



Discovery STEAM Charter School

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

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Chula Vista Elementary School District

84 East J Street
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District Governing Board

Leslie Bunker
Armando Farias
Laurie Humphrey
Eduardo Reyes, Ed.D.
Francisco Tamayo
Linda Kay

District Administration

Francisco Escobedo, Ed.D.
Superintendent
Jeffrey Thiel, Ed.D.
**Assistant Superintendent, Human
Resources Services and Support**
Oscar Esquivel
**Assistant Superintendent, Business
Services and Support**
Matthew Tessier, Ed.D.
**Assistant Superintendent,
Innovation and Instruction Services
and Support**

School Description

Vision:

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

Mission:

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

Educational Program:

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

Instructional Model:

Units of study are developed using the HESS Cognitive Rigor Matrix (Depth of Knowledge (DOK)/ Bloom's Taxonomy) which correlates to the CCSS and the NGSS. The core instructional program at DCS, while integrating STEAM, establishes a strong and solid foundation in reading, writing and mathematics in grades K-2. This foundation provides 3rd-8th grade students with the ability to apply these skills to a dynamic inquiry based STEAM and literacy curriculum, along with opportunities to demonstrate learning through performance tasks. DCS also offers a Dual Immersion options following the 50/50 model in K-6th grade. Technology is a key component that is infused in instruction throughout all grade levels. DCS provides a 1:1 ratio of technology device : student.

About the SARC

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	117
Grade 1	120
Grade 2	109
Grade 3	101
Grade 4	106
Grade 5	148
Grade 6	119
Grade 7	47
Grade 8	44
Total Enrollment	911

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	4
American Indian or Alaska Native	0.1
Asian	3.2
Filipino	10.6
Hispanic or Latino	64.7
Native Hawaiian or Pacific Islander	0.3
White	12.2
Two or More Races	4.4
Socioeconomically Disadvantaged	27.6
English Learners	24.4
Students with Disabilities	5.8
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials			
Discovery STEAM Charter School	15-16	16-17	17-18
With Full Credential	41	36	36
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	NA	0
Chula Vista Elementary School District	15-16	16-17	17-18
With Full Credential	♦	♦	1281
Without Full Credential	♦	♦	8
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Discovery STEAM Charter School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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 2017-18)

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.

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, mathematics and language acquisition. In addition, teachers are integrating technology tools to facilitate day to day tasks such as attendance, report cards and electronic communication.

Textbooks and Instructional Materials Year and month in which data were collected: August 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Achieve 3000, Reading Plus, Prime Science, E-Science, A-Z Science and A-Z Reading, MilMark, Raz Kids, Smarty Ants, Bench Mark (K-3), Imagine Learning The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Eureka Math, ALEK, STAR Math, First in Math The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Prime Science, FOSS, Carolina Biological, GEM, MilMark, E-Science, A-Z Science 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. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	N/A The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
Health	N/A Percent of students lacking their own assigned textbook: N/A
Visual and Performing Arts	N/A
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Classroom space at Discovery Charter Elementary School is adequate to support our school's growing enrollment of 1009 students. Discovery School's custodial staff works closely with District Facilities and Maintenance personnel to maintain a systematic cleaning schedule that ensures routine maintenance functions are performed on a regularly scheduled basis. Three full-time custodians perform basic cleaning operations daily. 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. An automated check in system tracks visitors and volunteers. 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 visitors/volunteer badge. DVR Surveillance Security Systems has been in place. In 2016, an addition of 5 DVR Surveillance Security camera's were installed. Monthly fire drills and lock down drills are conducted in conjunction with the District and 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.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/22/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			CR 605: (2) feel warm in room
Interior: Interior Surfaces	X			603/601 Wkrm: (4) stained ceiling tile/ceiling grid lifting up/broken plastic glass on extinguisher door. Admin mens RR: (9) Broken soap dispenser, (4) light diffuser fallin down, (8) stall door rubs CR 202: (4) laminate falling off cabinet doors CR 305: 4) stained carpet CR 403: (4) Broken ceiling tile (11) household cleaning supplies under sink CR 405: (4) Blue stain on door (6) termites in light fixtures and room (11) house hold hand soap40 CR 503: (4) laminate broken off counter top. CR 701: (4) stains on carpet (11) household cleaners under sink, (12 Cabinet chiped. CR 702: (4) 2 ceiling tiles with hole in them CR 705: (4) 3 broken tiles (11) household products under sink CR 711: (4) open seams on carpet patches, (9) fountain low. CR 801: (15) North door dosn,t completely shut. (4) cove base off near toilet (8) toilet seat loose 9() fountain low/sink needs caulking CR 803: (4) broken ceiling tile CR 804: (4) broken ceiling tile Multiple Purpose: (4) stained ceiliing tile in room between multipurpose and library/walk off tiles lifting, carpet stains, sound room , (7) six lights not working.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			600 boys: (5) Restrooms dirty 600 girls: (5) Restrooms dirty (7) bulb out (8) loose toilet seat 700 Boys: (5) Walls dirty (9)Loose sinks and caulking around sinks (8) Loose toilet seats (5) ceiling dirty/drill holes in FRP board need caulk Admin girls rr: (5) spider webs in skylight area CR 405: (4) Blue stain on door (6) termites in light fixtures and room (11) house hold hand soap40 CR 601: (11) household products under sink (9) fountain low (5) spots on carpet. Kinder 607: (11) Household cleaning supplies under sink (8) toilet seats loose (5) stains on ceiling tile. Preschool Playground: (6) excessive pine needles and trash

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/22/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Electrical: Electrical	X			600 girls: (5) Restrooms dirty (7) bulb out (8) loose toilet seat CR 502: Incom doesn't work. Multiple Purpose: (4) stained ceiling tile in room between multipurpose and library/walk off tiles lifting, carpet stains, sound room , (7) six lights not working.
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	600 girls: (5) Restrooms dirty (7) bulb out (8) loose toilet seat 700 Boys: (5) Walls dirty (9) Loose sinks and caulking around sinks (8) Loose toilet seats (5) ceiling dirty/drill holes in FRP board need caulk 700 Girls RR: (8) Loose toilet seat (9) Loose sinks and caulking around sinks Admin mens RR: (9) Broken soap dispenser, (4) light diffuser fallin down, (8) stall door rubs Admin womensRR: (8) Loose toilet seats CR 201: (9) Fountain low. CR 204: (9) fountain low CR 205: (9) No connection for hot water. CR 601: (11) household products under sink (9) fountain low (5) spots on carpet. CR 606: (9) Staff RR toilet need calking CR 711: (4) open seams on carpet patches, (9) fountain low. CR 801: (15) North door dosn,t completely shut. (4) cove base off near toilet (8) toilet seat loose 9() fountain low/sink needs caulking CR 802: 13) possible roof leak over sink, (5) spots on carpet. Kinder 605: (9) Sink bubbler clogged Kinder 607: (11) Household cleaning supplies under sink (8) toilet seats loose (5) stains on ceiling tile. Kinder Playground: (14) missing rubber coating on platform on steps (9) fountain low Main playground: (9) Drinking fountains low (12) exposed metal on stairs and platforms/broken top rail bracket on backstop
Safety: Fire Safety, Hazardous Materials	X			CR 300 Center room: (11) Household cleaner CR 302: (9) Faucet stays on for a while. CR 403: (4) Broken ceiling tile (11) household cleaning supplies under sink CR 405: (4) Blue stain on door (6) termites in light fixtures and room (11) house hold hand soap40 CR 502: Incom doesn't work. CR 505: (9) No hot water. CR 601: (11) household products under sink (9) fountain low (5) spots on carpet. CR 701: (4) stains on carpet (11) houshold cleaners under sink, (12) Cabinet chiped.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/22/2017

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
					CR 705: (4) 3 broken tiles (11) household products under sink CR 711: (4) open seams on carpet patches, (9) fountain low. Kinder 607: (11) Household cleaning supplies under sink (8) toilet seats loose (5) stains on ceiling tile.
Structural: Structural Damage, Roofs	X				CR 401: (12) Rubber on cabinet door coming off. CR 402: (12) Rubber on cabinets coming off CR 404: (12) Rubber on cabinet coming off. CR 501: (12) Cabinet door off hinger. CR 701: (4) stains on carpet (11) household cleaners under sink, (12) Cabinet chipped. CR 801: (15) North door doesn't completely shut. (4) cove base off near toilet (8) toilet seat loose 9() fountain low/sink needs caulking CR 802: 13) possible roof leak over sink, (5) spots on carpet. Main playground: (9) Drinking fountains low (12) exposed metal on stairs and platforms/broken top rail bracket on backstop
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				600 boys: (5) Restrooms dirty CR 404: (12) Rubber on cabinet coming off. CR 706: (15) Doors needs paint. Kinder 602: (15) torn window screens Kinder Playground: (14) missing rubber coating on platform on steps (9) fountain low Speech room: door doesn't close on it's own
Overall Rating	Exemplary	Good	Fair	Poor	Met with Principal, who spoke to custodial staff regarding cleanliness and simple repair issues and work orders submitted for maintenance and repairs
		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, 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	69	73	62	62	48	48
Math	67	65	48	49	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	76	86	67	62	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20.7	31.7	35.9
7	20	33.3	22.2

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	166	163	98.2	85.9
Male	89	88	98.9	90.9
Female	77	75	97.4	80.0
Filipino	20	20	100.0	100.0
Hispanic or Latino	105	103	98.1	79.6
White	24	23	95.8	100.0
Socioeconomically Disadvantaged	51	51	100.0	74.5
English Learners	23	23	100.0	60.9
Students with Disabilities	14	13	92.9	84.6

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2016-17 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	571	555	97.2	72.97
Male	306	299	97.71	69.23
Female	265	256	96.6	77.34
Black or African American	24	24	100	70.83
Asian	17	17	100	94.12
Filipino	54	54	100	83.33
Hispanic or Latino	372	356	95.7	66.29
White	71	71	100	91.55
Two or More Races	32	32	100	78.13
Socioeconomically Disadvantaged	183	178	97.27	56.18
English Learners	174	165	94.83	58.79
Students with Disabilities	48	44	91.67	18.18

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 2016-17 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	571	563	98.6	65.01
Male	306	301	98.37	70.43
Female	265	262	98.87	58.78
Black or African American	24	24	100	45.83
Asian	17	17	100	88.24
Filipino	54	54	100	79.63
Hispanic or Latino	372	364	97.85	58.79
White	71	71	100	83.1
Two or More Races	32	32	100	71.88
Socioeconomically Disadvantaged	183	182	99.45	50
English Learners	174	173	99.43	52.6
Students with Disabilities	47	44	93.62	20.45

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Contact person: Sandy Du-Song

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 through the Parent Teacher Committee (PTC). Parent meetings are designed and delivered around topics generated from annual parent surveys. Such topics include, but are not limited to: grade level standards, assessments, curriculum and instruction, technology, support / networking, and parenting skills.

Parents and members of the community volunteer many hours in classrooms, in the school office, and on the playground, as well as with special events. Discovery 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 Board of Directors, School Site Council (SSC), English Language Advisory Committee (ELAC), GATE Advisory, and Parent /Teacher/Children (PTC) Committee and monthly Coffee with the Principal. Parents provide input in annual budget planning and in promoting school activities.

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. Translation services and services for hearing or visually impaired are available upon request.

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

Student safety and well-being are ensured through monthly fire drills, quarterly duck & cover earthquake preparedness drills, an annual bus evacuation drill, and bi-annual shelter-in-place and lock-down drills. Through a special grant from the Anti-Defamation League (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.

School personnel monitor students during recess and during lunch and lunch recess.

A Committee of parents and staff annually review the School Safety Plan, in conjunction with the Chula Vista Police Department. Every member of the school's staff is assigned a responsibility in the event of an emergency. The School Safety Plan and School Evacuation Routes Plan are reviewed and updated annually. The School Site Council approved the School Safety Plan on August 09, 2017.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	2.0	1.4	0.6
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.7	0.6	0.6
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		16
Percent of Schools Currently in Program Improvement		43.2

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	2
Psychologist	1.5
Social Worker	0.5
Nurse	1
Speech/Language/Hearing Specialist	1.5
Resource Specialist	2
Other	16
Average Number of Students per Staff Member	
Academic Counselor	0

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

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	20	23	23	1			4	5	5			
1	19	23	24	4			1	5	5			
2	21	18	22	2	5	1	3		4			
3	20	21	20	2		2	5	5	3			
4	28	29	27				4	5	4			
5	31	29	30				4	4	5			
6	30	29	30				4	4	4			

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

Professional Development provided for Teachers

Discovery 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, local measures, CELDT data, 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 2017-2018 included: Projected Base Formative Assessment, Common Core Standards training and Differentiation. Teachers are encouraged to attend conferences and workshops to support individual teacher and school wide needs. Additional support is provided through coaching, observations, walkthroughs, peer support. An on-site BTSA support provider works closely with new teachers for mentoring and coaching.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,672	\$48,678
Mid-Range Teacher Salary	\$70,414	\$78,254
Highest Teacher Salary	\$93,793	\$96,372
Average Principal Salary (ES)	\$124,057	\$122,364
Average Principal Salary (MS)		\$125,958
Average Principal Salary (HS)		\$126,758
Superintendent Salary	\$265,166	\$212,818
Percent of District Budget		
Teacher Salaries	38%	38%
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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,881.31	\$419.01	\$8,461.30	\$70,589.00
District	♦	♦	\$166,094,33	\$72,171
State	♦	♦	\$6,574	\$78,363
Percent Difference: School Site/District			-5.8	-6.5
Percent Difference: School Site/ State			16.0	-10.6

* Cells with ♦ do not require data.

Types of Services Funded

State and federal categorical funds support learning for identified at-risk students. Title I (Targeted Assistance) funds are utilized to support before and after school tutoring and intersessions as well as, intervention support staff for a RtI reading and math 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 2015-2016 Title II funds supported professional growth through the following trainings: Learning Headquarters, GLAD Training, CA STEM symposium, CA Math Council South Annual Conference, Kathy Caric CDE Consultant providing professional development services on topic of assessment of student learning that included CAASPP, State and Federal assessments. SBAC. and Shinebright.

Title III, ELD funds, support one full-time English learner instructional assistant who conducts annual CELDT/LAS testing, as well as classroom support for English language learners.

Class Size Reduction funds ensure lowered class sizes by maintaining a 24:1 ratio of students to teacher in Kindergarten through third grade.

The school's Board of Directors reviews data, monitors program 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.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <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).

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.