49,658.00
Distance Learning Program		
Pupil Learning Loss	\$15,000.00	
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$36,060.00</b>	<b>\$49,658.00</b>

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$52,000.00	\$54,900.00
Distance Learning Program	\$192,480.00	\$213,341.00
Pupil Learning Loss	\$35,980.00	\$59,899.00
Additional Actions and Plan Requirements		\$90,241.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$280,460.00</b>	<b>\$418,381.00</b>



## The Four Pillars of Discovery Charter School

### Local Control 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	Neil MacGaffey Principal and LEA Superintendent	neil.macgaffey@cvesd.org (619) 656-0797

# Plan Summary [2021-22]

## General Information

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

Located in the Rancho Del Rey neighborhood of Chula Vista, California, Discovery Charter School (DCS) serves a culturally diverse population with six languages spoken among its student population, including by its English Learner ("EL") populations. DCS is a Targeted Assistance, Title I School with 33.7% of students eligible to receive free or reduced priced meals. Current enrollment is approximately 874 students, serving -Kindergarten to 8th grade. DCS offers its students a variety of programs, services and activities and is especially proud of its STEAM program and its Dual Immersion program. The District operates a Special Education Pre-Kindergarten class on DCS' campus. As of the 2019-20 school year, 15.8% of our student population was comprised of ELs and 8% of our students are students with disabilities. As of the 2019-20 school year, DCS' population was comprised of the following racial/ethnic groups: Asian/Pacific Islanders: 2%, Filipino 11.8%, African American 3.5%, Caucasian 12.7%, Latino 64.7%, and Two or More Races 5.1%.

## Reflections: Successes

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

Discovery Charter School is considered a "high performing" school as determined by the California Department of Education. Based on the California School Dashboard results of 2019 Discovery has improved in both ELA and math being placed in the highest "blue" category for all students in each subject. On average all students scored +60.7 in ELA and +37.4 in math on CAASPP, which is the numerical performance as measured by the average "distance from standard" (DFS) on those assessments. Each of our significant subgroups, Students with Disabilities, English Learners, Low Income, and Hispanics, increased significantly with the exception of English Learners who increased by less than 3.0 in both ELA and math. Before the 2019 - 20 school year was interrupted by the COVID pandemic, our students were making great progress on the local measure Achieve 3000 test of reading for 2nd - 8th grade averaging in half a year more than 100 Lexiles gain not only for all students but for each of the targeted populations as well.

## 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.

Our English Learners and our Students with Disabilities are two targeted populations that we are focusing on to improve their academic achievement in both ELA and math. As soon as our students return to in person instruction we will be able to gather more reliable local measure data to determine which other students have suffered significant learning loss due to the school closure due to the pandemic. Some of the steps taken since the fall of 2019 to address these areas of need are increasing our Response to Intervention (RTI) staff and expanding their schedules so that they can reach more targeted students more often. Before they pushed in to each class once a week.

Now they are pushing in to every class four times a week. We have begun expanding the number of Dual Immersion classes offered in each grade level starting with Kinder and 1st this year from 2 classes to 3 classes, and encouraging our incoming English Learner students' parents to consider enrollment in the Dual Immersion program. We have hired for the first time a Multi-Tiered Systems of Support (MTSS) coordinator to improve our Social Emotional Learning curriculum and program at Discovery as well as overseeing our Positive Behavior Interventions and Support (PBIS) program and our Student Success Team (SST) referral and monitoring process.

## LCAP Highlights

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

Discovery Charter School's 2021 - 2024 LCAP as compared to the previous LCAP has fewer goals, fewer actions, more meaningful and impactful metrics that can be easily measured for success, and is a more understandable document for all stakeholders involved. These metrics, especially those in goal 1 were chosen so that the data was relevant, recent, and immediately actionable in terms of making adjustments each year over the next three years to improve the plan of action. The writing of this LCAP was guided by the belief that "less is more". Due to the increased funding from other federal and state funds related to learning loss from the pandemic, the LCFF funds designated for the LCAP are only part of a bigger plan for all our students, especially our target groups. In the first year of this LCAP Discovery will be using funds from the ELO grant, the IPI grant, Titles I, II, and III, as well as ESSER 1 funds.

In this LCAP there are 4 goals:

1. Ensure all students, including our target groups, demonstrate growth towards meeting or exceeding standards in English Language Arts and math, and demonstrate growth in English language proficiency as measured by local formative assessments and ELPAC results.
2. Ensure access to rigorous and relevant learning tools, resources, and skills for all staff and students.
3. Cultivate a positive school culture and system of supports for students' personal and academic growth.
4. Form strategic alliances with stakeholders and community partners to secure resources to support our target groups.

## 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.

### Support for Identified Schools

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



## Monitoring and Evaluating Effectiveness

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

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# Stakeholder Engagement

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

Throughout the 2020 - 21 school year Discovery has regularly sought out and received input and feedback from its key stakeholders: the staff, students, parents and community. We have engaged our parents in over 30 virtual parent meetings this year in the form of Coffee with the Principal, School Site Council (SSC), English Learner Advisory Committee (ELAC), Parent Forums, Discovery Board Meetings, with an average of over 100 parents at each of the 9 parent forums. We have had 2 virtual meetings with student representatives from all grade levels, Kinder - 8th grades. There have been monthly staff meetings, special staff meetings, and regular meetings with our union leadership. We have surveyed our parents 3 times this year to gather their input and concerns regarding our distance learning format and plans for reopening our school. In March we used the Thought Exchange program to survey all of our stakeholders specifically on our new LCAP, as well as holding a Coffee with the Principal, an SSC and an ELAC meeting to gather additional engagement and feedback for our LCAP. We continued those meetings with our SSC, ELAC and parents in general at our Coffee with the Principal as well as monthly Board meetings in April and May to update them on the latest drafts of the LCAP. Parents were notified in the April and May meetings of the opportunity to submit comments.

A summary of the feedback provided by specific stakeholder groups.

Feedback from our teachers and staff stated that it is important to:  
meet the needs of all students, especially our target groups, such as our English Learners, students with disabilities, low-income, and students far below in order to close the achievement gap  
focus on students' social and emotional needs as well as being more inclusive and recognizing the diversity of cultures at our school  
Feedback from our parents stated that it is important to:  
continue to provide high quality teachers that are caring and passionate about teaching  
continue to provide a high performing program, in the areas of academics, dual immersion, and fine arts  
focus on the different levels of students and their various needs by teachers and the Response to Intervention staff, whether it is social emotional support, special ed support, or language acquisition  
provide tutoring and after school programs for students, including sports and extra curriculars  
Feedback from our students stated that it is important to:  
have more clubs  
keep harassment and bullying at a low  
have teachers and staff be patient, help students feel comfortable and included, and focus on students' mental health

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

There were several aspects of the LCAP that were influenced by specific stakeholder input:

In goal 1 - the metrics that drilled down from all our students to each specific target group and the desired goal of dramatically narrowing the achievement gap

Inclusion of an MTSS Coordinator

Inclusion of professional development on social emotional learning, behavior, and high impact learning strategies

Inclusion of having 4 highly qualified fine arts teachers

Inclusion of our RTI IAs

Inclusion of our partnership with ADL and YMCA and the increased expenditure on the DASH program

# Goals and Actions

## Goal

Goal #	Description
1	Ensure all students, including our target groups, demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and math, and demonstrate growth in English language proficiency as measured by local formative assessments and ELPAC results. (P2, P4, P7, and P8)

An explanation of why the LEA has developed this goal.

Based on our current data of student performance on local interim benchmark assessments not all students are meeting standards in ELA, math, or English language proficiency. Most concerning are the achievement gaps and the the low percentages for our English Learners and students with disabilities in reading. The same is true for our English Learners, students with disabilities and our low income students in math. We recognize from our data that some of our target populations are performing significantly below all students. Input received from our stakeholders through the Thought Exchange survey and online meetings showed that improving the achievement of all our students, especially our target groups, was one of the highest priorities.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
i-Ready Reading or Smartyants (K - 1) Interim test	73 % of all students proficient				82 % of all students proficient (3)
i-Ready Reading or Smartyants (K - 1) Interim test	46 % of EL students proficient				64 % of EL students proficient (6)
i-Ready Reading or Smartyants (K - 1) Interim test	38 % of SWD proficient				62 % of SWD proficient (8)
i-Ready Reading or Smartyants (K - 1) Interim test	49 % of low income students proficient				67 % of low income students proficient (6)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Achieve 3000 (2 - 6) interim test	58 % of all students proficient				67 % of all students proficient (3)
Achieve 3000 (2 - 6) interim test	11 % of EL students proficient				41 % of EL students proficient (10)
Achieve 3000 (2 - 6) interim test	12 % of SWD proficient				42 % of SWD proficient (10)
Achieve 3000 (2 - 6) interim test	37 % of low income students proficient				55 % of low income students proficient (6)
Achieve 3000 (7 - 8) interim test	69 % of all students proficient				78 % of all students proficient (3)
Achieve 3000 (7 - 8) interim test	0 % of EL students proficient				40 % of EL students proficient (10)
Achieve 3000 (7 - 8) interim test	35 % of SWD proficient				53 % of SWD proficient (6)
Achieve 3000 (7 - 8) interim test	50 % of low income students proficient				68 % of low income students proficient (6)
i-Ready math (K - 6) interim test	54 % of all students proficient				63 % of all students proficient (3)
i-Ready math (K - 6) interim test	30 % of EL students proficient				48 % of EL students proficient (6)
i-Ready math (K - 6) interim test	19 % of SWD proficient				43 % of SWD proficient (8)
i-Ready math (K - 6) interim test	32 % of low income students proficient				50 % of low income students proficient (6)
i-Ready math (7 - 8) interim test	56 % of all students proficient				65 % of all students proficient (3)
i-Ready math (7 - 8) interim test	25 % of EL students proficient				49 % of EL students proficient (8)
i-Ready math (7 - 8) interim test	35 % of SWD proficient				53 % of SWD proficient (6)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
i-Ready math (7 - 8) interim test	37 % of low income students proficient				55 % of low income students proficient (6)
ELPAC test (K - 8)	% of students showing growth on overall score. 2019 - 2020 results: 17% regressed one level, 59% stayed at the same level, 24% increased by one or more levels.				0% regress one level, 25% stay at the same level, and 75% grow one or more levels.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Targeted ELA instruction	1A. 4 RTI IAs will provide targeted ELA support for students not attaining proficiency in the current content standards, specifically targeting our English Learners, Foster Youth, Low-Income students and students not attaining proficiency in the current content standards 1B. Discovery will continue to fund Imagine Learning English for our English Learner students at level 1 and 2 or newcomers needing the support to improve their language acquisition.	\$136,660.00	Yes
2	Targeted math instruction	2A. Discovery will continue to purchase a site license for i-Ready math for all students, K - 8th, to have beginning, middle, and end of year local assessment data as well as a supplement to the core instruction they receive from their teacher for our English Learners, low income, students with disabilities and any other students more than one grade below grade level.	\$15,050.00	Yes
3	Targeted DI instruction	3A. A Dual Immersion Coordinator will supervise 3 RTI IAs, who will provide targeted Spanish Language Acquisition Instruction for	\$27,850.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>students not attaining proficiency in the current content standards, specifically targeting our English Learners, and any students not attaining proficiency in the current content standards.</p> <p>3B. Discovery will continue to purchase Imagine Learning Spanish licenses for all students, K - 2nd, to supplement to the core instruction they receive from their teacher, especially for our English Learners, and any other students needing improvement in their Spanish Language Acquisition.</p>		
4	Instructional coaches	<p>4A. The Resource Teacher, as instructional coach for most of the day, will support teachers and staff with collecting and analyzing student data, providing learning strategies, resources, guidance in collaboration for intentional planning and professional development to improve professional practices in order to increase the achievement of English Language Learners, Foster Youth, low income students, students with disabilities and any other students who are not attaining proficiency.</p> <p>4B. The DI Coordinator will support Dual Immersion teachers and staff with collecting and analyzing student data, providing learning strategies, resources, guidance in collaboration for intentional planning and professional development to improve professional practices in order to increase the achievement of English Language Learners, Foster Youth, low income students, students with disabilities and any other students who are not attaining proficiency.</p> <p>4C. The Associate Principal will support teachers and staff with collecting and analyzing student data, providing learning strategies, resources, guidance in collaboration for intentional planning and professional development to improve professional practices in order to increase the achievement of English Language Learners, Foster Youth, low income students, students with disabilities and any other students who are not attaining proficiency.</p>	\$286,300.00	Yes

## Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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



# Goals and Actions

## Goal

Goal #	Description
2	Ensure access to rigorous and relevant learning tools, resources, and skills for all staff and students (P1, P2, and P7)

An explanation of why the LEA has developed this goal.

This goal is to ensure access to rigorous and relevant learning tools, resources and skills for all staff and students. It is important to have the necessary and most effective research based resources and instructional strategies. This goes hand in hand with maintaining highly qualified teachers, quality facilities and the necessary technology for staff and students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff will have access to professional development in the areas of culturally proficient and inclusive teaching practices and curriculum a minimum of twice per year	17 staff members attended professional development in these areas in 2020-21. All staff will attend professional development on Creating Safe and Inclusive Learning Environments for LGBTQ and Gender Expansive students.				Staff will have access to professional development in the areas of culturally proficient and inclusive teaching practices and curriculum a minimum of twice per year
Staff will have access to professional development in the areas of high impact language strategies and intentional planning based on qualitative and	4 teachers received 4 days of GLAD training. 9 teachers completed the Dual Language Immersion certificate program at UCSD				Staff will have access to professional development in the areas of high impact language strategies and intentional planning based on qualitative and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
quantitative data analysis a minimum of twice per year	All teachers attended the Distance Learning Playbook training provided by CVESD. 16 DI teachers attended professional development training on language acquisition development.				quantitative data analysis a minimum of twice per year
Students and teachers will have access to effective devices and technology tools that meet the needs to execute the instructional programs	We have 1:1 student devices K - 8. All teachers have new Macbook Air laptops. 2nd - 8th grade teachers have Apple TVs. K - 1st have projectors with Apple TVs.				We have 1:1 student devices K - 8th grade. All teachers have Macbook Air laptops and Apple TVs.
Students will continue to have access to quality teachers, standards aligned instructional materials and quality facilities	All teachers are appropriately assigned to the pupils they are instructing. Students have access to standards aligned instructional materials. All school facilities are in good repair.				All teachers are appropriately assigned to the pupils they are instructing. Students have access to standards aligned instructional materials. All school facilities are in good repair.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Up to date functioning technology	1A. Computer tech maintains up to date working devices and computer software for students and staff to execute Discovery's instructional program and utilize the student management component of our programs to monitor student progress. 1B. Discovery maintains a 3 year technology plan which includes purchasing new devices and upgrades based on the needs of our staff and students to stay innovative and have access to academics.	\$140,500.00	Yes
2	Professional Development	2A. Discovery will provide Professional Development in the areas of culturally proficient and inclusive teaching practices to staff to increase positive behavior, engagement, and a sense of belonging among students. Discovery will also provide Professional Development in the areas of high impact language strategies and intentional planning based on qualitative and quantitative data analysis for staff so that all students continue to improve academically in all content areas.	\$26,000.00	Yes
3	Standards Aligned Instructional Materials	3A. Discovery allocates funds to support the purchase of textbooks and associated instructional materials for all students, prioritizing our target groups, to enhance our instructional program and maintain standards aligned instructional materials.	\$118,000.00	Yes

## Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

# Goals and Actions

## Goal

Goal #	Description
3	Cultivate a positive school culture and system of supports for students' personal and academic growth (P4, P5, P6, P7, P8)

An explanation of why the LEA has developed this goal.

This goal is to cultivate a positive school culture and system of supports for students' personal and academic growth. From our numerous surveys in 2020-21 our community has expressed the importance of focusing on our students' social-emotional well being, as well feeling safe and included at school. At Discovery we focus on the whole child and believe that every child is an individual of great worth. To do this we need to provide the necessary interventions to meet students where they are.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Our staff will have access to professional development in the areas of Restorative Practices and Social-Emotional Learning in the classroom a minimum of twice per year	Staff attended two professional development sessions in the areas of Restorative Practices and Social Emotional Learning this year.				Our staff will have access to professional development in the areas of Restorative Practices and Social-Emotional Learning in the classroom a minimum of twice per year
Staff will implement PBIS with fidelity using the Tiered Fidelity Inventory	Discovery scored 30% on the School-wide PBIS Tiered Fidelity Inventory				Discovery will be in Tier 1 at 70% and Tier 2 at 70% to be considered a Gold PBIS school according to the Tiered Fidelity Inventory.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All students will participate in a physical education program	99.4% of students participated in a physical education program as measured by the 1st semester report card score				All students will participate in a physical education program
All students will participate in Visual and Performing Arts classes	99.8% of students participated in Visual and Performing Arts classes as measured by the 1st semester report card score				All students will participate in Visual and Performing Arts classes
Increase % of students surveyed feeling connected to their school	No data available due to COVID - 19 school closures				Maintain a high percentage of students surveyed feeling connected to their school
Increase % of students surveyed feeling safe and supported at school	No data available due to COVID - 19 school closures				Maintain a high percentage of students surveyed feeling safe and supported at school
Maintain at least a 97% attendance rate	As of 03/05/21 our attendance rate was 98.47%				Maintain a minimum of a 97% attendance rate for the year.
Reduce the number of suspensions	In the year 2019 - 20 Discovery had 13 students suspended out of school for either 1 or 2 days.				At most 7 students suspended out of school for either 1 or 2 days.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Continue funding the SWIS program	1A. Discovery collects data using the SWIS online student referral system that provides data on student behaviors, antecedents, and school-wide trends for staff in order to maintain a positive school culture and community.	\$500.00	Yes
2	Multi Tiered Systems of Support	2A. Fund a MTSS Coordinator to initiate and implement systems for Tier 2 and Tier 3 support for target groups of students in order to provide interventions to remove barriers to learning to be successful in school.	\$60,000.00	Yes
3	Fine Arts Teachers	3A. 4 certificated Fine Arts Teachers, including PE, credentialed in their specialized subject area, provide high quality instruction. This insures that all our students have access to a broad course of study and opportunities in multiple modalities to apply what they are learning. This also provides collaboration time, 2 hours a week, for our general ed teachers to intentionally plan, review data, monitor student work, and collaborate on best teaching practices to improve the achievement of our targeted students: English Learners, students with disabilities, and our students far below grade level.	\$176,350.00	Yes
4	Professional Development	4A. Discovery will provide Professional Development in the areas of Restorative Practices and Social-Emotional Learning in the classroom to staff to increase positive behavior, engagement, and a sense of belonging among students.	\$63,000.00	Yes

## Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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



# Goals and Actions

## Goal

Goal #	Description
4	Form strategic alliances with stakeholders and community partners to secure resources to support our target groups (P3)

An explanation of why the LEA has developed this goal.

This goal has the purpose of continuing with existing alliances with stakeholders and of building new community partners to secure resources to support all our target groups. Maintaining and improving communication with all our stakeholders is important to the improved educational success of our students. We must work together with all stakeholders and community partners to make sure we receive any additional resources available.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Hold monthly parent trainings	One 2nd grade parent training in 1st quarter; 3 GATE parent trainings in 1st quarter; 3 Parent Forum trainings on distance learning and in person learning per quarter; Each grade level made multiple video trainings throughout the year for parents to provide ongoing support to their child during distance learning				Hold a monthly parent training depending on the need at the time.
Increase the number of parents engaging in the Thought	148 parents engaged in the 2021 Thought				Have at least 200 parents engaging in the Thought

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Exchange Survey on the LCAP	Exchange Survey on the LCAP				Exchange Survey on the LCAP
Increase the number of parents attending ELAC and monthly Coffee with the Principal meetings	We had more than 30 parents at the first ELAC meeting but this has decreased to fewer than 5 at subsequent meetings. We have had an average of 25 parents at each coffee with the principal this year.				Have a minimum of 15 parents attending each ELAC meeting and monthly Coffee with the Principal meetings
Maintain partnerships with the YMCA, ADL, and UCSD	Before and after school YMCA program, No Place for Hate program in the Middle School, and 9 staff attended Dual Immersion Program classes at UCSD				Maintain partnerships with the YMCA, ADL, and UCSD

## Actions

Action #	Title	Description	Total Funds	Contributing
1	No Place for Hate Campaign	1A. Discovery will fund the NPFH campaign through the Anti-Defamation League for our Middle School students to empower them with tools to build a learning community of inclusivity, respect, and equity.	\$4,000.00	Yes
2	Maintain before and after school program	2A. Discovery will fund the before and after school DASH program for our neediest students so that they have a safe place to continue to learn, build relationships, and feel supported socially and emotionally while their parents are at work.	\$42,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

# Goals and Actions

## Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

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

## Actions

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2021-22]

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**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 [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.8%	\$597,763

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.

### Goal 1:

1A. The four RTI IAs will select first from our English learners, low-income students and any foster youth we may have that are in need of intervention based on the data collected on a regular basis before any other students are selected. This will assist these students in filling the gaps in their education, bringing them up to grade level standards, and providing the necessary supports so that they can achieve like any other student. Having the RTI IAs push in to the classroom allows the teacher to work with the neediest students, especially our target groups of foster youth, English learners, and low-income students.

2A. Although i-Ready math is a program that will assist all students to identify where they are at in their math achievement and what content to work on next, it is specifically for our target groups of students, such as our English learners, low-income and foster youth, that are not at grade level due to their needs and situations to help them identify the gaps in their learning and fill the holes with exactly what is needed so that they can access the grade level material like any other student. This program has proved to be very effective in identifying and prescribing exactly what each student needs and allows the student to work at their own pace on the specific content and standard that particular student needs.

4A. The Resource teacher's role is being modified to be an instructional coach to all teachers specifically to be able to work individually with teachers in their classroom modeling small group instruction and differentiating for our target groups of students, specifically our English learners, low-income and foster youth. She will be able to model, observe, give feedback, provide professional development, collaborate and help with intentional planning so that the teacher is more effective in their targeted instruction to these specific groups of students.

4C. The efforts of the Associate Principal over the next three years will be to build schoolwide systems of assessments, data monitoring, and lesson planning specifically to narrow the achievement gap of our foster youth, English learners and low-income students. Discovery

has done a great job at getting all students to achieve and score well on end of year assessments. However, the data shows we fall short with our target groups of students. The actions that are listed in Goal 1 for the Associate Principal are exactly what our teachers need to go to the next level in providing specific targeted immediate intervention for our target groups of students.

Goal 2:

1A and 1B: These two actions are primarily for our most neediest students, our foster youth, English learners, and especially our low-income students, those that probably do not have a device at home to use, or the technology available to access the programs offered at Discovery. By providing the device to each student and a highly qualified computer tech to keep the devices running at their best, each student, especially those in our target groups, will be able to access the additional tools needed to differentiate their instruction and meet their needs at their individual levels.

2. When we look at our data we notice that the students that are having the hardest time not only academically but also with their social-emotional needs and behavior needs are our foster youth, English learners, low-income students and our students with disabilities. This professional development provides the needed training to our teachers on an ongoing basis over the next 3 years to learn new strategies to help our students feel more included, welcomed, loved, cared about, and assisted academically with the best high impact learning strategies.

Goal 3:

1. When we look at our behavior data we notice that the students that are having the hardest time not only academically but also with their social-emotional needs and behavior needs are our foster youth, English learners, low-income students and our students with disabilities. This program will help admin know what are the patterns in behavior as far as what days, times, and locations, as well as the triggers for these behaviors so that we can be more proactive in identifying the antecedents and giving teachers and staff the needed strategies and skills to deescalate a behavior before it becomes a discipline issue.

2. When we look at our data we notice that the students that are having the hardest time not only academically but also with their social-emotional needs and behavior needs are our foster youth, English learners, low-income students and our students with disabilities. The MTSS Coordinator will support these students academically through SSTs, overall supervision of the RTI teams, supervising our school counselor and the students the counselor will be servicing, providing professional development to our staff and families, and supervising our PBIS team and schoolwide system of supports.

3. The fine arts teachers are highly qualified in their STEAM field and they provide instruction in engaging subjects that our foster youth, English learners, and low-income students typically would not be exposed to. By providing a well rounded fine arts program students are more engaged in school, more excited about coming to school, and have a chance to find their strengths in areas other than the core subjects.

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

Our Response to Intervention service is being increased and improved for our foster youth, English learners, and low-income students by adding more RTI staff and dedicating specific IAs to each essential subject: ELA, math, and Language Acquisition. The RTI IAs will receive

additional training on using SIPP kits, and small group intervention. Time will be calendared in during the year for our RTI IAs to meet with the teachers to discuss, plan, share data, and adjust instruction.



## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$861,400.00	\$164,000.00		\$70,810.00	\$1,096,210.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$773,660.00	\$322,550.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Targeted ELA instruction	\$65,850.00			\$70,810.00	\$136,660.00
1	2	English Learners Foster Youth Low Income	Targeted math instruction	\$15,050.00				\$15,050.00
1	3	English Learners	Targeted DI instruction	\$27,850.00				\$27,850.00
1	4	English Learners Foster Youth Low Income	Instructional coaches	\$286,300.00				\$286,300.00
2	1	English Learners Foster Youth Low Income	Up to date functioning technology	\$140,500.00				\$140,500.00
2	2	English Learners Foster Youth Low Income	Professional Development	\$3,000.00	\$23,000.00			\$26,000.00
2	3	English Learners Foster Youth Low Income	Standards Aligned Instructional Materials	\$70,000.00	\$48,000.00			\$118,000.00
3	1	English Learners Foster Youth Low Income	Continue funding the SWIS program	\$500.00				\$500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	Multi Tiered Systems of Support		\$60,000.00			\$60,000.00
3	3	English Learners Foster Youth Low Income	Fine Arts Teachers	\$176,350.00				\$176,350.00
3	4	English Learners Foster Youth Low Income	Professional Development	\$30,000.00	\$33,000.00			\$63,000.00
4	1	English Learners Foster Youth Low Income	No Place for Hate Campaign	\$4,000.00				\$4,000.00
4	2	Foster Youth Low Income	Maintain before and after school program	\$42,000.00				\$42,000.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$861,400.00	\$1,096,210.00
<b>LEA-wide Total:</b>	\$263,050.00	\$427,050.00
<b>Limited Total:</b>	\$598,350.00	\$729,160.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Targeted ELA instruction	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Discovery Charter School K-8	\$65,850.00	\$136,660.00
1	2	Targeted math instruction	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Discovery Charter School K-8	\$15,050.00	\$15,050.00
1	3	Targeted DI instruction	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Discovery Charter School K-8	\$27,850.00	\$27,850.00
1	4	Instructional coaches	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Discovery Charter School K-8	\$286,300.00	\$286,300.00
2	1	Up to date functioning technology	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Discovery Charter School K-8	\$140,500.00	\$140,500.00
2	2	Professional Development	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Discovery Charter School K-8	\$3,000.00	\$26,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	3	Standards Aligned Instructional Materials	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Discovery Charter School K-8	\$70,000.00	\$118,000.00
3	1	Continue funding the SWIS program	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Discovery Charter School K-8	\$500.00	\$500.00
3	2	Multi Tiered Systems of Support	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Discovery Charter School K-8		\$60,000.00
3	3	Fine Arts Teachers	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Discovery Charter School K-8	\$176,350.00	\$176,350.00
3	4	Professional Development	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Discovery Charter School K-8	\$30,000.00	\$63,000.00
4	1	No Place for Hate Campaign	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Discovery Charter School 7-8	\$4,000.00	\$4,000.00
4	2	Maintain before and after school program	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools: Discovery Charter School K-8	\$42,000.00	\$42,000.00

**Annual Update Table Year 1 [2021-22]**

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

# 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](mailto: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)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- 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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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.