

# Local Control Accountability Plan and Annual Update (LCAP) Template

**LCAP Year:** 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Discovery Charter	Debby Perry	DPERRY@DISCOVERYK8.ORG
	Acting Superintendent	408-243-9800

## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

Discovery Charter School is in its twelfth year of operation and has been chartered through the Santa Clara County Office of Education. We have 560 kindergarten through eighth-grade students and are based on developmentally appropriate teaching methods that successfully integrate the whole child concerning individual learning styles, developmental readiness, and rates of achievement. Multi-age classrooms, small class sizes, team teaching, a high level of parent participation, and community involvement greatly contribute to developing Discovery Charter Schools into a world-class learning community. We have built an educational environment where developing student achievement, building innovative programs, and engaging families and communities provide a common vision for lifelong learning and student success.

The Discovery Charter School staff, parents, and community collaborate to meet the cognitive, social, emotional, and physical needs of every child. Our teachers and staff are committed to achieving the school's mission. Through strong family involvement, community learning, and developmentally based teaching, Discovery Charter Schools will support the whole child and develop lifelong learners prepared to meet the challenges of the future.

Discovery implements a TLC (Learning Center) model for our Special Education students where students are encouraged to work together, and strengths are highlighted.

Each year, 600 families apply to our lottery to fill 82 open spots in our Kindergarten and sixth-grade

classes. Our entire staff and parent communities are trained and follow Positive Discipline to allow for common language on our campus. Small class sizes are an important part of our philosophy with 22 students in our K-3 classes and 27 in our 4-8th grades. Our population is a diverse one with 36.4% of our population identifying as white (non-Hispanic), 37.5% Asian, 5% Black or African American, 13% Hispanic, 1.5% American Indian, .5% Native Hawaiian and the rest two or more categories

Approximately 5% of our students receive free or reduced meal services. 8% of our students are ELL (English Language Learners), and 15% of our students receive Special Education services. About 43% of our students meet the qualifying criteria for our gifted program, and some of these students are twice-exceptional students who also receive Special Education services.

Discovery seeks to meet the needs of all of our students, and offers a wide range of programs to do so. Our Middle School students participate in Selectives which change due to student requests and parent skills. Some of our offerings this year included Wood Shop, Band, Spanish, Shakespeare and fitness training. Students in grades 1-8 are GATE tested; however, all students have access to our GATE programs and materials.

Students at Discovery get outdoors as much as possible and attend up to ten field trips per year. It is our belief that field trips are an extension of the classroom, and we seek opportunities to get students out in their community. Students have a voice in their education and are often the ones planning the trips as well as pitching tents and cooking food.

The 2017-2020 LCAP was developed initially by the Executive Director who has left our campus, and is being implemented with a great deal of input from the community stakeholders. Meetings are held monthly with parents, staff, and leadership to ensure goals are being met and we are reviewing data. The LCAP was reviewed and approved by the Board of Directors on June 20, 2018.

## LCAP Highlights

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

Working closely with all the stakeholders throughout our school, we have identified the following five goals for focus in the next three years to improve the outcomes of all students.

Goal 1: Of the students identified as English Learners (EL's) 50% or more will be reclassified on the California English Language Development (CELDT) test as fluent / English proficient.

Goal 2: All students, including gifted, low-SES, EL learners, and students with disabilities, demonstrate growth in ELA, science, and math.

Goal 3: Increase the number of students with disabilities who are fully included in the regular classrooms.

Goal 4: Increase the number of low-SES students and students with disabilities who are proficient or advanced in science by 10%.

Goal 5: Increase support structure for parent education.

Based upon our performance indicator for the Fall 2017 Dashboard, we have added the following goals:

Goal 6: Students will have increased time to familiarize themselves with state testing accommodations and staff will ensure accommodations are appropriately assigned to increase success in ELA and Math CAASPP testing.

Goal 7: Students with disabilities will receive direct teaching of testing language and test-taking strategies to ensure ELA and Math concepts are met with a deeper understanding.

Goal 8: Hispanic/Latino students will receive direct teaching of testing language and test-taking strategies to ensure ELA growth.

## Review of Performance

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

## Greatest Progress

Discovery is proud of the academic progress of our English Learners who continue to have a Very High status and have increased 6.7%. We are also proud of our Very High Math progress with an increase of 3.1 points. This year, over 30 students participated in math competitions, and two were ranked number 3 in the nation for their grade levels. For the first time an all-girls math team was formed to compete in the Girls Adventure in Math competition, and they won for their division. Students at Discovery also put their engineering skills to work as they competed in our local Tech Challenge competition. Finally, this year our students in Middle School competed to earn a chance to fly an experiment on the International Space Station. Student experiments were judged by a panel of teachers, scientists, and local community members who chose the top three experiments which were sent on to see which was the most viable. In April we learned one of our teams of five students would have their experiment flown on the International Space Station in July and these same girls have been asked to present in Washington at the National Air and Space Museum.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## Greatest Needs

According to the California School Dashboard Student Group Report, the all student group reports fall under blue, and one green under ELA. However, when looking at the sub-groups, students with disabilities saw a change in suspension rate, ELA and Math performance. Also under ELA, the hispanic group has remained the same in the orange (unchanged from previous year). In order to address these issues, Discovery needs to consider the ELA and Math performance of our students with disabilities. First we need to analyze the data to determine next steps, once they are analyzed we will need to put programs/interventions in place to address the needs of these students.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

## Performance Gaps

When looking at the sub-groups, students with disabilities saw a change in suspension rate, ELA, and Math performance. Also under ELA, the Hispanic group has remained the same in the orange (unchanged from the previous year). Our Suspension rate is still in the orange group as we had one student suspension in 15-16 and one student suspension in 16-17. Discovery has noticed that with Common Core, reading is now a contributing factor in Math as well as ELA. We are currently looking at interventions as well as best practices in teaching to assure our students are ready not only for the CAASPP tests but are progressing in reading.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

## Increased or Improved Services

Teach vocabulary with a particular emphasis on EL.  
 Explore summer intervention and support to include socioeconomically-disadvantaged and EL students.  
 Provide Barton tutoring for students who need reading intervention program and look for a reading program that can meet the needs of more students.  
 Explore curriculum for whole group teaching of reading  
 Increase use of non-fiction materials.  
 Provide books at a wide range of reading levels  
 Provide intervention programs in math for students who need the extra support

## Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

### DESCRIPTION

### AMOUNT

Total General Fund Budget Expenditures for LCAP Year

Compensation and Benefits - \$4,456,268  
 Books and Supplies - \$161,963.00  
 Services and other Ops - \$1,467,900.00  
 Depreciation - \$4,436.00

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$65,500.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Most of the school's funds are spent on personnel, followed by operating costs (i.e. rent) and supply costs that are not directly tied to a LCAP goal.

**DESCRIPTION**

**AMOUNT**

Total Projected LCFF Revenues for LCAP Year

LCFF Entitlement - \$4,366,694.00

# Annual Update

**LCAP Year Reviewed:** 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

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

**State and/or Local Priorities addressed by this goal:**

**State Priorities:** 3, 4, 5, 7

**Local Priorities:**

## Annual Measurable Outcomes

**Expected**

Parents completed 1,100 hours of Barton tutoring as of May 1, 2016. By May 1, 2017 parents will complete 1,500 hours of Barton tutoring.

80% of the Discovery Charter School parents will attend parent education classes to enable them to effectively assist in the classroom

**Actual**

As of May 1, 2017 parents had completed 2,448 hours of Barton tutoring, representing a significant expansion of this program.

95% of the Discovery Charter School parents attended Parent Academy 101

# Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

## Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> <li>• Continue trainings for new volunteers.</li> <li>• Identify more students in need of early reading intervention.</li> <li>• Recruit new tutors</li> </ul> Parent Education around dyslexia and research-	All of the actions were necessary to reach the goal described above. Training and recruiting new volunteers has been a particular success.	\$20,000	\$16, 165

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
--------------------------	-------------------------	-----------------------	-------------------------------

Survey staff to prioritize classes and skills needed by parents  
Promote to community

PA 101 was held in September with classes taught in reading and writing strategies, math, responding to oppositional behavior, small group management, Spanish Instruction, and supporting the sensitive child.  
The event was promoted through flyers, newsletter and parent communication avenues. Classes were taught by Discovery Staff.

5,000.00 for teacher stipends and materials

5,000.00 was provided to staff in stipends and material costs.

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Our Barton Coordinator recruits new tutors and conducts trainings whenever there are interested volunteers. The Coordinator monitors the tutors, provides feedback, coordinates the schedule of tutoring spaces, and works as a liaison between the tutors and teachers. In 2017-2018, our focus on increasing family engagement in parent education required a multi-step approach. This included parent and staff surveys to determine areas of need, staff recruiting and collaboration time to develop the curriculum, the creation of promotional materials and advertising and implementation of the program.

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

The program has been highly effective in meeting the needs of children with dyslexia or a difficulty in learning to read due to a lack of phonemic awareness. In 2017-2018, our focus on increasing family engagement in parent education was highly successful. Over 95% of the parent population attended classes presented by teachers and other staff on a wide variety of topics. Parent surveys provided after the event showed high parent satisfaction. Teachers reported an increase in parent engagement in student learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The original budget was increased due to the success of the Barton reading intervention program and our need to shift our focus to increasing family engagement in parent education.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In the 2017-2018 school year, we shifted our focus from the Barton reading intervention program, which far exceeded our expectations in participation,

to increasing family engagement in parent education. Discovery experienced a change in leadership this year, which created some challenges.?

# Goal 2

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

## State and/or Local Priorities addressed by this goal:

**State Priorities:** 4

**Local Priorities:**

## Annual Measurable Outcomes

### Expected

100% of students will be assessed using formative math assessments at the beginning and end of the school year.

In the 2017-2018 school year, 100% of the students will have access to math materials that are aligned with Common Core State Standards, they will be assessed using formative assessments at least twice a year and will achieve measurable progress as reflected in the results of the assessments and CAASPP results.

### Actual

100% of students will be assessed using formative math assessments at the beginning and end of the school year.

100% of Discovery Charter School Students in grades K-5 will use TERC investigations as their primary Common Core curriculum. 100% of Discovery Charter School Students in grades 6-8 will use CPM as their primary Common Core curriculum. Results of 2018 CAASPP testing are not available at the time of this report.

## Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

**Planned Actions/Services**

- Each teacher in K-5 will give the same assessment to their students at the beginning and end of the year. The assessments are designed to measure conceptual understanding of grade level Common Core Standards in math.
- Ongoing teacher training in TERC Investigations.

**Actual Actions/Services**

- Each teacher in K-5 gave the same assessment to their students at the beginning and end of the year. The assessments are designed to measure conceptual understanding of grade level Common Core Standards in math.
- The second part of the teacher training in TERC Investigations took place in March 2016 and we decided not to continue with additional training from the publisher.

**Budgeted Expenditures**

0

**Estimated Actual Expenditures**

0

### Action 2

**Planned Actions/Services**

**Actual Actions/Services**

**Budgeted Expenditures**

**Estimated Actual Expenditures**

In the 2017-2018 school year, each teacher in K-8 will give the same assessment to their students at the beginning and end of the year as well as students in grades 3-8 participating? in CAASPP testing. The assessments are designed to measure conceptual understanding of grade level Common Core Standards in math.

Each teacher in K-8 gave the same assessment to their students at the beginning and end of the year, and students in grades 3-8 participated in CAASPP testing. The assessments are designed to measure conceptual understanding of grade level Common Core Standards in math.

none

none

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

In 2017-2018, teachers used the math assessments they previously designed by pulling questions from different sources, including TERC and CPM math textbooks, online resources, and problems that they've used in their classrooms. Teachers collaborated to ensure articulation across the grade levels. Teachers administered CAASPP testing to students in grades 3-8.

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

The overall effectiveness is reflected in the testing results shown below.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The portion of our goal to Implement Common Core State Standards in math was met. In 2017-2018, we will report on measurable? student progress in math problem-solving? skills.

# Goal 3

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

## State and/or Local Priorities addressed by this goal:

**State Priorities:** 1

**Local Priorities:**

# Annual Measurable Outcomes

## Expected

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

In 2017-2018 we will strive to have 100 % of our teachers are appropriately credentialed for their assignments.

## Actual

100 % of our teachers are appropriately credentialed for their assignments.

In 2017-2018 despite our efforts to heavily recruit appropriately credentialed teachers for their assignment we had one teacher who was hired with a PIP (Provisional Intern Permit). She continues to work towards a clear multiple subject credential.

# Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1****Planned Actions/Services**

- Continue to recruit teachers with Multiple Subject Credentials who can teach all of our classes, K-8. Promote Discovery to prospective teachers through the school's website, Edjoin (Online job postings) and by working with local Universities to support student teachers and interns from those Universities.

**Actual Actions/Services**

- We recruited teachers with Multiple Subject Credentials who can teach all of our classes, K-8. We promoted Discovery to prospective teachers through the school's website, Edjoin (Online job postings) and by working with local Universities to support student teachers and interns from those Universities.

**Budgeted Expenditures**

\$750

**Estimated Actual Expenditures**

\$750

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Each year, we attend the Santa Clara County Office of Education Teacher Recruitment Faire. In 2018, we also attended the National University job fair. From the contacts we made there with prospective teachers we hired one new fully qualified teacher.

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

Despite the statewide teacher shortage, we have hired 97% appropriately credentialed teachers for their assignments. The one exception is working towards becoming so.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

None

# Goal 4

All students should have access to foreign language instruction.

## State and/or Local Priorities addressed by this goal:

**State Priorities:** 4, 8

**Local Priorities:**

## Annual Measurable Outcomes

### Expected

100% of students in grades 1st-5th will receive regular instruction in Spanish. Middle school students will have access to Spanish as an elective class.

100% of students in grades K-5th will receive regular instruction in Spanish. Middle school students will have access to Spanish as an elective class. Staff and parents will form a Task Force that will provide an additional focus on cultural awareness.

### Actual

100% of students in grades 1st-5th received regular instruction in Spanish. Middle school students had access to Spanish as an elective class.

100% of students in grades K-5th received regular instruction in Spanish. Middle school students had access to Spanish as an elective class. A Task Force was formed, and as a result, the community participated in an event celebrating cultural diversity.

## Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

**Planned Actions/Services**

• Add 1st grade to classes receiving regular Spanish instruction.  
Increase the number of Latino cultural celebrations at school.

**Actual Actions/Services**

• The 1st grade to classes receiving regular Spanish instruction.  
• We held Dia De Los Muertos and an assembly to honor Cesar Chavez Day.

**Budgeted Expenditures**

\$1500

**Estimated Actual Expenditures**

\$1500

### Action 2

**Planned Actions/Services**

Add Kindergarten to classes receiving regular Spanish instruction.  
Increase the number of Latino cultural celebrations at school.

**Actual Actions/Services**

In 2017-2018, Kindergarten students received regular Spanish instruction. In 2017-2018 Discovery students participated in Dia De Los Muertos activities and read Principal book picks which related to Ceasar Chavez. The community celebrated cultural diversity at our first annual Cultural Diversity Fair.

**Budgeted Expenditures**

500.00

**Estimated Actual Expenditures**

100.00

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All students in grades 1-5 receive weekly instruction in Spanish. We have contracted with Language Achieve to train parent volunteers and oversee the program. Some of our teachers also are Spanish fluent or have enough proficiency with the language to include it during other instructional times. In 2017-2018 all students in grades K-5 participated in weekly Spanish instruction, all students in grades 6-8 had access to Spanish instruction. A Task Force was formed with teachers and parents to create the Community Cultural Fair.

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

Dissatisfaction with our Spanish program was evident in our parent and student surveys. Improving the program is something that we'll be working on with Language Achieve as well as our teachers. Talking with the students about the issues and possible solutions will be the first step in addressing this concern. In 2017-2018, we continued with Language Achieve, however, we provided more parent training. Our lead Spanish Teacher left Discovery, and a bilingual parent took over the program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

None



# Goal 5

All students identified as English Learners (EL's) will be reclassified on the California English Language Development (CELDT) test as Fluent / English Proficient by their fourth year at Discovery.

## State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities:

## Annual Measurable Outcomes

### Expected

Each year all students identified as English Learners (EL) who have been attending Discovery for three years will be reclassified on the California English Language Development (CELDT) test as Fluent/English Proficient.

In the 2017-2018 school year, the CELDT test was replaced with the ELPAC. Due to the differences in this test, we are unsure how they will measure growth between the two tests as the results are not available to us yet.

### Actual

30 of 61 EL students were reclassified as fluent during the 2016-17 school year. Of the 30 who were reclassified, 18 have been at Discovery<sup>1</sup> for three years or less, and 12 more than three years.

Results of the ELPAC are not available until late June and we will report on them during future updates.

## Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

#### Planned Actions/Services

- Training for parents who will lead vocabulary groups.
- Use of integrated groups for Readers and Writers Workshop.

#### Actual Actions/Services

The training occurred last year and the parents who were trained continued as EL tutors this year.

#### Budgeted Expenditures

No cost

#### Estimated Actual Expenditures

No cost

**Planned Actions/Services****Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The Discovery program is language-based, with an emphasis on developing all students' oral language, reasoning, and vocabulary. These skills are taught across all subjects. Class meetings Problem-Based Learning, cooperative groups, and other strategies also improve the skills of our English Learners (EL's)

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

Since almost half (30 of 61) of our EL students were reclassified as fluent, our program is successful in teaching English Learners.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

None

---

# Stakeholder Engagement

LCAP Year: 2018-19

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

A community meeting was held on May 11, 2017 to discuss the results of the parent, staff, and student survey and the school's plans for 2017-18. A draft overview of the LCAP was shared at this meeting. The surveys were done online and open for several weeks in March and April. 356 parents completed a survey, 29 staff members completed a separate survey, and 366 students completed surveys. There were separate surveys for students in K-3 and 4th-8th. In 2017-2018 A community meeting was held to give updates on the LCAP and to gather community input. Parents were able to review and discuss the LCAP at monthly parent meetings. Also, a survey was taken to gather more input on the LCAP, and it's goals. Students, parents, and staff participated in the annual survey, and the results were used to form LCAP progress on goals, as well as look at the need of our community. Staff discussed the LCAP and it's progress on Staff Development days and in grade level meetings.

## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

How did these consultations impact the LCAP for the upcoming year?

Survey results from parents indicate that our Spanish program is an area of concern. Specifically, parents do not feel that their child is making progress in Spanish, and many parents report that their children dislike our Spanish program. The frequency of instruction (one or two sessions per week for most classrooms) is certainly a factor, but we need to explore other issues that may be adversely impacting our Spanish program.

Survey results in general express widespread satisfaction with our program, and this was confirmed in the community meeting, staff meetings, and in informal conversations with parents, students, and staff. Still, there is always room for improvement.

Parent, staff and student input is very important to our school. In 2017-2018, monthly meetings with stakeholders helped to inform our decisions about parent education, curriculum and ways to meet our goals. By holding numerous meetings throughout the year we were able to ensure we were meeting the needs of our community.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified

## Goal 1

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

In 2017-2018 the English Language Proficiency Assessments for California (ELPAC) is the successor to the California English Language Development Test (CELDT) in which this goal is based. Because of this, we are unsure of the outcome and cannot report results due to availability.

**State and/or Local Priorities addressed by this goal:**

**State Priorities: 4**

**Local Priorities:** None

## Identified Need:

To be able to make adjustments to this goal as needed when we are able to analyze results.

## Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Each year, of the students identified as English Learners (EL), half (50%) or more will be reclassified on the California English Language Development (CELDT) test as Fluent / English Proficient.	30 of 61 EL's were reclassified. (49%)	Due to the change in assessment (from CELDT to ELPAC), we are currently unable to measure results as they are not available until after the LCAP deadline. We will report on this year's findings in the 18-19 year update.	The CELDT and ELPAC are very different tests. The ELPAC was a much more difficult test so we feel our students may struggle.	None

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

# Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners

Schoolwide

Specific Schools, Discovery I

## Actions/Services

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

No changes made

The CELDT and ELPAC are very different tests. The ELPAC was a much more difficult test so we feel our students may struggle. Because of their struggle, students may need more individualized instruction. Upon

The CELDT and ELPAC are very different tests. The ELPAC was a much more difficult test so we feel our students may struggle. Because of their struggle, students may need more individualized instruction. Upon

receipt of the test results, we will determine our next steps.?

receipt of the test results, we will determine our next steps.?

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	\$500.00	\$500.00	\$500.00
<b>Source</b>	Student Assessment	Student Assessment	Student Assessment
<b>Budget Reference</b>	5878	5878	5878

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

Modified

## Goal 2

All students, including gifted, low-SES, EL learners, and students with disabilities, demonstrate growth in ELA, science, and math. Science CAST is currently being piloted, and results are not reported.

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 3

**Local Priorities:** none

### Identified Need:

Ensure all students show growth in in ELA, Science and Math

### Expected Annual Measureable Outcomes

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

CAASPP Testing /  
California  
Dashboard

ELA 44.3 points above  
level 3, an increase of 14.7  
points. Green

Math 47.6 points above  
level 3, an increase of 13.1  
points. Blue

ELA - 40.7 points above  
level 3, a decrease of 3.6  
points - Green

Math -50.7 points above  
level 3, an increase of 3.1  
points - Blue

We expect that we will  
decrease or remain the  
same as the strategies  
have not yet been  
implemented, and the data  
is from the prior year on  
the state dashboard.

None

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

All Students

**Location(s)**

Specific Schools, Discovery I

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

### 2017-18 Actions/Services

Continue staff training in Six Traits Writing, Reading instruction, and book reads.

Ongoing training in NGSS.

Teachers developing scope and sequence for science following the NGSS.

Adoption of new science curriculum, or refurbishing of FOSS kits.

Select from New, Modified, or Unchanged for 2018-19

Modified

### 2018-19 Actions/Services

Discovery Leadership will review and make recommendations to the staff on the purchase of science curriculum which meets NGSS standards.

Ongoing staff training for Reading instruction  
Adopt reading curriculum for struggling readers.

Select from New, Modified, or Unchanged for 2019-20

Unchanged

### 2019-20 Actions/Services

Discovery Leadership will review and make recommendations to the staff on the purchase of science curriculum which meets NGSS standards.

Ongoing staff training for Reading instruction  
Adopt reading curriculum for struggling readers.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000.00	\$22,000.00	\$22,000.00

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Source</b>	Approved Textbooks and Core Curricula Materials	Approved Textbooks and Core Curricula Materials Instructional consultants	Approved Textbooks and Core Curricula Materials Instructional consultants
<b>Budget Reference</b>	4100	4100 5815	4100 5815

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

Modified

## Goal 3

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

### State and/or Local Priorities addressed by this goal:

State Priorities: 7

Local Priorities:

### Identified Need:

Minimize time Special Education students are outside the classroom.

### Expected Annual Measureable Outcomes

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

Increase in number of students with IEP's who are fully included, receiving all of their services in their home room. Increase co-teaching model with specialists teaching side by side with regular classroom teachers.

For the 2016-17 school year there were no students with an IEP who were fully included in their home room.

Due to a staffing change, and loss of outside resources, we needed to reevaluate this goal. One Resource Specialist co-taught a 2-3 math class and reported success. The teacher was able to keep the struggling students in the classroom, to deliver the materials in a way students were able to access

We will continue to explore co-teaching in the upper grades and find ways for students to receive services in the classroom. Staffing continues to be a challenge

Continue towards meeting goal if needed

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

Students with Disabilities

**Location(s)**

Specific Schools, Discovery I

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

New

Modified

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

A committee of teachers and parents is receiving professional development around inclusion.

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

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

We are visiting other schools that are practicing full inclusion.

We are changing the way we write IEP's so that they're written from a capacity lens or perspective.

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	\$25,000.00	\$5000.00	\$5000.00
<b>Source</b>	Compensation and benefits	Salaries and benefits	Salaries and benefits
<b>Budget Reference</b>	Compensation and benefits	1148	1148

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

New

## Goal 4

Increase the number of low-SES students and students with disabilities who are proficient or advanced in science by 10%.

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 4

**Local Priorities:**

### Identified Need:

We need a K-8 science curriculum and need to either refurbish the FOSS kits and make that our program, or adopt a new program.

### Expected Annual Measureable Outcomes

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

Task Force established  
Increase number of low-SES students and students with disabilities who are proficient or advanced in science by 10%.  
Adoption or change of science curriculum

No task force  
8 out of 24 (33%) low SES and/or students with disabilities in the 5th and 8th grades scored in the proficient or advanced range

STAR test was replaced with CAST- is still in pilot stage.  
Task Force

Task Force established with parents and staff attending monthly meetings. The Leadership team and staff will identify curriculum which will be implemented with training.

CAST test will become operational, the results will be available in the summer of 2019.

Since CAST is different than STAR (which the original goal is based upon), we expect to meet the goal, however we don't know what the impact of the new test will be.

Not yet projected

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

Specific Student Groups, Low SES and students with disabilities

**Location(s)**

Specific Schools, Discovery I

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

**2017-18 Actions/Services**

Establish Science Adoption Task Force

**2018-19 Actions/Services**

Science Adoption Task Force will assist the Leadership team in the adoption and implementation of new curriculum

**2019-20 Actions/Services**

Science Adoption Task Force will assist the Leadership team in the adoption and implementation of new curriculum

**Budgeted Expenditures**

**Year**

**2017-18**

**2018-19**

**2019-20**

<b>Amount</b>	10,000.00	\$25,000.00	\$25,000.00
<b>Source</b>	4100	Approved Textbooks and Core Curricula Teacher Salaries/Stipends	Approved Textbooks and Core Curricula Teacher Salaries/Stipends
<b>Budget Reference</b>	Approved Textbooks	1100	1100

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

Unchanged

## Goal 5

Increase support structure for parent education.

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 3

**Local Priorities:**

### Identified Need:

To provide parents with opportunities to obtain parenting skills, training specific to their classroom needs, and helping them become effective community members.

### Expected Annual Measureable Outcomes

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

Increase parent ed opportunities by 50%

There were eleven parent ed events during the 2016-17 school year.

Staff will work with the Parent Ed Committee to plan 5 additional parent education events during the 2017-18 school year.

Staff will hold 3 classroom parent ed meetings per year. Parent Ed Committee will host one major speaker and monthly opportunities for parents that reflect the needs of the community.

Not yet established

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

N/A

N/A

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

English Learners, Low Income

Schoolwide

Specific Schools, Discovery I

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

Goal was reviewed, staff held classroom meetings

Select from New, Modified, or Unchanged for 2018-19

New

2018-19 Actions/Services

A task force of parents, teachers, and administrators will meet to plan parent education events that pertain to the needs of the school community.

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

A task force of parents, teachers, and administrators will meet to plan parent education events that pertain to the needs of the school community.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5000.00	\$5,000.00	\$5,000.00
Source	Staff and Admin salaries, outside speaker costs	Staff and Admin salaries, outside speaker costs	Staff and Admin salaries, outside speaker costs
Budget Reference	1100 - Teacher Salaries 2300 - Administration Salary 5829 - Enrichment	1100 - Teacher Salaries 2300 - Administration Salary 5829 - Enrichment	1100 - Teacher Salaries 2300 - Administration Salary 5829 - Enrichment

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

New

## Goal 6

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

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 2, 4

**Local Priorities:**

### Identified Need:

Students need to be familiar with the state testing accommodations provided through their IEP, and know how best to access them during testing. Teachers need to review accommodations with students to ensure they understand them and that they are what is best for student needs.

### Expected Annual Measureable Outcomes

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

Students will use appropriate accommodations 95% percent of the time to ensure success in statewide tests.

Students are not consistently accessing their accommodations, which is leading to increased test time and stress. This is a contributor of their decline in test taking scores.

none

Students will understand and use their accommodations consistently. Teachers will review accommodations regularly to ensure student success.

none

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

Students with Disabilities

**Location(s)**

Specific Schools, Discovery I

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

N/A

**Scope of Services:**

N/A

**Location(s)**

N/A

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

2017-18 Actions/Services

I

Select from New, Modified, or Unchanged for 2018-19

New

2018-19 Actions/Services

Students with IEP's will have access to testing accommodations in order to become familiar - General ed are they aligned?

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

Students with IEP's will have access to testing accommodations in order to become familiar - General ed are they aligned?

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	5000.00	5000.00
Source	N/A	Special education teacher Aide	Special education teacher Aide
Budget Reference	N/A	5869 - Special Education Contract Instructors 1148 - Special Education Instructor	5869 - Special Education Contract Instructors 1148 - Special Education Instructor

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

New

# Goal 7

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

## State and/or Local Priorities addressed by this goal:

**State Priorities:** 2, 4

**Local Priorities:**

## Identified Need:

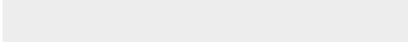
Specialized teachers report that students consistently express frustration with lack of understanding of the vocabulary used in CASSPP testing.

## Expected Annual Measureable Outcomes

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

Students with disabilities will have increased knowledge of test taking vocabulary and strategies which will be reflected in their CAASPP scores.

Students currently exhibit frustration with limited knowledge of test vocabulary and strategies. Current CAASPP testing time contributes to the frustration as it takes these students two to three times longer than published estimated time to completion.



Students with disabilities will have a deeper understanding of the vocabulary on the CASSPP test, and test-taking strategies to minimize frustration. Students with disabilities will reduce the amount of time spent taking tests.

To be determined

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

Students with Disabilities

**Location(s)**

Specific Schools, Discovery I

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

New

Unchanged

#### 2017-18 Actions/Services

#### 2018-19 Actions/Services

#### 2019-20 Actions/Services

N/A

Students with disabilities will spend 10% of their resource time reviewing test-taking vocabulary and strategies.

Students with disabilities will spend 10% of their resource time reviewing test-taking vocabulary and strategies.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	none	\$5,000.00	\$5,000.00
Source	none	Special Ed Instructors Special Ed contract employees	Special Ed Instructors Special Ed contract employees

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Budget Reference</b>	none	1148 - Special Ed Salaries 5869 - Special Ed Contract Employees	1148 - Special Ed Salaries 5869 - Special Ed Contract Employees

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

New

## Goal 8

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

### State and/or Local Priorities addressed by this goal:

**State Priorities:** 2, 4

**Local Priorities:**

### Identified Need:

Latino and Hispanic students are struggling in ELA as reflected in their CAASPP scores.

### Expected Annual Measureable Outcomes

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

Latino and Hispanic students will be able to access the CAASPP testing materials with an increased knowledge of what is being asked and will be given strategies to decode.

Hispanic and Latino students are performing at a lower rate of success as their peers. It should be noted that the majority of these students are also Special Needs students.

Students will see an increase in their test scores due to direct teaching of vocabulary

To be determined

## Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Location(s)**

Specific Student Groups, Hispanic and Latino students

Specific Schools, Discovery I

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served**

**Scope of Services:**

**Location(s)**

N/A

N/A

N/A

**Actions/Services**

**Select from New, Modified, or Unchanged for 2017-18**

**Select from New, Modified, or Unchanged for 2018-19**

**Select from New, Modified, or Unchanged for 2019-20**

Unchanged

New

Unchanged

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

N/A

Students will be provided direct teaching of vocabulary to ensure success on the ELA portion of the CAASPP tests.

Students will be provided direct teaching of vocabulary to ensure success on the ELA portion of the CAASPP tests.

**Budgeted Expenditures**

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Amount</b>	N/A	\$10,000.00	\$10,000.00
<b>Source</b>	N/A	Teacher Support Curriculum	Teacher Support Curriculum

<b>Year</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Budget Reference</b>	N/A	1100 -Certificated Salaries 4200 - Curriculum	1100 -Certificated Salaries 4200 - Curriculum

---

# Demonstration of Increased or Improved Services for Unduplicated Pupils

## LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

None

None

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

Discovery 1 does not receive Title One, Title Three, or funds for foster youth.

## LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

None

None

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or

quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

Discovery 1 does not receive Title One, Title Three, or funds for foster youth.