



Discovery STEAM Charter School

1100 Camino Biscay • Chula Vista, CA 91910 • (619) 656-0797 • Grades K-8

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Chula Vista Elementary School District

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District Governing Board

Leslie Ray Bunker
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Laurie K. Humphrey
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District Administration

Francisco Escobedo, Ed.D.
Superintendent

Jeffrey Thiel, Ed.D.

**Assistant Superintendent, Human
Resources Services and Support**

Oscar Esquivel

**Deputy Superintendent, Business
Services and Support**

Matthew Tessier, Ed.D.

**Assistant Superintendent,
Innovation and Instruction Services
and Support**

Vision:

Discovery STEAM Charter School's vision is to inspire passion for lifelong learning and to prepare every student with 21st century skills to be innovative citizens in a global society

Mission:

Discovery STEAM Charter School exists to develop students that are independent citizens and are fully equipped to enter into our global society and workforce. Students will acquire 21st century essential skills: Communication, Collaboration, College and Career Readiness, Critical Thinking and Problem Solving and Computer and Technology Literacy, the 5-C's, within a context of integrated curriculum focused on STEAM and based on the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). At Discovery STEAM Charter School, students are at the heart of all decision making.

Educational Program:

Discovery STEAM Charter School is a K-8th grade school with an additional Dual Immersion (Spanish/English) option, committed to preparing students for success by infusing the 5-C's or 21st Century learning skills. The CCSS are the fundamental requirements of all lessons and are brought to life through rigorous and relevant instruction.

Instructional Model:

Units of study are developed using the HESS Cognitive Rigor Matrix (Depth of Knowledge (DOK)/ Bloom's Taxonomy) which correlates to the CCSS and the NGSS. The core instructional program at DCS, while integrating STEAM, establishes a strong and solid foundation in reading, writing, and mathematics in grades K-2. This foundation provides students in grades three through eight with the ability to apply these skills to a dynamic inquiry based STEAM and literacy curriculum, along with opportunities to demonstrate learning through performance tasks. DCS also offers a Dual Immersion options following the 50/50 model in K-6th grade. Technology is a key component that is infused in instruction throughout all grade levels. DCS provides a 1:1 ratio of technology device:student.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	128
Grade 1	118
Grade 2	117
Grade 3	110
Grade 4	116
Grade 5	124
Grade 6	147
Grade 7	50
Grade 8	43
Total Enrollment	953

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4.4
American Indian or Alaska Native	0.0
Asian	2.9
Filipino	11.3
Hispanic or Latino	62.7
Native Hawaiian or Pacific Islander	0.3
White	12.6
Socioeconomically Disadvantaged	34.0
English Learners	20.3
Students with Disabilities	5.5
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials			
Discovery STEAM Charter School	16-17	17-18	18-19
With Full Credential	36	36	34
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	NA	0	0
Chula Vista Elementary School District	16-17	17-18	18-19
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Discovery STEAM Charter School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

The Chula Vista Elementary School District follows the State's curriculum cycle to adopt updated, high quality textbooks and related materials. The evaluation and adoption of textbooks and instructional materials is based on recommendations by committees of our District's school staffs and community members. The Discovery Charter School Board has approved the use of district approved curriculum.

Students are provided with an adequate supply of board-approved textbooks for all subject areas. The reading/language arts and mathematics curricula are aligned with California Common Core Standards. All of our students have access to textbooks and supportive instructional materials in all core subjects, which are in good condition. Core materials are available in both English and Spanish. An inventory of books is warehoused centrally for growth needs at the schools.

The District's vision is to prepare students to succeed in the 21st Century and is committed to providing students with 21st century tools, and the necessary infrastructure to support said tools. The District also invested in software applications to assist with formative and summative assessments, literacy skills, mathematic, and language acquisition. In addition, teachers are integrating technology tools to facilitate day-to-day tasks such as attendance, report cards and electronic communication. Students have access to technology tools both as home and school; the school works with families to support the needs of families.

Textbooks and Instructional Materials Year and month in which data were collected: December 2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance and Adelante ELA/SLA Curricula (grades K-3), adopted in 2017. Other resources used in 2018-2019: Achieve 3000, Reading Plus, Prime Science, E-Science, A-Z Science and A-Z Reading, Raz Kids, Smarty Ants, MobyMax, and Imagine Learning (English and Spanish), adopted in 2018. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Eureka Math, adopted in 2014. Other resources used in 2018-2019: ALEX and district-created materials. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Teacher created materials through the NGSS with integrated units of study. Resources used in 2018-2019: Prime Science, FOSS kits, Carolina Biological, GEM, E-Science, A-Z Science, and BrainPop The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	McGraw-Hill, adopted in 2007. Other resources used in 2018-2019: Prime Social Studies and BrainPop The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Classroom space at Discovery Charter School is adequate to support our school's growing enrollment of 1,000 students. Discovery School's custodial staff works closely with Chula Vista Elementary School District's Facilities and Maintenance personnel to maintain a systematic cleaning schedule that ensures routine maintenance functions are performed on a regular and scheduled basis. Three full-time custodians perform basic cleaning operations daily. Through the use of the Facility Inspection Tool, an annual review of available educational space is conducted by the District and site to ensure that all students and teachers have adequate teaching and learning space.

The entire school campus is secured with perimeter fencing and gates are open at limited times to control access to the campus. The RAPTOR Visitor Management System tracks all visitors and volunteers on campus while gates are closed. The system promotes a safe environment by identifying all adults on campus at any given time. During operating hours, all visitors must report to the main office, receive permission to gain access to the campus and sign in prior to being issued a visitor or volunteer badge. A DVR Surveillance Security System was installed on the campus at strategic points with 12 cameras. In 2016, an additional 5 DVR Surveillance Security camera's were installed to bring the total to 17 cameras. Monthly fire drills and other scheduled emergency drills are conducted in conjunction with the District and law enforcement experts, including Chula Vista Police Department.

All air conditioning units were replaced with energy efficient units. The school received energy efficient lighting in portable classrooms, as well as new carpeting and tile work in the 2007 school year. The school purchased 2 additional portable classrooms for the 2017-2018 school year. The school contributes over \$800,000 annually to the District to maintain the school's facilities and operations. Discovery's custodians take pride in maintaining a clean and safe campus. Working collaboratively with district facilities and maintenance, the custodial staff immediately rectifies any concerns or safety issues.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/29/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	603/601 Wkrm: no hot water, stained ceiling tile, ceiling grid lifting up, broken plastic on fire extinguisher door Business Office: blinds not working, bookcase not mounted CR 202: laminate falling off cabinet doors, cabinet door broken, drinking fountain loose, sink needs chaulking CR 203: sink needs chaulking, cabinet handle broken, counter top stained CR 204: sink counter top peeling up, sink needs chaulking, laminate falling off cabinet doors CR 304: laminate falling off cabinets, ac vents dirty CR 404: rubber on cabinet coming off, sink counter top coming apart CR 504: counter top chipping off, ac vents dirty CR 605: stained carpet, sagging ceiling tile CR 606: staff RR - toilet needs chaulking, back door doesn't shut on its own, floor stained near sink CR 701: stains on carpet, household cleaners under sink, cabinet chipped, 1 light out CR 702: 2 ceiling tiles with holes, drinking fountain knob comes off, blinds broken, light out CR 703: 1 light out, blinds broken CR 705: 3 broken tiles, household products under sink, 1 light out CR 706: doors need paint, fountain low pressure, ceiling tile stain CR 707: 2 light panels out, ceiling tile stain, cracked ceiling tile, bookcases not mounted CR 802 Music: spots on carpet, sink cabinet rubbing on floor CR 804: broken ceiling tile

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/29/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	600 Boy's RR: floor stained 600 Girl's RR: restroom dirty, 1 bulb out 700 Boys: walls dirty, loose sinks, sinks need chaulking, loose toilet seats, ceiling dirty, holes in FRP - need chaulking 700 Girls RR: stained walls, door damage outside CR 302: faucet stays on for awhile, ac vents dirty and stained CR 403: stained ceiling tile, dirty ac vent Kinder 604: ac vent stains Mail room: a.c. vent dirty Principal's Office: vent dirty, stains Psych Office: walls stained
Electrical: Electrical	Good	600 Girl's RR: restroom dirty, 1 bulb out CR 701: stains on carpet, household cleaners under sink, cabinet chipped, 1 light out CR 702: 2 ceiling tiles with holes, drinking fountain knob comes off, blinds broken, light out CR 703: 1 light out, blinds broken CR 704: phone jack separating from wall, 1 light panel out CR 705: 3 broken tiles, household products under sink, 1 light out CR 707: 2 light panels out, ceiling tile stain, cracked ceiling tile, bookcases not mounted CR 708: 2 lights out, cracked ceiling tile
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Admin Boy's RR: sinks need chaulking, floors stained Admin Girl's RR: sinks need chaulking CR 202: laminate falling off cabinet doors, cabinet door broken, drinking fountain loose, sink needs chaulking CR 302: faucet stays on for awhile, ac vents dirty and stained CR 601: fountain low CR 702: 2 ceiling tiles with holes, drinking fountain knob comes off, blinds broken, light out CR 706: doors need paint, fountain low pressure, ceiling tile stain CR 801: North door doesn't completely shut, covebase off near toilet, toilet seat loose, fountain low, sink needs chaulking, ceiling tile sagging Main playground: drinking fountains low, exposed metal on stairs and platforms, broken top rail bracket on backstop

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/29/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	CR 701: stains on carpet, household cleaners under sink, cabinet chipped, 1 light out CR 705: 3 broken tiles, household products under sink, 1 light out
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	CR 502: intercom doesn't work, front door doesn't close on its own CR 606: staff RR - toilet needs caulking, back door doesn't shut on its own, floor stained near sink CR 801: North door doesn't completely shut, covebase off near toilet, toilet seat loose, fountain low, sink needs caulking, ceiling tile sagging Kinder Playground: missing rubber coating on platfoam on steps Main playground: drinking fountains low, exposed metal on stairs and platforms, broken top rail bracket on backstop
Overall Rating	Good	Met with Principal, who spoke to custodial staff regarding cleanliness and simple repair issues and work orders submitted for maintenance and repairs

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	73.0	78.0	62.0	65.0	48.0	50.0
Math	65.0	66.0	49.0	51.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	579	569	98.27	78.21
Male	298	293	98.32	75.09
Female	281	276	98.22	81.52
Black or African American	22	22	100.00	68.18
Asian	14	14	100.00	92.86
Filipino	56	53	94.64	94.34
Hispanic or Latino	379	373	98.42	74.26
Native Hawaiian or Pacific Islander	--	--	--	--
White	67	66	98.51	84.85
Two or More Races	39	39	100.00	82.05
Socioeconomically Disadvantaged	231	224	96.97	68.75
English Learners	175	168	96.00	64.29
Students with Disabilities	43	43	100.00	46.51

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	579	575	99.31	65.74
Male	298	295	98.99	69.49
Female	281	280	99.64	61.79
Black or African American	22	22	100	68.18
Asian	14	14	100	92.86
Filipino	56	56	100	75
Hispanic or Latino	379	376	99.21	60.11
Native Hawaiian or Pacific Islander	--	--	--	--
White	67	66	98.51	80.3
Two or More Races	39	39	100	69.23
Socioeconomically Disadvantaged	231	229	99.13	56.33
English Learners	175	175	100	55.43
Students with Disabilities	43	42	97.67	19.05

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2018-19)

Contact person: Sandy Du-Song, Principal

Phone Number (619) 656-0797

Research shows a high correlation between parent involvement and effective schools. Parents are highly encouraged to become actively involved in the education of their children through participation on school governance committees, classroom volunteer opportunities, and service opportunities.

Parents orchestrate and implement special events, such as the Spring Fling, Family Dances, Fall Carnival, and the School Campout through the Parent Teacher Committee (PTC). Parent meetings are designed and delivered around topics generated from annual parent surveys. Such topics include, but are not limited to: grade level standards, assessments, curriculum and instruction, technology, support/networking, and parenting skills. In addition, parents have access to special events through both the school and the Chula Vista Elementary School District, such as the school's GATE Parent Night on technology use and the District's Parent Academy. Furthermore, parents and members of the community volunteer many hours in classrooms, in the school office, and on the playground, as well as at the school's special events. Parents help with events such as the Annual APEX Fun Run, Student Safety Day, Red Ribbon Week, Military Appreciation Day, Dual Immersion Cultural Night, STEAM Night, Speech Contest, theater productions, and Walking Club. Room parents work with teachers and staff to implement meaningful learning activities both in and out of the classroom. Parents serve as chaperones at field trips. Parents volunteer as safety monitors at the parent pick up loops, working closely with the school's Safety Patrol and School Resource Officer (SRO). Discovery is a model of true two-way communication as parents and teachers communicate on a regular basis through such communication tools as Jupiter Grades, Edmodo, and Bloomz.

Discovery Charter School parents serve on various academic and school support committees and are an integral part of school governance. Parents serve as members of the Charter's Board of Directors, School Site Council (SSC), English Language Advisory Committee (ELAC), GATE Advisory Committee, the School Safety Committee, and Parent /Teacher/Children (PTC) Committee. Parents are also invited to meet with the school's administration through the monthly "Coffee with the Principal" meetings. Parents provide input in annual budget planning and in promoting school activities. Parents are invited to help with the Friends of Discovery, an organization committed to providing additional opportunities for students. Dual Language Immersion Program parents have helped shape the program and provided valuable input through forums and world cafe events. Parents' voices were heard through surveys and responses during conference periods. They were encouraged to be involved in their children's education by reading to or with them nightly, by participating in home projects, and by reviewing math concepts and facts with them. Parents also played a major role in monitoring homework by checking their children's planners and by ensuring that their children had a specified time and appropriate place to complete their assignments. Parent voice through surveys and forums are an integral part of the school's LCAP plan. In the 2018-2019 school year, over 20 different engagement events were successfully implemented to update the community regarding the school's LCAP and seek input to better serve the community's needs. These engagement events came in the form of anonymous online surveys, in-person surveys, data sharing meetings, community forums, and updating the LCAP's goals, actions, and services.

Parent involvement and volunteerism is encouraged for parents of students of Discovery Charter School. Each family is encouraged to volunteer a minimum of 6 hours per year. There are many opportunities to volunteer at Discovery. Volunteers are expected to attend a brief in-service at the beginning of each school year and all volunteers must sign a Volunteer Agreement form. All volunteers who work directly with students do so under the supervision of certificated staff and must have a current TB skin test result on file in the school office. Arrangements for volunteering in a classroom are to be made with the teacher and/or school administration in advance. Contact us at (619) 656-0797 to get involved! Translation services and services for the hearing or visually impaired are available upon request and provided regularly by the school. In addition, the school makes every effort to provide childcare at all major parent meetings in the evenings.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

Discovery Charter School seeks to enhance school safety through a variety of strategies that focus on the people and the programs of our school.

Student safety and well-being are ensured through monthly fire drills, quarterly duck & cover earthquake preparedness drills, annual bus evacuation drill, and bi-annual secure campus and lockdown drills. Through a special grant from the Anti-Defamation League's (ADL) "No Place for Hate" campaign, the school is able to fund activities that educate students on topics such as anti-bias, anti-discrimination, drug and alcohol abuse and prevention, character development, social skills, bully prevention, and cyber-bullying. The School Safety Patrol assists students and families by providing pedestrian crossing before and after school in nearby designated crosswalks. Two adult supervisors also monitor crossings at key intersections adjacent to the school. Parent volunteers, classified staff, and administrators also help support student safety in traffic loops. School personnel monitor students during recess and during lunch and lunch recess. Led by teachers and the school's Dean of Students, the school's MTSS Committee has worked on developing restorative practices, such as community circles and using components of the Sanford-Harmony social-emotional curriculum, to support students. Additionally, Discovery has brought back the KIDCO program and hired a student support provider. The goals of the KIDCO program are to insure that all children at Discovery Charter get off to a good start in school by fostering healthy self-concepts, developing social skills to get along with others, and make friends.

Discovery's Safe School Committee monitors and measures progress towards annual safety goals that evolve from staff, student, parent, and greater community input. There are two major components within our plan, Creating a Positive School Climate and the Physical Environment. These components address all areas that impact the safety of students, staff, and visitors. The school's safety plan ensures Character and Citizenship Development, Restorative Practices, Student Surveys, Youth Mental Health, First Aid, Attendance, Safe Egress/Ingress, and Security Protocols and Procedures. The plan also includes emergency procedures. Discovery's School Safety Plan was reviewed, discussed with staff, shared at a community forum with the school's Board of Directors and updated in October 2018. It was approved by the school's School Site Council on October 23, 2018.

Suspensions and Expulsions

School	2015-16	2016-17	2017-18
Suspensions Rate	1.5	0.6	0.4
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	0.6	0.6	0.7
Expulsions Rate	0.0	0.0	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	2
Psychologist	1
Social Worker	0
Nurse	1
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	2
Other	8
Average Number of Students per Staff Member	
Academic Counselor	0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	23	23	26				5	5	5			
1	23	24	24				5	5	5			
2	18	22	23	5	1			4	5			
3	21	20	22		2	2	5	3	3			
4	29	27	29				5	4	4			
5	29	30	31				4	5	4			
6	29	30	29				4	4	5			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Discovery Charter School determines annual staff development needs based upon an analysis and review of the most current student data, including but not limited to state assessments (including CAASPP, CAST, PFT, ELPAC), district local measures, and student work. Time is set aside once a week throughout the school year, during weekly minimum days and during weekly teacher collaborations days for training and curriculum planning. Staff development topics for 2016-2019 included: Rigorous Project-Based Learning, Formative Assessment, Common Core Standards training and Differentiation, English Language Learners, Dual Immersion Program Development, Unit Development, Collaborative Learning Roles and Responsibilities, and Success Criteria and Learning Intentions. Teachers are encouraged to attend conferences and workshops to support individual teacher needs, as well as school-wide needs. Additional support is provided through coaching, observations, walkthroughs, and peer support. Ghost walks, triad observations, and guided visits are regularly incorporated into the school's Professional Learning Cycle (PLC) each quarter. An on-site BTSA support provider works

closely with new teachers for mentoring and coaching. An annual needs assessment is utilized to determine staff development needs for both certificated and classified employees. Professional growth through the school's PLCs or Professional Learning Cycles have focused on reinforcing trainings that staff members have attended, including Rigorous Project-Based Learning, Visible Learning, Success Criteria/Learning Intentions, and Restorative Practices. The school's Professional Learning Cycles also integrated coaching/teaching, classroom observations, feedback, and modeling. The school's Instructional Leadership Team (or ILT) also participated in learning about high-impact language strategies throughout the year via district trainings. Those strategies were shared with grade level teams and implemented in classrooms.

Total days of PD for 2016-2017: 5 full days of professional learning plus 36 days of 2 hour professional learning, not including weekly release time (for 30 weeks) for Professional Learning Cycle and teacher collaboration

Total days of PD for 2017-2018: 5 full days of professional learning plus 36 days of 2 hour professional learning, not including weekly release time (for 30 weeks) for Professional Learning Cycle and teacher collaboration

Total days of PD for 2018-2019: 5 full days of professional learning plus 36 days of 2 hour professional learning, not including weekly release time (for 30 weeks) for Professional Learning Cycle and teacher collaboration

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,472	\$50,084
Mid-Range Teacher Salary	\$74,639	\$80,256
Highest Teacher Salary	\$99,421	\$100,154
Average Principal Salary (ES)	\$131,180	\$125,899
Average Principal Salary (MS)	\$0	\$130,255
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$292,319	\$222,447
Percent of District Budget		
Teacher Salaries	37.0	37.0
Administrative Salaries	5.0	5.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

State and federal categorical funds support learning for identified at-risk students. Title I (Targeted Assistance) funds are utilized to support at-risk students during the school day, including intervention support staff for a RtI reading intervention support. Title II funds are used to ensure staff have access to ongoing professional development opportunities and ongoing trainings. An annual needs assessment is utilized to determine staff development needs for both certificated and classified employees. In 2017-2018, Title II funds supported professional growth through the following trainings: Michael McDowell's Rigorous Project-Based Learning and John Hattie's Visible Learning, including PBL and Success Criteria/Learning Intentions. This training included coaching/teaching, classroom observations, feedback, and modeling. Some staff members attended John Hattie's Brain Research Conference as well in 2017. The school's Instructional Leadership Team also participated in learning about high-impact language strategies through 6 all days sessions throughout the year via district trainings. Those strategies were shared with grade level teams and implemented in classrooms. In addition, a partnership with Dr. Doug Fisher coached and trained all staff around Restorative Practices.

Title III, ELD funds, support one full-time English learner instructional assistant who conducts annual ELPAC/LAS testing, as well as classroom support for English language learners through the use of intervention support.

Class size reduction funds ensure lowered class sizes by maintaining an average of 24:1 ratio of students to teacher in Kindergarten through third grade.

The school's Board of Directors reviews data, monitors programs, and approves the school's budget. An audit of the school budget is conducted annually and completed in conjunction with the District audit.

Adequate reserves are maintained to ensure financial solvency as the school forms its own LEA. The school's LCAP indicated how the school wisely uses LCFF to ensure access and equity for all target groups of students.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,881.31	\$419.01	\$8,461.30	\$70,589.00
District	♦	♦	\$166,094.33	\$77,385
State	♦	♦	\$11,548	\$80,910
Percent Difference: School Site/District			-5.8	-6.5
Percent Difference: School Site/ State			16.0	-10.6

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.