Discovery Charter School

1100 Camino Biscay • Chula Vista, CA 91910 • (619) 656-0797 • Grades K-8
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http://schools.cvesd.org/schools/discovery/Pages/home.aspx#.YAxz1ehKiUk

2019-20 School Accountability Report Card
Published During the 2020-21 School Year

Discovery Charter
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District Governing Board
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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 Charter School inspires passion for lifelong learning and prepares every student with the necessary knowledge and skills to be successful citizens.

Mission:
Discovery Charter School exists to develop students who are independent citizens capable of collaborating and communicating with their peers. 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 all state content standards, including the Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), the English Language Development ("ELD") Standards, the History Social Science Framework, and all other applicable content standards (hereinafter, collectively "State Standards"), National Core Arts Standards and Social Emotional Learning (SEL). At DCS, students are at the heart of all decision making.
We are focused on instructional excellence. Our teachers spend an extensive amount of time planning integrated lessons that have real life connections. Through purposeful standards-based instruction, students leave our school prepared to be successful lifelong learners.

Educational Program:
Discovery Charter School is a kindergarten through 8th grade STEAM school with dual language immersion (Spanish/English) program option. DCS is committed to preparing students for success by infusing the 5 C's of 21st century learning skills. CCSS are foundational to 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, which applies Webb's Depth of Knowledge levels to Bloom's Cognitive Process Dimensions, and correlates to CCSS and 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 3rd – 8th grade students 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. All aspects of the program work together to achieve the three core goals of dual language education: grade-level academic achievement, bilingualism and biliteracy, and sociocultural competence.

Technology is a key component of DCS program and is infused in instruction throughout all grade levels. Research based strategies and practices are utilized to ensure that all students engage in activities that challenge them to attain high levels of learning. Within the classroom, a culture of creativity and innovation provide opportunities for students to explore their unique talents, skills, and academic interests. This integrated approach to lesson design supports dynamic learning for every student every day. Discovery is now 1 to 1 with student devices from Kinder through 8th grade.

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	111
Grade 1	101
Grade 2	132
Grade 3	114
Grade 4	106
Grade 5	112
Grade 6	102
Grade 7	53
Grade 8	56
Total Enrollment	887

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.5
Asian	1.5
Filipino	11.8
Hispanic or Latino	64.7
Native Hawaiian or Pacific Islander	0.5
White	12.7
Two or More Races	5.1
Socioeconomically Disadvantaged	33.7
English Learners	15.8
Students with Disabilities	8
Homeless	0.2

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 for Discovery Charter	18-19	19-20	20-21
With Full Credential	34	34	40
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0		

Teacher Credentials for Discovery Charter	18-19	19-20	20-21
With Full Credential	♦	♦	1230
Without Full Credential	♦	♦	4
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Discovery Charter School

Indicator	18-19	19-20	20-21
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 2020-21)

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 enrollment of 900 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. Discovery added new boys and girls bathroom in the 800 building for the Middle School students in the fall of 2020. Modernizing the old preschool building has added two additional classrooms in the fall of 2020. The school contributes over $1,000,000 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)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 10/9/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Principal's Office: thermostat controller melted
Interior: Interior Surfaces	Fair	500 Electrical: Blocked panels, holes/damaged drywall 603/601 Wkrm: stained ceiling tile, ceiling grid lifting up, broken glass on fire extinguisher door - locking mech broken Admin Boy's RR: sinks need caulking, rust holes in floor, toilet paper dispenser loose in handicap stall Admin Men's RR: floor tile stained, toilet paper dispenser loose in middle stall Business Office: stained ceiling tile Center Workroom: cobwebs under sink, holes/stained ceiling tile CR 201: hole in ceiling tile, door doesn't latch closed on swing CR 203: sink needs caulking, 205- hole cut in wall CR 303: projector screen is tattered and won't close CR 304: holes in ceiling tiles, laminate peeling from bottom of sink cabinet, cobwebs under sink CR 404: rubber on cabinet coming off, sink counter top coming apart, door shuts hard, outlet behind teachers desk loose CR 503: sink cabinet doors breaking/chipping CR 504: counter top edge chipping off, ac vents dirty, spiders/webs under sink, sink drains slow CR 701: holes in wall, cleaners under sink, internet cable box hanging from wall CR 702: blinds missing, covebase under whiteboard loose CR 707: ceiling tile stain, cracked ceiling tile, holes in ceiling tile CR 803 YMCA: broken ceiling tile Kinder 607: stains on ceiling tile, sink laminate strip missing, sink needs caulking, blinds broken on all windows

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	600 Boy's RR: floor stained 700 Boys: walls dirty, holes in FRP - need chaulking. Cove base peeling - pipe cap coming off wall 700 Girls RR: stained walls, door damage outside
Electrical: Electrical	Good	CR 301: Sensor loose in ceiling tile CR 404: rubber on cabinet coming off, sink counter top coming apart, door shuts hard, outlet behind teachers desk loose CR 701: holes in wall, cleaners under sink, internet cable box hanging from wall CR 704: phone jack separating from wall, center outlet separtion from wall, 1 light out, stained ceiling tile CR 708: cracked ceiling tile, back room outlets broken, 1 light out Library: multiple lights out, stained ceiling tiles Storage Left of Stage: electrical cover hanging loose next to vent
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	602/604 Workroom: Admin Boy's RR: sinks need caulking, rust holes in floor, toilet paper dispenser loose in handicap stall Admin Women's RR: loose toilet paper dispenser in handicap stall CR 202: sink needs caulking, broken hinges on sink cabinet CR 203: sink needs caulking, 205- hole cut in wall CR 204: sink counter top peeling up, laminate falling off cabinet doors, door doesn't close on swing CR 504: counter top edge chipping off, ac vents dirty, spiders/webs under sink, sink drains slow CR 603: ceiling grid lifting up, corroded drain pipe CR 710: ceiling tile pushed up, stained - sink counter top missing side piece CR 804: sink cabinets need adjusting / new handle Kinder 607: stains on ceiling tile, sink laminate strip missing, sink needs caulking, blinds broken on all windows Kitchen: toilet paper dispenser loose, sink next to kitchen storage drains slow

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	305 center room: Blocked roof access 500 Electrical: Blocked panels, holes/damaged drywall CR 401: rubber on cabinet door coming off, storage room 1 light out, unmarked spray bottle under sink, calcium build up on sink drain CR 701: holes in wall, cleaners under sink, internet cable box hanging from wall CR 706: cleaners under sink
Structural: Structural Damage, Roofs	Good	200 Center Room: stained ceiling tile 602/604 Workroom: Admin IDF Room: water bubble in paint on ceiling CR 704: phone jack separating from wall, center outlet separtion from wall, 1 light out, stained ceiling tile Library: multiple lights out, stained ceiling tiles Mail room: stained ceiling tile Multiple Purpose Office (Tech?): holes in ceiling tiles/stains
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	200 Playground Electrical: door doesn't open all the way, holes cut in drywall under panels CR 302: blinds are broken CR 502: front door doesn't close on its own CR 606: staff RR - toilet needs caulking, back door doesn't shut on its own, stained ceiling tile CR 702: blinds missing, covebase under whiteboard loose CR 705: door doesn't close all the way CR 711: door doesn't latch closed CR 801: Kinder 607: stains on ceiling tile, sink laminate strip missing, sink needs caulking, blinds broken on all windows Kinder Playground: missing rubber coating on platform on steps, rust/metal poking through steps Main playground: exposed metal on stairs and platforms broken top rail bracket on backstop, smaller playtoy rusting/corroded Speech Office: hole in ceiling tile, door doesn't latch closed on swing
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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	78	N/A	64	N/A	50	N/A
Math	68	N/A	51	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	46	N/A	37	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2020-21)
Contact person: Neil MacGaffey, 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 Children 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 at our traffic loops, 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: Class Dojo, 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), 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 our Bi-literacy Committee. Parents' voices are heard through surveys and responses during conference periods. They are 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 have a specified time and appropriate place to complete their assignments. Parent voice through surveys and school committees are an integral part of the school's LCAP plan. Parents also are involved in their child's educational development through the fall and spring parent conferences with their child's teacher(s).

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 (School Year 2020-2021)
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 the new MTSS Coordinator, the school's MTSS Committee is working on developing restorative practices, and using components of the Harmony social-emotional curriculum, such as the Meet Up and Buddy Up activities, to support students. The whole staff at Discovery works hard to insure that all children at Discovery Charter get off to a good start in school by fostering health, developing social skills to get along with others, and making 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 January 2021. It was approved by the school's School Site Council in January 2021.

Suspensions and Expulsions
(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.4	1.1	0.7	0.8	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only
(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.0	0.6	2.5
Expulsions	0.0	0.0	0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

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.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	5

*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 Level	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+	2019-20 Average Class Size	2019-20 # of Classes* Size 1-20	2019-20 # of Classes* Size 21-32	2019-20 # of Classes* Size 33+
K	26		5		21	3	2		22	2	3	
1	24		5		23	1	5		20	3	2	
2	23		5		24		5		22	1	5	
3	22	2	3		22		5		19	2	4	
4	29		4		27		4		21	2	3	
5	31		4		28		4		28		4	
6	29		5		31		4		26		4	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			

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
Total days of PD for 2019-2020: 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 2020-2021: 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 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,655	$51,004
Mid-Range Teacher Salary	$77,932	$82,919
Highest Teacher Salary	$103,806	$104,604
Average Principal Salary (ES)	$137,324	$131,277
Average Principal Salary (MS)		$136,163
Average Principal Salary (HS)		$128,660
Superintendent Salary	$308,616	$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	35.0
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/.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	9,908	827	9,080	84,507
District	N/A	N/A	57,444,858	$81,733
State	N/A	N/A	$7,750	$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-199.9	3.3
School Site/ State	15.8	0.4

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

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. 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 ensures 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).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.