

Discovery Charter School

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

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2018-19 School Accountability Report Card Published During the 2019-20 School Year



Discovery Charter

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District Governing Board

Leslie Ray Bunker

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Eduardo Reyes, Ed.D.

Francisco Tamayo

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

School Description

Discovery 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 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 Charter School, students are at the heart of all decision making.

Educational Program:

Discovery 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 option 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 devices to students.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	107
Grade 1	138
Grade 2	118
Grade 3	112
Grade 4	107
Grade 5	112
Grade 6	123
Grade 7	57
Grade 8	54
Total Enrollment	928

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3.9
American Indian or Alaska Native	0.1
Asian	2.4
Filipino	10.9
Hispanic or Latino	63.6
Native Hawaiian or Pacific Islander	0.5
White	13.5
Two or More Races	5
Socioeconomically Disadvantaged	33.4
English Learners	20.8
Students with Disabilities	6.3

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	17-18	18-19	19-20
With Full Credential	36	34	34
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	

Teacher Credentials for Discovery Charter	17-18	18-19	19-20
With Full Credential	♦	♦	1261
Without Full Credential	♦	♦	3
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at Discovery Charter School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	
Total Teacher Misassignments*	0	0	
Vacant Teacher Positions	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 2019-20)

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%

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, 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: 10/29/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	CR 504: counter top edge chipping off, ac vents dirty Mail room: a.c. vent dirty
Interior: Interior Surfaces	Fair	603/601 Wkrm: stained ceiling tile, ceiling grid lifting up, broken glass on fire extinguisher door - looking mech broken Center workroom: stained ceiling tile 501/502 CR 203: sink needs chaulking, cabinet handle broken, counter top stained, ceiling tiles stained CR 302: AC vents dirty and stained, blinds are broken CR 404: rubber on cabinet coming off, sink counter top coming apart, door shuts hard CR 504: counter top edge chipping off, ac vents dirty CR 705: 3 broken tiles CR 707: ceiling tile stain, cracked ceiling tile CR 804: broken ceiling tile, sink cabinets need adjusting / new handle - cove base ooeekubg - outlet covers loose Kinder 607: stains on ceiling tile, sink laminate strip missing, sink needs chaulking

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 CR 203: sink needs chaulking, cabinet handle broken, counter top stained, ceiling tiles stained CR 302: AC vents dirty and stained, blinds are broken CR 403: stained ceiling tile CR 803 YMCA: broken ceiling tile Kinder 604: ac vent stains
Electrical: Electrical	Good	CR 301: Sensor loose in ceiling tile CR 704: phone jack separating from wall, center outlet separation from wall CR 708: cracked ceiling tile, back room outlets broken CR 804: broken ceiling tile, sink cabinets need adjusting / new handle - cove base oekubg - outlet covers loose Library: Light Out
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Admin Boy's RR: sinks need chaulking, floors stained CR 202: sink needs chaulking CR 204: sink counter top peeling up, laminate falling off cabinet doors CR 605: fountain low pressure CR 709: drinking fountain knob broken CR 710: ceiling tile pushed up, stained - sink counter top missing side piece CR 801: North door doesn't completely shut, covebase off near toilet, sink needs chaulking, faucet leaks Kinder 607: stains on ceiling tile, sink laminate strip missing, sink needs chaulking
Safety: Fire Safety, Hazardous Materials	Good	305 center room: Blocked roof access 500 Electrical: Being used as a storage - Blocked panels
Structural: Structural Damage, Roofs	Good	200 Center Room: Roof acces blocked Front 500 storage: shelves need anchors

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	CR 502: front door doesn't close on its own CR 606: staff RR - toilet needs chaulking, back door doesn't shut on its own CR 801: North door doesn't completely shut, covebase off near toilet, sink needs chaulking, faucet leaks Kinder Playground: missing rubber coating on platform on steps Main playground: exposed metal on stairs and platforms broken top rail bracket on backstop Preschool Playground: exposed metal on platforms / stairs
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 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	78	78	65	64	50	50
Math	66	68	51	51	38	39

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 Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	26.8	23.2	9.8
7	16.9	33.9	25.4

Note: 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.

**School Year 2018-19 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	572	566	98.95	77.74
Male	308	305	99.03	72.79
Female	264	261	98.86	83.52
Black or African American	15	15	100.00	73.33
Asian	13	13	100.00	100.00
Filipino	52	52	100.00	90.38
Hispanic or Latino	383	378	98.69	74.07
Native Hawaiian or Pacific Islander	--	--	--	--
White	75	74	98.67	79.73
Two or More Races	31	31	100.00	90.32
Socioeconomically Disadvantaged	234	230	98.29	68.70
English Learners	160	156	97.50	63.46
Students with Disabilities	49	45	91.84	31.11

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.

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 2018-19 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	572	565	98.78	68.14
Male	308	304	98.70	67.11
Female	264	261	98.86	69.35
Black or African American	15	15	100.00	60.00
Asian	13	13	100.00	100.00
Filipino	52	52	100.00	84.62
Hispanic or Latino	383	377	98.43	63.13
Native Hawaiian or Pacific Islander	--	--	--	--
White	75	74	98.67	70.27
Two or More Races	31	31	100.00	83.87
Socioeconomically Disadvantaged	234	230	98.29	56.09
English Learners	160	156	97.50	55.13
Students with Disabilities	49	44	89.80	15.91

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 2019-20)

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 quarterly "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.

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 2019. It was approved by the school's School Site Council in October 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.4	1.1
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.7	0.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

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 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.9
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	3.1
Other	3.0

* 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 Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	23		5		26		5		21	3	2	
1	24		5		24		5		23	1	5	
2	22	1	4		23		5		24		5	
3	20	2	3		22	2	3		22		5	
4	27		4		29		4		27		4	
5	30		5		31		4		28		4	
6	30		4		29		5		31		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 provided for Teachers

Measure	2017-18	2018-19	2019-20
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

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,150	\$45,741
Mid-Range Teacher Salary	\$75,662	\$81,840
Highest Teacher Salary	\$100,783	\$102,065
Average Principal Salary (ES)	\$134,097	\$129,221
Average Principal Salary (MS)	\$0	\$132,874
Average Principal Salary (HS)	\$0	\$128,660
Superintendent Salary	\$299,627	\$224,581

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$8,881.31	\$419.01	\$8,461.30	\$70,589.00
District	N/A	N/A	\$166,094,33	\$78,751.00
State	N/A	N/A	\$7,506.64	\$82,663.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-5.8	-6.5
School Site/ State	16.0	-10.6

Note: Cells with N/A values 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.

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).

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.