

Discovery Charter Preparatory #2

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

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

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Discovery Charter Preparatory #2
Street	13570 Eldridge Avenue
City, State, Zip	Sylmar, CA 91342
Phone Number	(818)897-1187
Principal	Dr. Karen Smith
Email Address	ksmith@discoveryprep.org
Website	www.discoveryprep.org
County-District-School (CDS) Code	19647330115253

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Discovery Charter Preparatory School #2
Phone Number	818-897-1187
Superintendent	Dr. Karen Smith
Email Address	ksmith@discoveryprep.org
Website	www.discoveryprep.org

School Description and Mission Statement (School Year 2020-2021)

Discovery Charter Preparatory was started in 2002 by local parents, who did not want to send their children to the local high schools after middle school. DP was the first startup charter high school in LAUSD. The school added tenth grade in 2003, eleventh grade in 2004 and twelfth grade in 2005. It has an enrollment of about 249 students. Since 2015-2016, DP has purchased a new school in Sylmar, California. Our partnership with Los Angeles Mission College blossomed when we took ownership of the new location. Professors come to our school to teach students here on our campus and we are fortunate to utilize Los Angeles Mission's athletic fields for Basketball and Football.

ACCOMPLISHMENTS

- . 100% graduation rate
- . 6 year Accreditation - Discovery Charter Preparatory was granted 6 years accreditation from last year's WASC Accreditation Committee (Western. Association of Schools and Colleges)
- 55% of graduating seniors in the past 5 years have been accepted to 4-year College/University.
- . 34% of students accepted to two-year colleges/University
- . 11% of student in other (military, work trade, etc.)
- Advisory Program where students are monitored by their assigned Advisor for 4-years
- Schoolwide implementation of Technology Devices: iPads, Clickers, Calculators, SmartBoards, Chromebooks 1 per pupil
- Partnership with Los Angeles Mission College for dual-enrollment
- Implementation of weekly grade checks.
- Schoolwide Professional Development individualized to meet the needs of teachers.
- 70% of graduating seniors apply to at least 1 College/University.
- 100% of students who graduate on-stage take at least one college entrance exam.

- The School Counselor hosts at least 6 college application workshops during the school year to provide students with individual assistance in completing their college applications.
- The School Counselor hosts at least 1 College financial aid workshop to provide students with assistance in applying for various forms of financial aid including the FAFSA.
- Discovery Prep graduates have gone on to attend and graduate from universities such as U.C.L.A, U.C. Berkeley, Dartmouth, University of Pennsylvania, Lewis and Clark College, and a host of other prestigious schools.

University of California A-G Requirements:

Since its inception, Discovery Prep has maintained the rigorous standard of requiring students to satisfy the A-G requirements as a prerequisite for graduation. The mission of Discovery Prep is “to provide the necessary skills and support so that every student is prepared to attend college upon graduation from high school.” As a college preparatory school, Discovery Prep believes that all its graduates should be college eligible. In keeping with the school’s mission, the graduation requirements of Discovery Prep are the same as the UC A-G requirements. That means 100% of students who graduate from Discovery Prep have met the UC/CSU requirements and are ready to enroll in college upon graduation.

Discovery Prep is a college preparatory school and takes multiple different steps to ensure that students have the ambition to go to college and are prepared once they arrive. The Advisory curriculum is specifically designed to give students the necessary skills needed to be successful in college due to the one-on-one nature of the student-teacher relationship in Advisory. In addition, the Advisory curriculum helps students to understand that high school course requirements are necessary to graduate from Discovery Prep, and the curriculum is geared towards helping students grow at each grade level and emphasizes graduation from Discovery Prep. Discovery Prep students have the same teacher (Advisor) from 9th through 12th grade and are able to connect on a deeper level with their Advisor. Advisors help their Advisees at every step of the college application process to make sure they are on track to graduate from Discovery Prep. Discovery Prep’s counselor, administrators, and faculty help guide students toward completion of the necessary courses and graduation requirements.

GOALS & PHILOSOPHY

Discovery Prep provides a small high school environment, which is the ideal setting for many students. Many of our students will be the first in their families to attend college, and some are the first to graduate from high school. As such, students who attend our school benefit greatly from the small, supportive learning community and college-going culture that guides them on their way to higher education. In fact, Discovery Charter Prep graduates have gone on to attend and graduate from universities such as UCLA, UC Berkeley, Dartmouth, University of Pennsylvania, Lewis and Clark College, and a host of other prestigious schools. The senior class of 2016 includes three students who are currently interviewing with Harvard University. Discovery Charter Prep’s culture of high expectations is dedicated to closing the achievement gap for students by providing them with supportive, individualized attention for academic success. This goal is supported by small class sizes with a maximum of 25 students per class. At Discovery Charter Prep, students see how academics play a part in becoming productive citizens and lifelong learners. Teachers and staff focus on providing a positive and nurturing environment, emphasizing professional behavior, courtesy, and hard work. When students graduate, they have a solid and well-rounded academic foundation, which will supply them with the motivation and the tools to successfully complete college.

Mission, Vision, and Learner Outcomes:

MISSION

The mission of Discovery Charter Prep is to expand access to higher education by providing "the necessary skills and support so that every student is prepared to attend college upon graduation from high school." We provide the skills students of all achievement levels will need to reach their highest academic potential.

VISION

Our vision is to provide a safe and nurturing learning environment in which instruction is rigorous and meaningful. We are dedicated to closing the achievement gap for our students by providing them with supportive, individualized attention and high expectations for academic success. We believe that every student can overcome obstacles and make college a reality.

Discovery Prep purchased a school site in Sylmar after serving the Pacoima community for fifteen years. Our demographics have not changed and the school provides transportation for students who were attending the location in Pacoima. Many of our students will be the first in their families to attend college, and some are the first to graduate from high school. As such, students who attend our school benefit greatly from the small, supportive learning community and the college-going culture that guides them on their way to higher education.

At Discovery Prep, students see how academics play a part in becoming productive citizens and lifelong learners.

Discovery Charter Prep has established Expected School-wide Learning Results (E.S.L.R.s) and actively promotes these learner outcomes throughout the school year.

Every Discovery Prep graduate will be:

Effective Communicators who:

- Write and speak competently.
- Utilize technology skillfully.
- Articulate opinions with supporting evidence.
- Exchange ideas cooperatively.

Critical Thinkers who:

- Read and write with comprehension.
- Identify problems and use various strategies to reach solutions for academic challenges.
- Process, synthesize, and evaluate information.

Responsible Individuals who:

- Respect themselves, other people, and property.
- Contribute to their community.
- Exercise personal and academic self-discipline. Create plans, options, and opportunities for the future

Students will become self-motivated, competent, lifelong learners by completing Discovery Prep's curriculum. Through a curriculum and school atmosphere dedicated to college preparation, as well as a rigorous college counseling and advisory program geared towards motivating and giving students the tools to be accepted to four-year colleges, students will see the importance and the benefits of going to college and becoming educated citizens in the 21st Century.

Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Grade 9	80
Grade 10	51
Grade 11	75
Grade 12	42
Total Enrollment	248

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	0.4
Filipino	0.4
Hispanic or Latino	97.2
White	0.4
Socioeconomically Disadvantaged	84.3
English Learners	6.9
Students with Disabilities	12.1
Foster Youth	1.6
Homeless	0.8

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

Teacher Credentials

Teachers	School 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	11	14	14	14
Without Full Credential	4	2	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	2	.5	.5

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	2	.5
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: MARCH 2021

All curriculum and instruction is implemented using google classroom and zoom. Listed below are various softwares used in the implementation of technology and also due to the Covid-19 pandemic resulting in Distance Learning.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>The Language of Literature Grade 9 (MacDougall Littell, 2006).</p> <p>The Language of Literature Grade 10 (MacDougall Littell, 2006).</p> <p>The Interactive Reader Plus for English Learners</p> <p>The Odyssey (Homer)</p> <p>The Tortilla Curtain (T.C. Boyle)</p> <p>A Monster Calls (Patrick Ness)</p> <p>Mythology (Edith Hamilton)</p> <p>The Autobiography of Malcom X (Alex Haley)</p> <p>The Tragedy of Julius Caesar (William Shakespeare)</p> <p>Always Running (Luis Rodriguez)</p> <p>The Kite Runner (Khaled Hosseini) The Things They Carried (Tim O'Brien) Fahrenheit 451 (Ray Bradbury)</p> <p>Romeo and Juliet (William Shakespeare)</p> <p>Hamlet (William Shakespeare)</p> <p>Animal Farm (George Orwell) Night (Elie Wiesel)</p> <p>The Marriage of Figaro (Lorenzo DaPonte/Wolfgang Amadeus Mozart)</p> <p>The Great Gatsby (F. Scott Fitzgerald)</p> <p>In Cold Blood (Truman Capote)</p> <p>To Kill A Mockingbird (Harper Lee) Things Fall Apart (Chinua Achebe)</p> <p>SAVVAS Realize MyPerspective (All grade levels)</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	Algebra 1: Concepts and Skills 6th Edition (MacDougall Littell, 2010) Algebra 1: Common Core (An AMSCO Publication, 2015) Algebra 2: Concepts and Skills 4th Edition (MacDougall Littell, 2008) Algebra 2: Concepts and Skills 4th Edition (MacDougall Littell, 2010) Geometry: Concepts and Skills (MacDougall Littell, 2005) Precalculus with Trigonometry: Concepts and Applications (Key Curriculum Press, 2007). Statistics (Houghton Mifflin Company, 2007) Acellus Edgenuity Deltamath Perfectlearning (AMSCO) Infinitealgebra1 Khan Academy	Yes	0
Science	Biology: Experience Biology (Miller & Levine, 2005, Pearson 2019) AP Biology: Campbell Biology in Focus 3rd Edition, (AP Edition 2020 with Mastering Biology with Pearson eText) AP Biology: Barron's AP Bio 6th Edition (Barron's Educational Series Inc. 2017) Biology & AP Biology: https://ExploreLearning.com Biology and & AP Biology: https://lausd.agilemind.com/ Biology & AP Biology: https://auth.edgenuity.com/ Biology: https://www.flocabulary.com/ Experience Chemistry in the Earth System: SAVVAS Hardcopy and Digital (Learning Company LLC, 2021) Chemistry (Pearson Education Inc., 2005)	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	History Alive: Pursuing American Ideals (Teacher’s Curriculum Institute, 2013) Modern World History: Patterns of Interaction (MacDougall Littell, 2006) American Anthem: Modern American History (Holt, Rinehart, Winston, 2007) Magruder's American Government (Prentice Hall, 2006) The American Pageant 14th Edition (Wadsworth Cengage Learning, 2006) JA Economics Textbook 1st Edition (Junior Achievement USA, 2016) JA Economics Student Study Guide 1st Edition (Junior Achievement USA, 2017) Nearpod Flocabulary EdPuzzle Khan Academy Edgenuity Flipgrid iCivics CSPAN (Classroom Resources) National Constitution Center	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Foreign Language	Buen Viaje Level 1 (Glencoe/McGraw Hill, 2005) El Español Para Nosotros Level 1 (McGraw Hill, 2006) El Español Para Nosotros Level 2 (McGraw Hill, 2006) Buen Viaje Level 2 (Glencoe/McGraw Hill 2008) Abriendo paso: Temas y lecturas (Pearson, 2014) Abriendo Paso: Gramatica (Prentice Hall, 2007) Abriendo puertas (Houghton Mifflin Harcourt 2013) Practice Book Level 1 Beginner (Penguin Random House, 2016) Practice Book Level 2 Beginner (Penguin Random House, 2016) Practice Book Level 3 Intermediate (Penguin Random House, 2016) Practice Book Level 4 Advance (Penguin Random House, 2016) Practice Book English Grammar Guide (Penguin Random House, 2016) Flipgrid Quizlet Kahoot Nearpod EdPuzzle Flocabulary	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	<p>Lifetime Health (Holt, Rinehart and Winston 2004).</p> <p>Online Resources for Health 2019 Zoom Edpuzzle Kahoot Google Classroom Quizlet MENTAL HEALTH & HIGH SCHOOL CURRICULUM GUIDE UNDERSTANDING MENTAL HEALTH AND MENTAL ILLNESS (Teenmentalhealth.org) No Longer a Teen: Development in Early Adulthood Center for Nutrition Policy and Promotion</p> <p>Physical Education online resources 2019 Zoom Edpuzzle On Deck Circle (YouTube) Kahoot Google Classroom Quizlet Center for Nutrition Policy and Promotion FitnessGram by The Cooper Institute (5 Components of Health-Related Fitness) Group HIIT (Fitness Videos)</p>	Yes	0
Visual and Performing Arts	<p>The Visual Experience 3rd Edition (Davis Publishing, 2005). Scholastic Arts Magazine: https://art.scholastic.com The Art Assignment: http://www.theartassignment.com Art 21: https://art21.org/ Kahoot Khan Academy</p>	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Science Laboratory Equipment (grades 9-12)	Microscopes Test Tubes Beakers Scales Slides Specimens Goggles Gloves Safe Equipment Emergency Eyewash Station Triple Beam Balances Hotplate Glassware (flasks, graduated cylinders, test tubes) Chemicals Thermometers	Yes	0

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

School Facility Conditions and Planned Improvements

Discovery Charter Preparatory School moved into a new facility in August, 2016. The address is 13570 Eldridge Avenue, Sylmar, California 91342, and is located just three blocks from Los Angeles Mission College.

The new 28,000 square foot facility sits on approximately 3.88 acres. Property features include: classrooms, offices, a non-commercial kitchen, a multi-purpose room/theater, 100 on-site parking spaces, outdoor Basketball courts, and an athletic field.

Unfortunately, Discovery Charter Preparatory School was given access to the new property only 10 days prior to the start of the 2016-2017 School Year. All planned renovations and repair work had to be postponed. Beginning June 12, 2017, construction will commence to address all deficiencies. The project will include, but not be limited to, a new roof, new HVAC units, repair of Solara Panel System, new water fountains, paint, flooring, etc.

School Facility Good Repair Status

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2021

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)	55	N/A	45	N/A	50	N/A
Mathematics (grades 3-8 and 11)	30	N/A	34	N/A	39	N/A

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

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

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

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

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

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)	9	N/A	23	N/A	30	N/A

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

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

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

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

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

Career Technical Education Programs (School Year 2019-2020)

We currently offer college courses at Discovery Charter Prep. Plans are being made to work with Los Angeles Mission College (LAMC) to create a pathway for CTE courses.

Career Technical Education (CTE) Participation (School Year 2019-2020)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2019-20 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2018-19 Graduates Who Completed All Courses Required for UC/CSU Admission	100

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2019-2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-2021)

NOTE: Distance Learning has been implemented since March 2020. Until the situation changes to Hybrid Learning or school reopening, all correspondence is done via Zoom Meetings, telephone, texting, email and Blackboard. All Parent Conferences, School Meetings and IEP's are being conducted as usual only through phone or Zoom. Please look at Attachments for copies of Distance Learning Plans for Special Ed, English Learners and all students.

Parent Involvement

Parent involvement is an integral part of Discovery Prep's mission and vision to promote student achievement and is strongly encouraged at Discovery Prep. Discovery Prep families recognize that the entire community must be involved in student education.

Discovery Prep hosts a monthly "Parent Meeting Night" to discuss current issues and to hear from community speakers, college representatives, parents of Discovery Prep graduates who currently attend college, financial aid advisors, and others. Additionally community agencies often refer guest speakers to address current social issues relating to tutoring, counseling, parenting classes, and extracurricular activities designed to motivate and support students and their parents.

Parent meetings have included guest speakers from the Los Angeles County Department of Mental Health Services and community agencies such as the Comprehensive Community Health Centers in an effort to educate parents regarding mental health services and strategies to help support the social and behavioral development of students.

Due to the dynamic services offered, parent attendance is high at these meetings and is a bridge between school and home. Parent meetings reinforce Discovery Prep's goals of promoting higher education and professional success.

- . Parent Advisory Committee (PAC)

The Parent Advisory Committee (PAC) plays an important part in monitoring the school wide action plan. As aforementioned, parent involvement at Discovery Prep is strongly encouraged. PAC members provide a strong parent voice through engaging in a review of Discovery Prep’s programs and offering advice to administrators and faculty. Parent Advisory Committee (PAC) which meets monthly. PAC provides an authentic parent voice through engaging in review and generating advice and feedback to Discovery Prep. Parents are viewed as an integral stakeholder group and are invited to attend school board meetings and to participate in extracurricular activities. Parents from the PAC committee also help coordinate “Parent Meeting Nights.” Recognizing that parents are an integral part of the school community, Discovery Prep has an annual Parent Dinner Night, where the school provides dinner and welcomes parents to bring various dishes to share in a community-building experience with teachers, parents, administrators, and staff.

- Parent Liaison

Discovery Charter Preparatory has a Parent Liaison. Through our open door policy, if a parent has a concern or wants to become more involved with the direction of the school, they are welcome to join the PAC meetings or conference with the Parent Liaison or Principal. Based on our recent parent survey, parents are well informed about whom to contact when they have a concern assist and advocate for parents and students. The express role of Discovery Prep’s parent liaisons is to support parents at all times, advocate for parent needs, and ensure their voice is heard. Discovery Prep actively solicits feedback from parents and engages parents in order to support their children academically and behaviorally.

Committees parents may join or attend.

- Board Meetings
- School Site Council

The School Site Council (SSC) plays a very important role in the process of monitoring the school wide action plan and providing regular feedback. SSC meets regularly and listens to the voices of teachers, faculty, staff, students, and community members in monitoring the school wide action plan. The SSC works with the principal to develop, review, and evaluate school improvement programs and school budgets. These ideas are then incorporated indirectly or directly in many different areas of the school wide action plan.

- ELAC

What is the ELAC?

- o The ELAC is a group of English Learner parents and community members who advise and assist schools in making important decisions related to services for English Learners.
- o The California Education Code requires an ELAC be formed at schools with more than 20 identified English Learners.

Who can serve on the ELAC?

- o Any student's parent or community member can serve on the ELAC. The ELAC executive board is made up of five ELAC members who can only be elected by parents of English Learners. At least three members of the executive board must be parents of English Learners themselves. The chairperson must be a parent of an English Learner in attendance at the school.

What are the responsibilities of the ELAC?

- o Consult with parents regarding academic services provided to English learners. All ELAC meeting agendas are publicly posted and meetings are a matter of public record.

- o Advise in the development and implementation of the school site plan for services and programs for English learners and submit them to the district's governing board.
- o Review the school's language census report and academic achievement results when developing the school's plan for English learner services and programs.
- o Help make parents aware of the importance of regular school attendance.
- o Power School/Advisory
- o. Discovery Prep connects with parents and students is through our online student database, PowerSchool. The parent-student portal provides instant access to their child's current grades and attendance.
- o During weekly Advisory class, the student's Advisor hands out printed copies of the student's grades for students to take home and show to parents. The Advisor also reviews the grades with the student and provides support, encouragement, and guidance. The Advisor closely monitors the student's academic progress.

Note: Due to new scheduling during Covid-19 Pandemic, Advisories meet Monday and Friday. The same activities are completed as written above, however, it is all done through zoom, emails, mailers. Parent conferences, School Meetings and IEP's are all being held as usual.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Dropout Rate	7.6	10.4	3.3	10.8	11.3	10.9	9.1	9.6	9
Graduation Rate	87.3	87.5	93.4	79.7	80.1	81.5	82.7	83	84.5

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

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

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	4.8	9.5	0.8	0.7	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.3	5.3	2.5
Expulsions	0.00	0.00	0.1

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

School Safety Plan (School Year 2020-2021)

Discovery Charter Preparatory's Covid-19 Safety Plan

There is a plan which addresses In-Person testing as well as hybrid and Reopening Schools. It can be found on the website: www.discoveryprep.org

Creating a Supportive and Positive School-wide Atmosphere

Discovery Prep is proud to have established a very safe, caring and supportive atmosphere for parents, students, faculty, and all stakeholders. With the renewed emphasis on restorative practices and school-level community-building, Discovery Prep is continuing to focus on its commitment to creating a positive school culture through extensive training on restorative practices, Positive Behavior Intervention and Support (PBIS) strategies, as well as learning to use group activities to reinforce positive academics, behavioral supports and progressive discipline strategies.

Discovery Prep has implemented a 3-tiered Positive Behavior Intervention and Support Plan (PBIS).

- Tier 1 supports focus on the entire student population by creating a school culture and climate conducive to academic and behavioral excellence. This includes positive incentives and a reward token program, which recognizes students for exemplifying outstanding academics and behavior as members of the school community. Each month, the Coordination of Services Team (COST) meets to determine the effectiveness of supports.
- Tier 2 and Tier 3 interventions and supports target students who require more individualized supports and interventions.

This includes weekly grade checks during advisory, meetings with the principal for low-achieving students, and after school tutoring. Attendance interventions also occur at least once a month, in which students and parents meet with the attendance counselor and the assistant principal. If necessary, students are referred to the Student Success Team (SST) for more intensive support and interventions.

In-class Discipline Issues

When students have disciplinary issues in class, teachers implement in-class strategies and progressive discipline procedures to redirect student behavior and to teach expectations. Teachers use the following steps: conference with the student to reteach behavioral expectations; contact parents; assign detention and/or tutoring. When a student is sent to administration, alternatives to suspension are implemented in lieu of suspension or expulsion. Restorative practices are implemented that include: counseling, psychological services, social justice circles, and community service.

PBIS

Positive Behavioral Interventions and Supports- PBIS is defined as a “multi-tiered prevention framework guiding the implementation and sustainability of evidence-based interventions to meet the academic, behavior and social-emotional needs of all students.” PBIS is our behavioral-support system that focuses on teaching students the importance of positive behaviors, smart decisions and better choices through appropriate recognition and consequences.

Discovery Charter Preparatory School strives to create a positive learning environment that gives students clear expectations in how to be safe, be respectful and responsible. All students are to review and abide by all of the rules listed in our Student Handbook. Teachers may also have more detailed and specific class rules that students are to be aware of and follow.

Recognize Any Student, Anywhere!

A key aspect of PBIS is focusing on more positive behaviors and less on negative behaviors. PBIS Rewards makes this fundamental step in PBIS much easier in a schoolwide support setting. Our convenient suite of PBIS Apps and the Desktop Portal make it easy for the whole school to participate in student recognition, providing consistency throughout the school. With PBIS Rewards, teachers, administrators, and staff can all support student growth and development through acknowledgment of student successes with PBIS expectations.

PBIS Rewards is About Student Acknowledgement

When teachers see students exhibiting a positive behavior, they acknowledge the action: "Thank you, Tommy, for following our hallway expectations!" With the PBIS Rewards system, teachers, staff, and administrators can recognize and acknowledge student behavior in a fun and inviting way. We commonly refer to this as the ability to recognize any student, anywhere. We want to give schools the ability to focus on positive behaviors that foster growth in the classroom and build positive teacher-student relationships.

PBIS-Rewards

Discovery Charter Preparatory School staff implements PBIS Rewards which stands for Positive Behavior Interventions & Supports. PBIS Rewards is an electronic token system that has proven to help create a positive climate in which every student can learn and grow academically. It is evidence-based framework used by schools to improve school culture and student behavior, promoting a safe environment for learning. This framework supports students who display exemplary behaviors that are aligned with the schools Mission, Vision and Student Learning Outcomes and School-Wide Expectations. Rewards such as gift cards, school apparel end event admission can be redeemed year round. Please visit our school store as well as teacher store in the PBIS Rewards application.

PBIS Rewards will help generate data reports to celebrate student achievement by presenting students certificates monthly by acknowledge academic achievements and behavioral improvements. Points are distributed throughout the month and may be redeemed in the classroom, the student store or at the end of the year for a variety of rewards.

- Demonstrating Perseverance
- Demonstrating Respect
- Demonstrating Integrity
- Demonstrating Discipline
- Demonstrating Empathy
- Anti-bullying Reward
- Respect Student Reward
- Safe Student Reward
- Responsible Student Reward
- Perfect Attendance
- Perfect Punctuality
- Academic improvement
- Behavior improvement
- Completing a goals

Character Building

Discovery Prep has instituted character building programs such as the Anti-Defamation League's Peer Trainers to combat bullying on campus, and the "No Cussing Club" curriculum in Advisory.

Mind UP

Discovery Prep has partnered with the Hawn Foundation's "Mind Up" Program to implement brain training for all students and staff. The Mind UP training teaches better understanding of how the brain operates under stress. Discovery Prep staff has undergone Mind Up training in order to apply "mindfulness" strategies in the classroom for all students.

Open-door policy

Discovery Prep's open-door policy encourages a comfortable environment for all students and staff and reinforces the notion that students', parents', and staff members' thoughts, ideas, and ambitions are of the highest importance at Discovery Prep. It also allows for early intervention in the event of potential conflicts at Discovery Prep including student-to-student conflict, student-teacher conflict, disciplinary objections, and so forth.

Advisory

Discovery Prep's "Advisory" program places students with the same teacher/Advisory for all four years. This allows the Advisory the opportunity to establish bonds with their Advisory students, remind students of Discovery Prep's school-wide norms, and allows the Discovery Prep Advisory an opportunity to problem-solve with and mentor at-risk students. To this end, Discovery Prep is able to manage potential disciplinary problems by giving at risk-students a one-on-one mentor, their Advisory, with whom they may speak, (or in other words, vent) and problem solve to minimize potential disciplinary issues.

Discovery Charter Preparatory's Standards of a Supportive School-Wide Atmosphere for All Students (Campus Expectations) are as follows:

- **Be Safe:** At all times while on campus, students are required to be safe. This includes keeping hands and feet to themselves, waiting in line safely, and avoiding horseplay or fighting which will result in negative consequences.
- **Be Responsible:** At all times while on campus, students are required to be responsible for their words and actions. Students are taught to interact responsibly with teachers and peers, help maintain a clean campus by putting trash and recyclables in proper containers, and be responsible for completing classwork and homework and following through on school commitments.
- **Be Respectful:** At all times while on campus, students are required to show respect for themselves, their peers, teachers, administrators, and staff. This includes being respectful in their interactions with others, using respectful language at all times, and respecting opinions and property.

Discovery Charter Preparatory's Standards of An Optimal In-Class Learning Environment for All Students (Classroom Expectations) are as follows:

- **Attendance:** Important learning experiences take place in class. Class time is valuable and students are expected to attend class on a regular basis. Absences negatively affect a student's academic and social progress.
- **Punctuality:** Honoring an appointment and arriving on time is not just an act of courtesy to others, but it is also an essential trait of successful people. Students are expected to come to class on time and be in their assigned seat and working on the daily review and preview (RAP) once the first bell has rung. Students who are not in their assigned seat and working by the time the final bell has rung are considered tardy.
- **Focus:** Students are expected to come to class focused. This includes focusing ahead of time on bringing the appropriate materials to class, taking off backpacks, hoods, hats, etc., and turning off and putting away all electronic devices. Focus also includes maintaining a positive and focused attitude toward achieving the learning objectives in class by avoiding distractions, not distracting others, following directions, and successfully completing all tasks. The classroom is a sacred environment where profound learning experiences take place. Students are expected to focus on the learning objectives for the day and to leave internal/external conflicts outside the classroom.
- **Effort:** Students are expected to give their best effort in class by answering, questioning, commenting, and striving to give a good-faith and honest effort to achieve the daily learning goals. Students must take pride in their work and strive to give their best effort at all times.

- Respect: Students are expected to be respectful of others, themselves, class rules, and property. The classroom is a sacred environment where profound learning experiences take place and students must respect the teacher's authority and agenda of activities. Students should strive to be cooperative and helpful participants in class. Students should respect themselves through behavior that demonstrates their desire to learn and the right of others in the class to learn as well. Students must respect the classroom as a comfortable and creative setting for profound learning experiences.

Board of Athletics

Committee is made up of student-athletes assembled to provide insight. This is accomplished by reviewing and evaluating academic and competitive and other departmental information to ensure that the programs within the department reflect the Athletics mission, strategies and priorities.

Health and Safety Procedures

In order to provide safety for all students and staff, Discovery Prep has implemented full health and safety procedures and risk management policies in consultation with its insurance carriers and risk management experts. Discovery Prep will comply with all health and safety laws and regulations that apply to non-charter public schools, including those required by CAL/OSHA, the California Health and Safety Code, the EPA and the California Healthy Schools Act.

Pupils and Staff

California Education Code 47605 (b) (5) (F) by following the provisions and procedures to ensure the health and safety of pupils and staff, as described in Section 44237, by requiring that:

- o Employees of the school will be required to submit to criminal background checks by both the Department of Justice and the FBI prior to beginning work at the school as required by Ed. Code 44237 and 45125.1.
- o Employees will submit fingerprints to the Department of Justice via Live Scan processing.
- o New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary.
- o An employee will not be permitted to work at the charter school until the charter school receives clearance from the Department of Justice regarding that employee.
- o Employees must comply with all applicable laws governing charter schools, including furnishing the school with a criminal record summary where applicable.

Immunizations, Tuberculosis Testing and Screening

- All enrolling students, faculty, staff and volunteers are required to provide records documenting immunizations as would be required if the pupils attended a non-charter public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.
- Records of student immunizations shall be maintained, and staff shall follow requirements for periodic TB tests using the Mantoux tuberculosis test.
- Faculty, staff and volunteers will be tested for tuberculosis prior to commencing employment and working with students as required by California Education Code Section 49406.
- All enrolling students will have screening of vision, hearing, and scoliosis to the same extent as would be required if the pupils attended a non-charter public school.

Safe and Drug-Free School

- A policy establishing Discovery Prep as a drug, alcohol and tobacco free workplace. The policy will adhere to Title IV of the Safe and Drug-Free Schools and Communities Act to ensure that the campus is kept safe and is tobacco, drug, and alcohol free.

Medication in School

- Discovery Prep will adhere to California Education Code Section 49423 regarding administration of medication in school.

Emergency Preparedness

- Discovery Prep's Emergency Preparedness Handbook includes, but is not limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage. situations.

School Safety Plan

- There is a school safety plan and school staff is trained annually on the safety procedures outlined in the plan.

(See Attachments. Also on Website www.discoveryprep.org)

Emergency Plan:

- Discovery Prep has an evacuation plan in case of fire or earthquake. Emergency cards are available in the Administration building and with the Principal. In the case of an emergency, all teachers and designated staff take with them the Emergency

Folder containing: classroom rosters, routes to follow when exiting classroom and procedures of where to go, a copy of emergency plan and procedures with assigned duties. If a designated person listed is not present, there are two back-ups indicated so that all necessary roles will be filled in case of an emergency.

Fire Safety

- Discovery Prep tests fire extinguishers and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times.
- Discovery Prep is required to conduct fire drills monthly.

Auxiliary

- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, etc.) and those required by CAL-

OSHA, the California Health and Safety Code, and the EPA.

Field Trips

- All Discovery Prep personnel are required to:
- take a first aid kit on the field trip
- retain copies of the permission slips with the most updated information
- leave a copy of Permission slips in the office with the Attendance Clerk

Coaches are required to:

- leave list of students participating in Main Office with Attendance Clerk.
- . take a first-aid kit with them.
- carry copies of emergency information for each participating student.

Security

- DP has insured that all students and staff have completed emergency cards.
- The DP campus is staffed by two security personnel from 7:00 am – 4:00 pm and after school, and one armed off-duty or retired police officer from 3:30 pm -7:00 pm each day to assist with after school activities. After school security is armed and has law enforcement background.

Comprehensive Sexual Harassment Policies and Procedures

- Discovery Prep has developed a comprehensive policy to prevent and immediately re-mediate any concerns about sexual discrimination or harassment at the school including employee to employee, employee to student, and student to employee misconduct.

Role of Staff as Mandated Child Abuse Reporters

- All non-certificated and certificated staff are mandated child abuse reporters and will follow all applicable reporting laws. All mandated reporters with actual knowledge or reasonable suspicion of child abuse/neglect must:
 - 1) Call the appropriate local law enforcement department or the Department of Children and Family Services (DCFS) immediately, or as soon as practically possible, and
 - 2) Submit the written report to the agency called within 36 hours of receiving the information.

Average Class Size and Class Size Distribution (Secondary)

Subject	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+	Average Class Size	# of Classes* 1-20	# of Classes* 21-32	# of Classes* 33+
English Language Arts	14	18	1		19	11	5		17	14	3	
Mathematics	15	13	1		19	10	2		16	14	1	
Science	20	7	1		23	3	5		16	9		
Social Science	19	7	3		23	4	5		16	13	1	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Ratio
Academic Counselors*	248

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	

Title	Number of FTE* Assigned to School
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	14,277	3,386	10,891	56,839
District	N/A	N/A	8,068	\$78,962
Percent Difference - School Site and District	N/A	N/A	29.8	-32.6
State	N/A	N/A	\$7,750	\$83,052
Percent Difference - School Site and State	N/A	N/A	33.7	-37.5

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

Types of Services Funded (Fiscal Year 2019-2020)

ASSESSMENTS

- o Results of ELPAC, CAST, CASSP, teacher made and Illuminate.

Illuminate DnA is an education intelligence platform that provides teachers with a standards-aligned, easy-to-use assessment platform that includes robust reporting on a wide variety of qualitative and quantitative measures.

- o PSAT for 9,10 and 11 workshops and tests are provided by school.

Programs available at DP

- o The Charter School has partnered with Los Angeles Mission College (LAMC) to provide our students with dual enrollment benefits. This allows our students to enroll at LAMC while enrolled at our school; and our school also has LAMC instructors teaching college level courses on our school site, as part of our School's College and Career Readiness efforts to increase the percentage of students pursuing post-secondary education.
- o We have taken steps to ensure that students who excel academically are provided with access to honors, AP, and dual enrollment courses. We have also ensured that RtI supports and interventions are in place for our struggling students.

This has involved professional developments that focus on best practices and strategies to be used with all students.

Discovery Charter Prep offers the following courses for academic intervention/remediation:

- Acellus is a state accredited online program used for remediation, support, extended learning and course recovery. Acellus allows students to learn at their own pace and on their own schedule. Students earn credit by mastering all of the concepts within a course and successfully passing the required exams. Acellus courses are standards-based and provide a full online learning experience in each subject area. Each student may take up to six courses simultaneously and the selection of courses may be adjusted at any time. Acellus is able to customize the course to the individual pace and level of each student. As the student progresses through the course, every response is recorded and monitored, and through I2 technology, personalized help videos are delivered right when the student needs assistance with a concept.

English Language Learners- To address the needs of English Language Learners in the classroom, Discovery Prep provides: differentiated instruction, SDAIE techniques, and alternative assessments to ascertain subject competency, and textbooks/supplementary material for EL students. In addition to this, after school tutoring and English enhancement classes help supplement instruction. Discovery Prep utilizes ELPAC, CAST, CAASPP, ILLUMINATE, Edgenuity, teacher assessments, and school assessments to identify and monitor the progress of ELL students.

Response to Intervention (RtI) - Discovery Prep uses the Response to Intervention framework to provide additional intervention to students who need remediation.

Tier I. Interventions that the teacher will implement in the classroom. These interventions may include flexible groupings, learning stations, study guides, graphic organizers, instructional aides, and cooperative learning.

9th Graders. 9th who come to Discovery Prep significantly below grade level reading will be assigned to an English 9 block period designed to raise their reading levels by several years in one year. 9th graders who come to Discovery Prep 2-3 years below grade level will be scheduled an additional period of math and English in order to close the achievement gap so that these students will have success in the "A-G" curriculum.

Tier II. Interventions are more intensive and targeted for the individual child's needs, such as: small groups, research-based interventions targeted at specific strengths/needs, small group counseling and after-school tutoring. Students who do not progress while on an action plan will be referred to the RtI team.

Tier III. Students who are referred to the RtI team will receive Tier III, intensive interventions which include specialized texts/software/curriculum, one-on-one instruction, small group instruction with staff members who have expertise in their area of need, and individual counseling. These students have an individualized plan created with input from the student's teachers, advisor, counselor/administrator, parent(s) and the student. This plan includes frequent progress monitoring in order to ensure the assigned interventions effectiveness.

Students of Low Socio-economic Status - Discovery Prep will provide increased opportunities to all of its students, many of whom are socio-economically disadvantaged, including opportunities for travel, exposure to various colleges around the country, personalized college counseling and test-preparation programs. Discovery Prep also works with parents and families, providing workshops on college entrance requirements and financial aid, community support services, and family/teen counseling.

Special Education Program - Discovery Prep will adhere to all terms and conditions of the Chanda Smith Modified Consent Decree (MCD) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Discovery Prep must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to DP's inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

MindUP Goldie Hawn Foundation

Overview: MindUP uses a personalized, consultant-to-school approach to train educators and families on the MindUP program, the four pillars and evidence-based curriculum, and engaging ways to integrate MindUP lessons into online and in-person settings. The offerings

below are for virtual trainings via Zoom.

This introductory model introduces staff members and parents to the MindUP program, focusing on the neuroscience of mindfulness and our signature Brain Break. This model includes the items below:

- The Brain & The Brain Break · Mindful Awareness · Parent Workshop
- Perspective Taking, Kindness, Gratitude · Acts of Kindness & Optimism

GRANTS & FUNDING

SUMS Grant

We are learning to work, develop, align, and improve academic and behavioral resources, programs, supports, and services utilizing a coherent MTSS framework that engages all systems leading to improved student outcomes.

California's Multi-Tiered System of Support (MTSS) is a comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports to quickly identify and match to the needs of all students.

The evidence-based domains and features of the California MTSS framework provide opportunities for LEAs to strengthen school, family, and community partnerships while developing the whole child in the most inclusive, equitable learning environment thus closing the equity gaps for all students.

CSI Grant

After one year, Discovery Charter Preparatory School was no longer eligible for CSI grant due to improvement in academic scores.

The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for comprehensive support and improvement (CSI). Local educational agencies (LEAs) with schools that meet the criteria for CSI must partner with stakeholders to locally develop and implement a plan to improve student outcomes.

During the 2018-2019 School Year, it was determined that Discovery Charter Preparatory School was eligible for the Comprehensive Support and Improvement Grant. California used the California School Dashboard (Dashboard) to determine school eligibility for CSI. Eligibility was based on the following two categories:

1. Low Graduation Rate

- o High schools with a graduation rate less than 67 percent averaged over two years (Based on 2018 Dashboard)
- o High schools with a graduation rate less than 68 percent averaged over two years (Beginning with 2019 Dashboard)

2. Not less than the lowest-performing five percent of Title I schools

- o Schools with all red indicators
- o Schools with all red but one indicator of another color
- o Schools with all red and orange indicators
- o Schools with five or more indicators where the majority are red

Upon receiving notification from the State, and in partnership with stakeholders, the School was required to:

- Locally develop and implement a plan for the school to improve student outcomes
- Approve each plan.

The Plan must:

- o Be informed by all State indicators, including student performance against State-determined long-term goals;
- o Be based on a school-level needs assessment;
- o Include evidence-based interventions; and
- o Identify resource inequities, which may include a review of budgets, and address those inequities through implementation of the plan.

Funds were to be fully expended by June 30, 2020. As a result of the Coronavirus Pandemic, California received a waiver to extend the deadline until September 30, 2021.

Learning Loss Mitigation Funding

The Learning Loss Mitigation Funding (LLMF), authorized by the 2020–21 budget package, appropriates \$5,334,997,000 from three different funding sources to be allocated to local educational agencies (LEAs) in order to support pupil academic achievement and mitigate learning loss related to COVID-19 school closures.

Section 59(i) of SB 820 defines eligible LEAs for each formula calculation and establishes charter school eligibility based on classroom-based or nonclassroom-based status. For the calculation of funding a charter school is nonclassroom-based if it was deemed non-classroom-based at the 2019–20 P-2 Apportionment based on reported average daily attendance. Classroom-based charter schools generate funding under all three formula calculations, while nonclassroom-based charter schools will only generate funding for the formula in Section 59(c) based on the proportion of statewide LCFF entitlement.

The focus for the use of the funds and distribution formula are outlined in the 2020–21 budget package. The funds are to be used for activities that directly support pupil academic achievement and mitigate learning loss related to COVID-19 school closures. Funds may be used to support individuals served by LEAs, including, but not limited to, those enrolled in a childcare program, California state preschool program, kindergarten, any of grades 1 to 12, inclusive, and adult education programs. Specifically, funds are to be used for:

- Addressing learning loss or accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports that begin before the start of the school year and the continuation of intensive instruction and supports into the school year.
- Extending the instructional school year by making adjustments to the academic calendar, increasing the number of instructional minutes provided during each week or schoolday, or taking any other action that increases the amount of instructional time or services provided to pupils based on their learning needs.

- Providing additional academic services for pupils, such as diagnostic assessments of pupil learning needs, intensive instruction for addressing gaps in core academic skills, additional instructional materials or supports, or devices or connectivity for the provision of in-classroom and distance learning.
- Providing integrated pupil supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, professional development opportunities to help teachers and parents support pupils in distance-learning contexts, access to school breakfast and lunch programs, or programs to address pupil trauma and social-emotional learning.
- Addressing health and safety concerns, including, but not limited to, purchasing public health testing, personal protective equipment, supplies to sanitize and clean the facilities and school buses of a local educational agency, and for other related needs.

COMMUNITY PARTNERSHIPS

Discovery Prep ensures students and their parents receive every opportunity to be exposed to a wide array of community resources and public service announcements to bring greater awareness of current social trends and life skills strategies.

To provide the optimal support and resources for students and parents, Discovery Prep has established strong relationships with community agencies. Discovery Prep partners with: California State University of Dominguez Hills's ISLI Grant (Innovative School Leadership Initiative), City Hearts, Comprehensive Community Health Centers, Los Angeles County Department of Mental Health, Plus Me Project, Youth Speak Collective, YPI (Youth Policy Institute), Los Angeles Mission College, Puebla y Salud, Kaiser Permanente Educational Theatre, Los Angeles Police Department, and the Los Angeles Mayor's Council. These local and federal partnerships provide Discovery Prep's students and parents with a resource-rich campus environment and classroom instruction.

California State University, Dominguez Hills's ISLI Grant: This grant is no longer, however, the knowledge and skill learned from participating will have a long-term effect.

California State University of Dominguez Hills' ISLI Grant partnered with Discovery Prep along with other Los Angeles Unified School District (LAUSD) schools to improve leadership, instruction, and student achievement with schools that rank in the bottom 10% to 20% of high schools statewide. The ISLI grant addresses the challenges of low-performing charters and semi-autonomous high schools in LAUSD. ISLI's central target is change in teacher practice—the most direct and sustainable way to improve student achievement. ISLI's holistic growth model develops leadership character and skills, aligns theory and practice, and provides an authentic context in which to apply new learning. At ISLI's core is a focus on character: empathy, values, taking personal responsibility, finding solutions, and creating change from within. ISLI includes one-week summer sessions, online certificates in focused topics requested by school leaders, online book discussions, project conferences, and practicums in which school leadership teams apply their learning by designing and implementing projects in their own schools to improve teacher practice and school climate. The ISLI grant is beneficial to all Discovery Prep's teachers, but specifically supports novice teachers. Weekly staff development regularly includes ISLI presentations and demonstrations to reinforce Explicit Direct Instruction (EDI) strategies.

City Hearts:

City Hearts is an arts program that works closely with our teachers as they create lessons together to provide students with a wealth of knowledge and hands-on experience in the arts. For Discovery Prep, the program allows ELL students to confidently express themselves through the arts. City Hearts accomplishes this through programs in photography, theatre, and music. City Hearts's photography program advances computer and digital skills that will help students in the future job market. City Hearts' theater focus is on the "Shakespeare Challenge" which is a program that utilizes Shakespearean drama to inspire students in the study of vocabulary, history, culture, and stagecraft, as well as to promote skills in creative movement, group cooperation, teamwork, and conflict resolution. City Hearts' music programs aid students to embrace the language of musical terms and elements. City Hearts' integration of photography, theater, and music programs are an essential part of the arts and cultural curriculum experience at Discovery Prep.

Anti-Bullying and Drug Awareness Curriculum

Both six week programs involving weekly one-on-one counseling and small group therapy.

Drug Awareness Program:

Purpose: An addiction refers to an over-indulgence in, and a physical and/or emotional dependence on, a variety of substances, activities, and/or behaviors. Teen addictions come in many different shapes and forms. When most people hear the word addiction, they usually think of drug use and abuse. In reality, many different types of addictive behaviors exist.

An addiction is a disease that negatively affects emotions, thinking and behavior. Once a person begins the path to an addiction, the effects on the person's brain and body will make him/her want to continue. That person will know that he/she has an addiction problem when continuing to do it even though it causes problems in relationships at home or at school, with money, with the law, or with health. Addiction usually cause one to engage in that activity more and more to stay satisfied. Often what is perceived as positive effects are negative in the long run.

Purpose and expected outcome:

- To increase awareness of how drugs, affect society.
- To increase the participants' sense of community responsibility
- To encourage individual responsibility over drug decisions.
- To see personal drug use in a wider context.
- To challenge attitudes to drug use.
- To reinforce drug prevention messages.

Warriors For Justice Program:

Purpose: Research shows that millions of high school students are bullied every year. It's estimated that nearly twenty percent of students in grades 9 through 12 are bullied on school grounds, and a similar percent-age of adolescents and teens are repeatedly bullied via cell phones and the Internet.

The stress and discomfort caused by bullying contributes to an untold number of young people staying home from school out of fear and desperation. How many chairs are unoccupied in your school today because someone is treated like an outcast and feels unwelcome? How many students are sitting in lectures right now obsessing over how to avoid a tormentor instead of concentrating on an academic lesson?

Purpose and expected outcome:

- Student will gain a better understanding of what bullying looks and sounds like and be able to distinguish bullying from other acts of aggression or conflict by examining situations and experiences from their own lives.
- To provide opportunities for Peer Trainers to participate in an interactive educational process designed to increase their understanding of the manifestations and implications of prejudice and intolerance;
- To provide Peer Trainers with an understanding of their personal roles in making justice and equity realities in the world around them. Research shows that millions of high school students are bullied every year. It's estimated that nearly twenty percent of students in grades 9 through 12 are bullied on school grounds, and a similar percent-age of adolescents and teens are repeatedly bullied via cell phones and the Internet.

Anti-Defamation League (ADL):

- ADL has trained student leaders at Discovery Prep promoting respect, inclusiveness and civility in our culture. Teacher sponsors meet weekly with Discovery Prep students to reinforce and support the ADL's anti-bullying curriculum.

Comprehensive Community Health Centers (CCHC):

- Comprehensive Community Health Centers' vision is to provide everyone with accessible, culturally-appropriate, high-quality health and wellness services. CCHC's instructors present to Discovery Prep students and at monthly Parent Meetings covering topics such as: Cyberbullying/Sexting, Healthy Relationships, STD's, Teen Pregnancy Prevention/Birth Control, and Values/Intimacy.

Los Angeles County Department of Mental Health:

- The Department of Mental Health provides parent presentations in Spanish with topics focusing on mental health issues. Parents and students become more familiar with the early signs of mental illness, suicide, and other mental health issues.

21st Century Grant run by Think Together (formerly run by YPI):

- Think Together, as of January 2020, formerly run by The Youth Policy Institute, transforms Los Angeles neighborhoods using a holistic approach to reduce poverty by ensuring families have access to high quality schools, wrap-around education, and technology services, enabling a successful transition from cradle to college and career. Afterschool programs, such as: driver's education, sports, and academic tutoring.

- Think Together works with L.A. Cash for College to help students achieve their college aspirations by hosting FAFSA workshops.

In addition, Think Together is currently working to establish a fitness club, computer literacy club, biking club, and art club at

Discovery Prep. Think Together also offers a college savings program for students.

- 21st Century Grant provides after school programs, such as: Along with afterschool programs, The following list of some programs currently provided offered after school. Boys' Soccer, Boys' Baseball, Girls' Softball, Girls' Soccer, Boys'/Girls' Cross Country,

Girls' Volleyball, Afterschool Tutoring, and Driver's Ed.

- 21st Century Grant also offers a meal after school. Students come to depend on these meals as a dinner, and students report that most their meals occur at school, since families are unable to provide consistent meals at home.

GEAR UP:

- GEAR UP, which stands for Gaining Early Awareness and Readiness for Undergraduate Programs, is a federal program designed to help students from high-poverty middle and high schools get through the first year of college. The goal of GEAR UP is to dramatically increase the number of students from our community attending college by fostering early awareness and readiness. Discovery Prep will engage students who have graduated from the middle school GEAR UP program and continue the support process until they enter college.

Los Angeles Mission College (LAMC):

· Discovery Prep is currently collaborating with Los Angeles Mission College, a two-year community college, to establish a permanent presence on its college campus. This has created a significant increase in students taking college classes at LAMC and on our campus. For those students interested, they will be able to attain college credit before graduating from high school.

Kaiser Permanente Educational Theater:

· Kaiser Permanente’s Educational Theatre (ET) uses music, comedy, and drama to inspire audiences of children, teens, and adults to make healthy choices for themselves and their communities. The performances and workshops, led by professional actor-educators, address the most pressing health issues of the day, including healthy eating and active living, conflict management and STD prevention. The program supports the Health Education Content Standards for California Public Schools in the areas of mental, emotional, and social health; injury prevention and safety; and growth, development and sexual health.

Phoenix House:

· Since 1979, Phoenix House California has provided recovery and rehabilitation services to thousands of men, women, and teens struggling with addiction and dependency. Our professional, experienced staff provides evidence-based services that help patients draw from their strengths to lead healthy, productive, and rewarding lives. Recognizing the long-term nature of recovery, Phoenix House addresses patients’ behavioral health issues through a continuum of care, including prevention, early intervention, treatment, and recovery support throughout Los Angeles and Orange counties.

LAPD CADET Program/Los Angeles Mayor’s Youth Council:

· Discovery Prep students are also involved in community activities such as the LAPD Cadet Program and the Los Angeles Mayor’s Youth Council. The purpose of the LAPD Cadet Program is to recruit young men and women who are interested in building positive relationships between police and the youth of our communities, to provide a forum in which young people can provide community service while working with law enforcement, to provide character-training, public-speaking and academic instruction that prepares young people for their future, and to offer physical training that will result in improved physical fitness for all who participate in the program.

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,587	\$50,029
Mid-Range Teacher Salary	\$74,412	\$77,680
Highest Teacher Salary	\$92,389	\$102,143
Average Principal Salary (Elementary)	\$117,849	\$128,526
Average Principal Salary (Middle)	\$131,307	\$133,574
Average Principal Salary (High)	\$135,702	\$147,006
Superintendent Salary	\$350,000	\$284,736
Percent of Budget for Teacher Salaries	29.0	33.0
Percent of Budget for Administrative Salaries	5.0	5.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2019-2020)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language	2	N/A
Mathematics		N/A
Science		N/A
Social Science	1	N/A
All courses	3	14.5

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	8	10	9

Discovery Prep’s schedule has a shortened day every Friday 8:00-1:30. Each Friday , 1:45-4:00, is dedicated to Professional Development, Grade-level , Department Meetings or Planning and Collaboration. Second Semester PD was changed to Friday's 8:00 - 9:00 am due to change to Block Scheduling

Discovery Prep has invested much time and funds in preparing teachers with a multi-array of strategies for the classroom and Discovery Prep has created a uniform lesson plan template to help teachers structure their lessons using these strategies. Also, Discovery Prep is a pilot school for the integration of Explicit Direct Instruction (EDI) strategies, which contain targeted interventions for English Learners and Special Needs students.

In an effort to support teacher development, Discovery Prep is one of a handful of schools receiving training and professional development under the Innovative School Leadership Initiative (ISLI) grant administered through Cal State Dominguez Hills.

Discovery Prep has partnered with the Hawn Foundation’s “Mind Up” Program to implement brain training for all students and staff. The Mind UP training teaches better understanding of how the brain operates under stress. Discovery Prep staff has undergone Mind Up training in order to apply “mindfulness” strategies in the classroom for all students. For the purposes of minimizing stress on campus,

Discovery Prep administrators, including the Principal, Assistant Principal, School Counselor, and School Psychologist, maintain an on-going “open-door” policy where students are encouraged to communicate with administrative staff about issues that arise, including student-to-student conflict, student-teacher conflict, disciplinary objections, and so forth. This encourages a comfortable environment for all students and staff and reinforces the notion that students’, parents’, and staff members’ thoughts, ideas, and ambitions are of the highest importance at Discovery Prep. It also allows for early intervention in the event of potential conflicts at Discovery Prep.

Professional Development

Discovery Prep provides ongoing opportunities for professional growth and development. The goal of professional development is to increase student achievement through reflective practice. Teachers and staff model what it means to be lifelong learners by constantly striving to improve their practices.

Discovery Prep also provides new teachers with a mentor for support and guidance. Teachers are given time for planning/collaboration, peer observations, workshops and conferences. Faculty and Staff are encouraged to attend off-site professional development trainings. LAUSD's Option 3 and Los Angeles County, Department of Education offer a variety of trainings that are valuable experiences for anyone who attends.

Discovery Prep employs expert consultants with experience in training teachers to expand our staff's knowledge of research-based strategies with our administrators. The consultants use student achievement data, teacher needs assessments, and a strong research base to design their professional development program. Every teacher attends summer orientation/professional development as well as monthly professional development workshops designed to meet the needs of our teachers. Teachers also work within grade level groups, small groups, and individually on professional development. The consultants also work one-on-one with teachers, providing individualized coaching and support. Teachers also receive ongoing mentoring and coaching by their department chairs, grade level chairs, mentor teachers, administrators, and professional development coaches.

Professional development topics for the new charter term will be focused on building our teachers' repertoire of intervention and instructional strategies in order to provide more differentiated and individual instruction. With several new teachers we are in the process of identifying and practicing instructional strategies. We encourage mentors and mentees observe classrooms to gain insight as to how to replicate it in their classroom. Example, if Johnny is always good in this class, why isn't he good in mine. So to identify and practice strategies, being more collaborative, using experimental inquiry so that students become more active participants in constructing their own learning.

California State University, Dominguez Hills's ISLI Grant: Provided for 5 years. Implementation and growth through tools learned through ISLI grant. We are no longer working with this grant, however, the impact is long lasting. We have replicated many of the professional developments to support new teachers and to strive towards excellence in implementing all of the valuable strategies we learned.

California State University of Dominguez Hills' ISLI Grant has partnered with Discovery Prep, along with other Los Angeles Unified School District (LAUSD) schools, to improve leadership, instruction, and student achievement with schools that rank in the bottom 10% to 20% of high schools statewide. The ISLI grant addresses the challenges of low-performing charters and semi-autonomous high schools in LAUSD. ISLI's central target is change in teacher practice—the most direct and sustainable way to improve student achievement. ISLI's holistic growth model develops leadership character and skills, aligns theory and practice, and provides an authentic context in which to apply new learning. At ISLI's core is a focus on character: empathy, values, taking personal responsibility, finding solutions, and creating change from within. ISLI includes one-week summer sessions, online certificates in focused topics requested by school leaders, online book discussions, project conferences, and practicums in which school leadership teams apply their learning by designing and implementing projects in their own schools to improve teacher practice and school climate. The ISLI grant is beneficial to all Discovery Prep's teachers, but specifically supports novice teachers. Weekly staff development regularly includes ISLI presentations and demonstrations to reinforce Explicit Direct Instruction (EDI) strategies.

Creating a Supportive and Positive School-wide Atmosphere

Discovery Prep is proud to have established a very safe and welcoming atmosphere for parents, students, faculty, and all stakeholders. Discovery Prep believes in maintaining a caring and supportive atmosphere for all students. With the renewed emphasis on restorative practices and school-level community-building, Discovery Prep has and is continuing to focus on its commitment to creating a positive school atmosphere. Staff and faculty have been provided with extensive training on restorative practices. The initial professional development for staff at the beginning of the school year focuses on creating a positive school culture and teachers use group activities to reinforce positive academic and behavioral supports and progressive discipline strategies. Discovery Prep is also taking part in a 5 year grant to help implement PBIS (Positive Behavior Interventions and Support). The implementation of PBIS helps support all students by creating a positive schoolwide atmosphere focused on achievement and excellence.