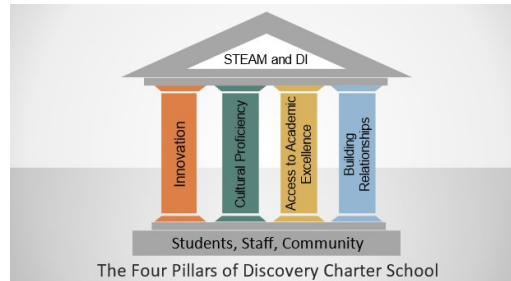


# Discovery Charter School

## 2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

#### 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.

#### 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.

<b>Admission Requirements for the University of California (UC)</b>	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state’s high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <a href="https://admission.universityofcalifornia.edu/">https://admission.universityofcalifornia.edu/</a> .
<b>Admission Requirements for the California State University (CSU)</b>	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <a href="https://www2.calstate.edu/">https://www2.calstate.edu/</a> .

### 2024-25 School Contact Information

<b>School Name</b>	Discovery Charter School
<b>Street</b>	1100 Camino Biscay
<b>City, State, Zip</b>	Chula Vista, CA 91910
<b>Phone Number</b>	(619) 656-0797
<b>Principal</b>	Neil MacGaffey
<b>Email Address</b>	neil.macgaffey@cvesd.org
<b>School Website</b>	<a href="http://schools.cvesd.org/schools/discovery/Pages/home.aspx#.YAxz1ehKiUk">http://schools.cvesd.org/schools/discovery/Pages/home.aspx#.YAxz1ehKiUk</a>
<b>Grade Span</b>	P-8
<b>County-District-School (CDS) Code</b>	37-68023-6111322

### 2024-25 District Contact Information

<b>District Name</b>	Discovery Charter School CDS 37680236111322
<b>Phone Number</b>	(619)425-9600
<b>Superintendent</b>	Dr. Eduardo Reyes, Superintendent
<b>Email Address</b>	eduardo.reyes@cvesd.org
<b>District Website</b>	www.cvesd.org

### 2024-25 School Description and Mission Statement

**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 productive citizens in their educational careers and beyond. Students acquire academic knowledge and skills in communication, collaboration, critical thinking, creativity,

## 2024-25 School Description and Mission Statement

citizenship, and character. This happens within a context of integrated literacy driven 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, the Common Core en Español, 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 and academic 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 transitional kindergarten through 8th grade STEAM school with dual language immersion (Spanish/English) program option. CCSS are foundational to all lessons and are brought to life through rigorous and relevant instruction.

### Instructional Model:

In order to achieve our vision and mission, the core instructional program at DCS, established a strong foundation in all domains of reading and mathematics, writing, listening, and speaking. This foundation provides students with the ability to apply these skills to a dynamic inquiry-based STEAM and literacy curriculum, along with opportunities to demonstrate learning through a variety of projects that support multiple learning modalities.

Technology is a key component of the 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 1 to 1 with student devices from Kinder through 8th grade.

## About this School

### 2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	151
Grade 1	120
Grade 2	124
Grade 3	122
Grade 4	118
Grade 5	109
Grade 6	136
Grade 7	53
Grade 8	35
<b>Total Enrollment</b>	<b>968</b>

## 2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.9
Male	49.1
Asian	2.3
Black or African American	2.6
Filipino	12.1
Hispanic or Latino	66.9
Native Hawaiian or Pacific Islander	0.3
Two or More Races	6.4
White	9.4
English Learners	13.7
Foster Youth	0.1
Homeless	1
Socioeconomically Disadvantaged	26.2
Students with Disabilities	6.6

### 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.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	34.10	86.13	1227.00	88.68	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	5.10	0.37	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.00	5.04	31.40	2.27	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	14.00	1.01	12115.80	4.41
<b>Unknown/Incomplete/NA</b>	3.50	8.83	106.00	7.66	18854.30	6.86
<b>Total Teaching Positions</b>	39.60	100.00	1383.70	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	33.20	77.75	1266.50	87.95	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	6.80	0.48	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.00	4.68	22.80	1.59	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	2.34	33.90	2.36	11953.10	4.28
<b>Unknown/Incomplete/NA</b>	6.50	15.22	109.80	7.63	15831.90	5.67
<b>Total Teaching Positions</b>	42.70	100.00	1440.10	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	36.00	83.72	1302.40	88.51	231142.40	83.24
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	5.90	0.41	5566.40	2.00
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	2.33	18.50	1.26	14938.30	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	33.10	2.25	11746.90	4.23
<b>Unknown/Incomplete/NA</b>	6.00	13.95	111.40	7.57	14303.80	5.15
<b>Total Teaching Positions</b>	43.00	100.00	1471.50	100.00	277698.00	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
<b>Permits and Waivers</b>	0.00	0.00	0
<b>Misassignments</b>	2.00	2.00	1
<b>Vacant Positions</b>	0.00	0.00	0
<b>Total Teachers Without Credentials and Misassignments</b>	2.00	2.00	1

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22	2022-23
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	1.00	0
<b>Local Assignment Options</b>	0.00	0.00	0
<b>Total Out-of-Field Teachers</b>	0.00	1.00	0

## Class Assignments

Indicator	2020-21	2021-22	2022-23
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.70	2.6	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Discovery Charter School 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 Discovery Charter School. The Discovery Charter School Board has approved the use of the adopted 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.

Discovery Charter'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. Discovery Charter 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 at home and school. The school works with families to support the needs of families.

Year and month in which the data were collected

July 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Benchmark Advance and Benchmark Adelante - adopted July 2017	Yes	0%
<b>Mathematics</b>	Illustrative Math Curriculum - adopted July 2023	Yes	0%
<b>Science</b>	TWIGs Science Curriculum - adopted July 2024	Yes	0%
<b>History-Social Science</b>	Harcourt Social Studies Kindergarten – Sixth grade (English & Spanish). Adopted Spring 2007.	Yes	0%
<b>Foreign Language</b>	N/A	No	0%
<b>Health</b>	N/A		N/A
<b>Visual and Performing Arts</b>	N/A		

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

## School Facility Conditions and Planned Improvements

Classroom space at Discovery Charter School is adequate to support our school's enrollment of 943 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 \$2,000,000 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.

**Year and month of the most recent FIT report**

11/26/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			:
<b>Interior:</b> Interior Surfaces		X		205 Center Room: Dirty carpet//Mssing peace of carpet 405 Center Workroom: Missing part of carpet 505 Center workroom: 2 Ceiling tiles CR 401: // Carpet stains CR 402: Rug dirty CR 705: 1 broken ceiling tile// 2 lights out ballast CR 707: Stain carpet// CR 709: Stain carpet Library: Stains in ceiling tiles Multiple Purpose: CARPET needs cleaning // Hot water extraction reccomended
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			600 Boy's RR: * Floor need cleaning (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base or Terra Glaze (if terrazzo floor is present), least 3 coats, do not apply wax (I-Shine) // 700 Boys RR: Vinyl Tile Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 2-3 coats, apply wax with I-Shine 2-3 coats 700 Girls RR: Vinyl Tile Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 2-3 coats, apply wax with I-Shine 2-3 coats

## School Facility Conditions and Planned Improvements

			Admin Boy's RR: * Floor need cleaning (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base or Terra Glaze (if terrazzo floor is present), least 3 coats, do not apply wax (I-Shine) // Clogged drain cover // Terrazo on walls is staimed
<b>Electrical</b>	X		CR 701: 8 Lights out ballast CR 702: 6 Lights out ballast CR 703: 7 Lights out ballast CR 704: 6 Lights out ballast CR 708: 6 Lights out
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X		700 Boys RR: Vinyl Tile Floor cleaning recommended (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base at least 2-3 coats, apply wax with I-Shine 2-3 coats Admin Boy's RR: * Floor need cleaning (Deep scrub with Pro-strip Heavy Duty Stripper (Waxie/Diversey) and sealed with On-Base or Terra Glaze (if terrazzo floor is present), least 3 coats, do not apply wax (I-Shine) // Clogged drain cover // Terrazo on walls is staimed
<b>Safety:</b> Fire Safety, Hazardous Materials	X		CR 803 YMCA: Unapproved Devices - shall be polarized, grounded, and equipped with overcurrent protection & listed in accordance with UL1363. (fire code CFC 604.1.1) * Coffee maker, Tea Pots, Refrigerator, Toaster, microwave, Heaters, plug-in's, diffusers, etc
<b>Structural:</b> Structural Damage, Roofs	X		
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		CR 711: CR 801: Dirty door

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

### College and Career Ready

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.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	76	71	53	55	46	47
<b>Mathematics</b> (grades 3-8 and 11)	63	63	43	43	34	35

## 2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	572	568	99.30	0.70	71.48
Female	299	298	99.67	0.33	74.50
Male	273	270	98.90	1.10	68.15
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	19	19	100.00	0.00	68.42
Filipino	73	73	100.00	0.00	87.67
Hispanic or Latino	388	385	99.23	0.77	68.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	24	23	95.83	4.17	78.26
White	59	59	100.00	0.00	67.80
English Learners	54	51	94.44	5.56	29.41
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	156	154	98.72	1.28	61.69
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	37	37	100.00	0.00	24.32

## 2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	572	571	99.83	0.17	62.70
<b>Female</b>	299	299	100.00	0.00	61.54
<b>Male</b>	273	272	99.63	0.37	63.97
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	19	19	100.00	0.00	57.89
<b>Filipino</b>	73	73	100.00	0.00	83.56
<b>Hispanic or Latino</b>	388	388	100.00	0.00	58.51
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	24	23	95.83	4.17	65.22
<b>White</b>	59	59	100.00	0.00	62.71
<b>English Learners</b>	54	54	100.00	0.00	20.37
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	156	155	99.36	0.64	50.32
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	37	37	100.00	0.00	24.32

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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 in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
<b>Science</b> (grades 5, 8 and high school)	49.74	66.90	34.95	37.34	30.29	30.73

## 2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	142	142	100.00	0.00	66.90
<b>Female</b>	73	73	100.00	0.00	63.01
<b>Male</b>	69	69	100.00	0.00	71.01
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	12	12	100.00	0.00	91.67
<b>Hispanic or Latino</b>	106	106	100.00	0.00	64.15
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	14	14	100.00	0.00	64.29
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	28	28	100.00	0.00	57.14
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--

## B. Pupil Outcomes

### 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.

#### 2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100%	100%	100%	100%	100%
Grade 7	100%	100%	100%	100%	100%

## 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 regarding the school district and at each school site.

#### 2024-25 Opportunities for Parental Involvement

Contact person: Neil MacGaffey, Executive Director  
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, offering to assist their child's teacher, and service opportunities.

Parents help orchestrate and implement special events, such as the family Fall Campout and the Spring Multicultural Fair Event through the Parent Teacher Children Committee (PTC). Parent meetings are designed and delivered around topics generated from annual parent surveys. These meetings are offered bi monthly both online and in person. Such topics include, but are not limited to: grade level standards, assessments, curriculum and instruction, technology, safety updates, and new initiatives. In addition, parents have access to special events through both the school and the Chula Vista Elementary School District, such as the school's Curriculum Night on and the District's Parent Academy. 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 and Jupiter Grades.

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, the Discovery District English Language Advisory Committee (DELAC), the School Safety Committee, and Parent /Teacher/Children (PTC) Committee. Parents are also invited to meet with the school's administration through the bi-monthly "Coffee with the Admin" meetings. Parents provide input in annual budget planning and in promoting school activities. Dual Language Immersion Program parents have helped shape the program and provided valuable input. 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 play a major role in monitoring homework 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). Translation services and

## 2024-25 Opportunities for Parental Involvement

services for the hearing or visually impaired are available upon request and provided regularly by the school.

Parent's may volunteer at the request of the teacher. All volunteers who work directly with students do so under the supervision of certificated staff and must complete the volunteer orientation training online. 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.

## 2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1007	995	32	3.2
Female	515	507	15	3.0
Male	492	488	17	3.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	23	23	1	4.3
Black or African American	26	26	0	0.0
Filipino	118	118	0	0.0
Hispanic or Latino	680	669	28	4.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	65	64	1	1.6
White	92	92	2	2.2
English Learners	149	143	10	7.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	310	305	20	6.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	85	85	6	7.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## C. Engagement

### 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

## Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.4	0.2	0.2	0.68	1.16	1.37	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0.01	0.01	0.07	0.08	0.07

## 2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.20	0.00
Female	0.00	0.00
Male	0.41	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.29	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.32	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 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.

## 2024-25 School Safety Plan

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 Middle School 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. Noon duties and administrators also help support student safety in traffic loops. School personnel monitor students during recess and during lunch and lunch recess. The school's PBIS Committee continues to meet monthly to support with the implementation of expectations by location and positive reinforcements. 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 updated with the committee, reviewed and discussed with staff, and shared at a community forum in September 2024. It was presented to Discovery's Board on October 15, 2024.

## D. Other SARC Information Information Required in the SARC

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

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		5	
1	25		5	
2	23		5	
3	22		5	
4	34		4	1
5	20	2	3	
6	24	1	4	

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	1	6	
1	25		5	
2	25		5	
3	23		5	
4	28		4	
5	28		5	
6	33	1	2	1

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	3	
1	24		5	
2	25		5	
3	24		5	
4	30		3	
5	27		4	
6	33		4	1

## 2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	968

## 2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	2

## Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11,957	1,986	9,970	92,669
District	N/A	N/A	\$10,539.05	\$89,681
Percent Difference - School Site and District	N/A	N/A	-5.5	3.3
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-7.7	-3.9

## Fiscal Year 2023-24 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 RTI reading and math intervention support and part of our English Learner Instructional aide salary. Title II funds are used to ensure staff have access to ongoing professional development opportunities and ongoing trainings. In 2022- 2023 we have provided GLAD training for some of our newer teachers. We have also sent a group of teachers for DI Writing PD. An annual needs assessment is utilized to determine staff development needs for both certificated and classified employees. Title III funds are used to pay the remainder of the ELIA salary. She conducts annual ELPAC testing of our English Learners. She communicates with our EL parents regarding DELAC meetings and information.

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. The school's LCAP indicated how the school wisely uses

## Fiscal Year 2023-24 Types of Services Funded

LCFF to ensures access and equity for all target groups of students.

## Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$55,353	\$58,553
<b>Mid-Range Teacher Salary</b>	\$83,511	\$93,924
<b>Highest Teacher Salary</b>	\$111,237	\$119,489
<b>Average Principal Salary (Elementary)</b>	\$147,452	\$149,898
<b>Average Principal Salary (Middle)</b>	\$0	\$157,111
<b>Average Principal Salary (High)</b>	\$0	\$151,698
<b>Superintendent Salary</b>	\$270,400	\$270,432
<b>Percent of Budget for Teacher Salaries</b>	34.91	31.93
<b>Percent of Budget for Administrative Salaries</b>	4.61	5.62

## Professional Development

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 2024-2025 include: Teacher Clarity, Deepening Student Discourse, Writing Across Content Areas, Culturally Responsive Teaching, Emergency Preparedness Procedures, Collaborative Conversations, Formative Assessments, SST (Student Study Team) Process, and SEL (Social Emotional Learning). Additional support is provided through coaching, observations, walkthroughs, and peer support. 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.

Total days of PD for 2022-2023: 5 full days of professional learning plus 36 days of 90 minutes of professional learning, not including weekly release time (for 33 weeks) for Professional Learning Cycle and teacher collaboration

Total days of PD for 2023-2024: 5 full days of professional learning plus 36 days of 90 minutes of professional learning, not including weekly release time (for 33 weeks) for Professional Learning Cycle and teacher collaboration

Total days of PD for 2024-2025: 5 full days of professional learning plus 36 days of 90 minutes of professional learning, not including weekly release time (for 33 weeks) for Professional Learning Cycle and teacher collaboration

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2.5	2.5	2.5