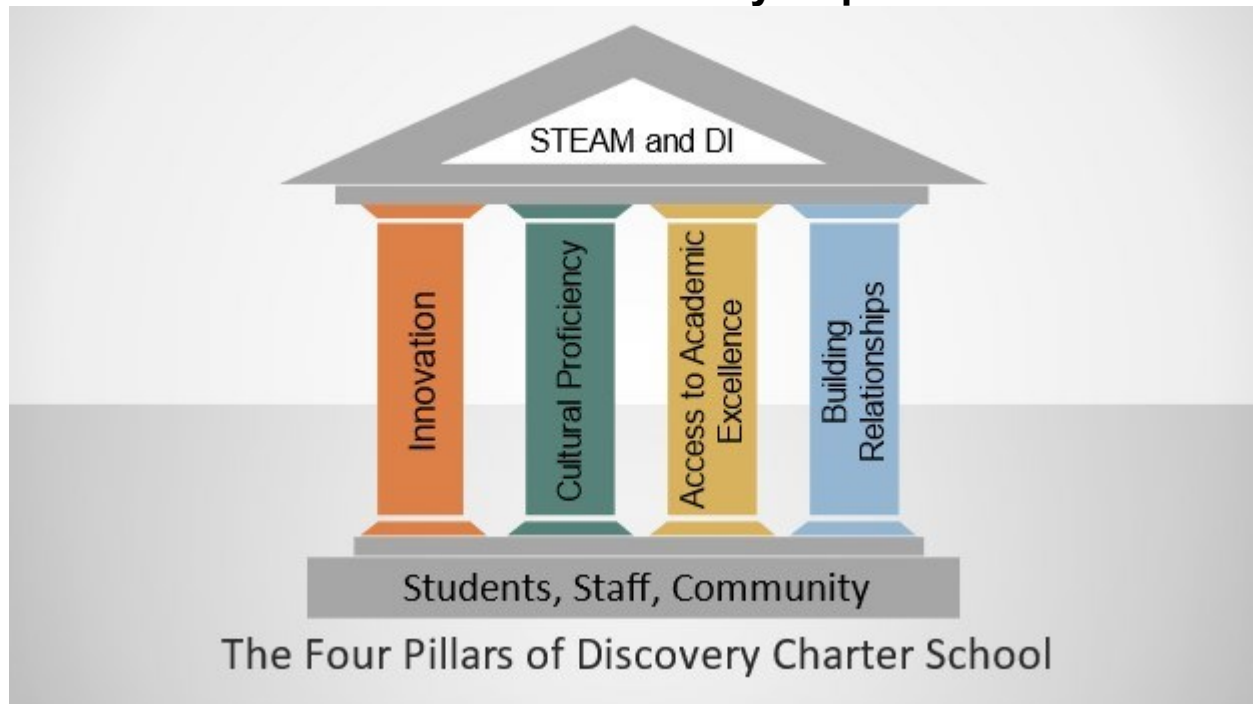


# Discovery Charter School

## 2021 School Accountability Report Card



### 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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](http://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.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at [dq.cde.ca.gov/dataquest/](http://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) [www.caschooldashboard.org/](http://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.

## 2021-22 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>County-District-School (CDS) Code</b>	37-68023-6111322

## 2021-22 District Contact Information

<b>District Name</b>	Discovery Charter
<b>Phone Number</b>	(619) 425-9600
<b>Superintendent</b>	Oscar Esquivel, Interim Superintendent
<b>Email Address</b>	oscar.esquivel@cvesd.org
<b>District Website Address</b>	<a href="http://www.cvesd.org">www.cvesd.org</a>

## 2021-22 School Overview

**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, 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.

## 2021-22 School Overview

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 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

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	110
Grade 1	111
Grade 2	105
Grade 3	135
Grade 4	105
Grade 5	112
Grade 6	103
Grade 7	51
Grade 8	47
Total Enrollment	879

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.6
Male	50.4
Asian	1.7
Black or African American	3.6
Filipino	11.9
Hispanic or Latino	65.4
Native Hawaiian or Pacific Islander	0.6
Two or More Races	4.8
White	11.7
English Learners	12.3
Homeless	0.1
Socioeconomically Disadvantaged	31.9
Students with Disabilities	7.8

### 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

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

## 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>	34.1	86.1	1227.0	88.7	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	5.1	0.4	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.0	5.0	31.4	2.3	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.0	0.0	14.0	1.0	12115.8	4.4
<b>Unknown</b>	3.5	8.8	106.0	7.7	18854.3	6.9
<b>Total Teaching Positions</b>	39.6	100.0	1383.7	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	2.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	2.0

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.0
<b>Local Assignment Options</b>	0.0
<b>Total Out-of-Field Teachers</b>	0.0

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.7
<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)	0.0

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected

December 2018

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 Adelante ELA/SLA Curricula (grades K-3), adopted in 2017.  Other resources used: Achieve 3000, Reading Plus, Prime Science, E-Science, A-Z Science and A-Z Reading, Raz Kids, i-Ready reading, MobyMax, and Imagine Learning (English and Spanish), adopted in 2020.	Yes	0%
<b>Mathematics</b>	Eureka Math, adopted in 2014.  Illustrative Math (grades K-8), adopted in 2021.  Other resources used: i-Ready math program	Yes	0%
<b>Science</b>	Teacher created materials through the NGSS with integrated units of study.  Amplify Science (grades 6-7), adopted in 2021.  Resources used in 2018-2019: Prime Science, FOSS kits, Carolina Biological, GEM, E-Science, A-Z Science, and BrainPop	Yes	0%
<b>History-Social Science</b>	McGraw-Hill, adopted in 2007.  Other resources used in 2018-2019: Prime Social Studies and BrainPop	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		
<b>Science Laboratory Equipment</b> (grades 9-12)	N/A		

## School Facility Conditions and Planned Improvements

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.

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

10/9/2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Principal's Office: thermostat controller melted
<b>Interior:</b> Interior Surfaces		X		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

## School Facility Conditions and Planned Improvements

				<p>CR 203: sink needs caulking, 205- hole cut in wall</p> <p>CR 303: projector screen is tattered and won't close</p> <p>CR 304: holes in ceiling tiles, laminate peeling from bottom of sink cabinet, cobwebs under sink</p> <p>CR 404: rubber on cabinet coming off, sink counter top coming apart, door shuts hard, outlet behind teachers desk loose</p> <p>CR 503: sink cabinet doors breaking/chipping</p> <p>CR 504: counter top edge chipping off, ac vents dirty, spiders/webs under sink, sink drains slow</p> <p>CR 701: holes in wall, cleaners under sink, internet cable box hanging from wall</p> <p>CR 702: blinds missing, covebase under whiteboard loose</p> <p>CR 707: ceiling tile stain, cracked ceiling tile, holes in ceiling tile</p> <p>CR 803 YMCA: broken ceiling tile</p> <p>Kinder 607: stains on ceiling tile, sink laminate strip missing, sink needs caulking, blinds broken on all windows</p>
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			<p>600 Boy's RR: floor stained</p> <p>700 Boys: walls dirty, holes in FRP - need chaulking. Cove base peeling - pipe cap coming off wall</p> <p>700 Girls RR: stained walls, door damage outside</p>
<b>Electrical</b>	X			<p>CR 301: Sensor loose in celiling tile</p> <p>CR 404: rubber on cabinet coming off, sink counter top coming apart, door shuts hard, outlet behind teachers desk loose</p> <p>CR 701: holes in wall, cleaners under sink, internet cable box hanging from wall</p> <p>CR 704: phone jack separating from wall, center outlet separtion from wall, 1 light out, stained ceiling tile</p> <p>CR 708: cracked ceiling tile, back room outlets broken, 1 light out</p> <p>Library: multiple lights out, stained ceiling tiles</p> <p>Storage Left of Stage: electrical cover hanging loose next to vent</p>
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains		X		<p>602/604 Workroom:</p>



## School Facility Conditions and Planned Improvements

				<p>Admin Boy's RR: sinks need caulking, rust holes in floor, toilet paper dispenser loose in handicap stall</p> <p>Admin Women's RR: loose toilet paper dispenser in handicap stall</p> <p>CR 202: sink needs caulking, broken hinges on sink cabinet</p> <p>CR 203: sink needs caulking, 205- hole cut in wall</p> <p>CR 204: sink counter top peeling up, laminate falling off cabinet doors, door doesn't close on swing</p> <p>CR 504: counter top edge chipping off, ac vents dirty, spiders/webs under sink, sink drains slow</p> <p>CR 603: ceiling grid lifting up, corroded drain pipe</p> <p>CR 710: ceiling tile pushed up, stained - sink counter top missing side piece</p> <p>CR 804: sink cabinets need adjusting / new handle</p> <p>Kinder 607: stains on ceiling tile, sink laminate strip missing, sink needs caulking, blinds broken on all windows</p> <p>Kitchen: toilet paper dispenser loose, sink next to kitchen storage drains slow</p>
<b>Safety:</b> Fire Safety, Hazardous Materials	X			<p>305 center room: Blocked roof access</p> <p>500 Electrical: Blocked panels, holes/damaged drywall</p> <p>CR 401: rubber on cabinet door coming off, storage room 1 light out, unmarked spray bottle under sink, calcium build up on sink drain</p> <p>CR 701: holes in wall, cleaners under sink, internet cable box hanging from wall</p> <p>CR 706: cleaners under sink</p>
<b>Structural:</b> Structural Damage, Roofs	X			<p>200 Center Room: stained ceiling tile</p> <p>602/604 Workroom:</p> <p>Admin IDF Room: water bubble in paint on ceiling</p> <p>CR 704: phone jack separating from wall, center outlet separation from wall, 1 light out, stained ceiling tile</p> <p>Library: multiple lights out, stained ceiling tiles</p> <p>Mail room: stained ceiling tile</p> <p>Multiple Purpose Office (Tech?): holes in ceiling tiles/stains</p>

## School Facility Conditions and Planned Improvements

<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		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
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## 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).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

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>	552	NT	NT	NT	NT
<b>Female</b>	265	NT	NT	NT	NT
<b>Male</b>	287	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	12	NT	NT	NT	NT
<b>Black or African American</b>	21	NT	NT	NT	NT
<b>Filipino</b>	68	NT	NT	NT	NT
<b>Hispanic or Latino</b>	355	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	30	NT	NT	NT	NT
<b>White</b>	62	NT	NT	NT	NT
<b>English Learners</b>	59	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	142	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	50	NT	NT	NT	NT

## 2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	552	NT	NT	NT	NT
Female	265	NT	NT	NT	NT
Male	287	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	12	NT	NT	NT	NT
Black or African American	21	NT	NT	NT	NT
Filipino	68	NT	NT	NT	NT
Hispanic or Latino	355	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	30	NT	NT	NT	NT
White	62	NT	NT	NT	NT
English Learners	59	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	142	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	50	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

A3000 Student Groups	A3000 Total Enrollment	A3000 Number Tested	A3000 Percent Tested	A3000 Percent Not Tested	A3000 Percent At or Above Grade Level
All Students	455	442	97	3	67
Female	211	206	98	2	71
Male	244	236	97	3	64
American Indian or Alaska Native	0	0	0	0	0
Asian	71	69	97	3	76

Black or African American	21	21	100	0	71
Filipino	0	0	0	0	0
Hispanic or Latino	285	278	98	2	63
Native Hawaiian or Pacific Islander	4	4	100	0	75
Two or More Races	26	25	96	4	69
White	48	45	94	6	75
English Learners	63	61	97	3	25
Foster Youth	0	0	0	0	0
Homeless	1	1	100	0	100
Military	61	56	92	8	64
Socioeconomically Disadvantaged	153	150	98	2	51
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	36	100	0	25
7th - 8th Student Groups	7th - 8th Total Enrollment	7th - 8th Number Tested	7th - 8th Percent Tested	7th - 8th Percent Not Tested	7th - 8th Percent At or Above Grade Level
All Students	98	97	98.98	1.02	43.88
Female	47	47	100	0	46.81
Male	51	50	98.04	1.96	41.18
American Indian or Alaska Native	0	0	0	0	0
Asian	11	11	100	0	45.45
Black or African American	2	2	100	0	50
Filipino	0	0	0	0	0
Hispanic or Latino	68	67	98.53	1.47	36.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	2	2	100	0	50
White	15	15	100	0	73.33
English Learners	9	9	100	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	12	12	100	0	75
Socioeconomically Disadvantaged	34	33	97.06	2.94	29.41
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	17	17	100	0	5.88

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases

where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	455	441	97	3	33
Female	211	206	98	2	32
Male	244	235	96	4	34
American Indian or Alaska Native	0	0	0	0	0
Asian	71	69	97	3	42
Black or African American	21	21	100	0	33
Filipino	0	0	0	0	0
Hispanic or Latino	285	277	97	3	29
Native Hawaiian or Pacific Islander	4	4	100	0	25
Two or More Races	26	25	96	4	38
White	48	45	94	6	40
English Learners	63	61	97	3	11
Foster Youth	0	0	0	0	0
Homeless	1	1	100	0	0
Military	61	56	92	8	23
Socioeconomically Disadvantaged	153	149	97	3	22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	36	36	100	0	11
7th - 8th Student Groups	7th - 8th Total Enrollment	7th - 8th Number Tested	7th - 8th Percent Tested	7th - 8th Percent Not Tested	7th - 8th Percent At or Above Grade Level
All Students	98	96	97.96	2.04	27.55
Female	47	46	97.87	2.13	29.79
Male	51	50	98.04	1.96	25.49
American Indian or Alaska Native	0	0	0	0	0
Asian	11	11	100	0	36.36
Black or African American	2	2	100	0	50
Filipino	0	0	0	0	0
Hispanic or Latino	68	66	97.06	2.94	23.53
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	2	2	100	0	50
White	15	15	100	0	33.33
English Learners	9	9	100	0	11.11
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	12	12	100	0	50



<b>Socioeconomically Disadvantaged</b>	34	32	94.12	5.88	17.65
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	17	17	100	0	11.76

\*At or above the grade-level standard in the context of the local assessment administered.

## 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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	--	N/A	28.72

## 2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	158	NT	NT	NT	NT
<b>Female</b>	69	NT	NT	NT	NT
<b>Male</b>	89	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	22	NT	NT	NT	NT
<b>Hispanic or Latino</b>	109	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	16	NT	NT	NT	NT
<b>English Learners</b>	11	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	43	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	16	NT	NT	NT	NT

## 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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.

#### 2021-22 Opportunities for Parental Involvement

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, offering to assist their child's teacher, and service opportunities.

Parents orchestrate and implement special events, such as the Read - A - Thon 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. 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, 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

## 2021-22 Opportunities for Parental Involvement

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'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 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.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	917	903	23	2.5
Female	457	452	13	2.9
Male	460	451	10	2.2
American Indian or Alaska Native	0	0	0	0.0
Asian	16	16	0	0.0
Black or African American	33	32	0	0.0
Filipino	106	106	0	0.0
Hispanic or Latino	604	593	18	3.0
Native Hawaiian or Pacific Islander	5	5	0	0.0
Two or More Races	45	45	0	0.0
White	106	104	5	4.8
English Learners	137	132	5	3.8
Foster Youth	1	1	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	302	292	20	6.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	78	75	4	5.3

## 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 and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	1.11	0.11	0.79	0.02	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	1.40	0.56	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.11	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.22	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.94	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 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 the 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 November 2021. It was approved by the school's School Site Council on Nov. 3, 2021.

### 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.

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	3	2	
1	23	1	5	
2	24		5	
3	22		5	
4	27		4	
5	28		4	
6	31		4	

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	22	2	3	
1	20	3	2	
2	22	1	5	
3	19	2	4	
4	21	2	3	
5	28		4	
6	26		4	

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 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	22	2	3	
1	22	2	3	
2	21	1	4	
3	23	1	5	
4	21	2	3	
5	22	1	4	
6	26		4	

## 2020-21 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	

## 2020-21 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	1
Social Worker	0
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	9,908	827	9,080	84,507
District	N/A	N/A	57,444,858	\$82,315
Percent Difference - School Site and District	N/A	N/A	-199.9	2.6
State			\$8,444	\$85,863
Percent Difference - School Site and State	N/A	N/A	7.3	-1.6

## 2020-21 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 Rtl 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.

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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>	\$51,655	\$52,060
<b>Mid-Range Teacher Salary</b>	\$77,932	\$84,043
<b>Highest Teacher Salary</b>	\$103,806	\$107,043
<b>Average Principal Salary (Elementary)</b>	\$137,246	\$133,582
<b>Average Principal Salary (Middle)</b>	\$0	\$138,803
<b>Average Principal Salary (High)</b>	\$0	\$133,845
<b>Superintendent Salary</b>	\$308,616	\$240,628
<b>Percent of Budget for Teacher Salaries</b>	37%	35%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%



## 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 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 75 minutes of professional learning, not including weekly release time (for 33 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 75 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	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2.5	2.5	2.5