

# Discovery Charter Preparatory #2

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

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 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.

#### **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, the county, and the state. 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.

## **About This School**

#### **Contact Information (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Discovery Charter Preparatory #2
<b>Street</b>	12550 Van Nuys Blvd.
<b>City, State, Zip</b>	Pacoima, CA 91331-1354
<b>Phone Number</b>	(818) 897-1187
<b>Principal</b>	Karen Smith
<b>E-mail Address</b>	ksmith@discoveryprep.org
<b>Web Site</b>	www.discoveryprep.org
<b>Grades Served</b>	9-12
<b>CDS Code</b>	19647330115253

<b>District Contact Information</b>	
<b>District Name</b>	Discovery Charter Preparatory #2
<b>Phone Number</b>	818-897-1187
<b>Superintendent</b>	Karen Smith
<b>E-mail Address</b>	ksmith@discoveryprep.org
<b>Web Site</b>	www.discoveryprep.org

### **School Description and Mission Statement (Most Recent Year)**

Discovery Prep 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.

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.

Mission, Vision, and Learner Outcomes:

Discovery Prep serves a unique purpose in the Pacoima community. 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. The mission of Discovery Charter Preparatory School is “to provide the necessary skills and support so that every student is prepared to attend college upon graduation from high school.” In fact, 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. The senior class of 2016 includes three students who are currently interviewing with Harvard University. Furthermore, our vision is to provide a safe and nurturing learning environment where instruction is rigorous and meaningful. Discovery 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 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. 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

Community:

Discovery Charter Preparatory No. 2 (for the purposes of this report will be referred to as “Discovery Prep”) is located in Pacoima, California, a suburb in the northeastern San Fernando Valley area of Los Angeles. The Pacoima population is around 75,000 out of about 2 million in the San Fernando Valley. Discovery Prep envisions a school that is truly representative of both the San Fernando Valley and the greater Los Angeles area. Discovery Prep welcomes and seeks students from all ethnic, socio-economic, and geographic backgrounds. To encourage enrollment of a diverse population, the school actively recruits students from all backgrounds, particularly from the Pacoima area.

Pacoima is a typically underserved area with a high concentration of immigrant families and high poverty levels. About 47% of people living in Pacoima are foreign-born, with most residents having Hispanic ancestry. In addition, Pacoima is among the least educated communities in Los Angeles. Approximately 66% of adults over the age of 25 living in Pacoima have less than a high school education. Only 4% have a four year college degree.

Currently, Discovery Prep’s ethnic make-up is 100% Hispanic, and in previous years the ethnic make-up of the student population has also been almost exclusively Hispanic. Eighty seven percent of students are from low-income families and are eligible for free and reduced lunch and 21% of Discover Prep students are designated as English Language Learners. These poverty, language, and education levels are all indicative of the disadvantaged socio-economic backgrounds of many Discovery Prep 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. Discovery Prep also has a Parent Advisory Committee (PAC) which meets monthly. The Parent Advisory Committee provides an authentic parent voice through engaging in review and generating advice and comment 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.

PowerSchool/Advisory:

Another way 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. 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. Discovery Prep has two parent liaisons (graduates from Discovery Prep who understand the school’s culture). The parent liaisons 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.

Community Partnerships:

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, Communities in Schools and GRYD (Gang Reduction & Youth Development), 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, Upward Bound, 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:

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.

#### 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's 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's music programs aid students to embrace the language of musical terms and elements. City Hearts's integration of photography, theater, and music programs are an essential part of the arts and cultural curriculum experience at Discovery Prep.

#### Communities in Schools:

Communities in Schools provides Discovery Prep with social worker interns to reach more students through one-on-one counseling and group therapy: female empowerment and anger management. Communities in School's unique model positions site coordinators inside schools to assess students' needs and provide resources to help them succeed in the classroom and in life. Whether it's food, school supplies, health care, counseling, academic assistance or a positive role model, Communities in Schools is there to help.

#### The GRYD Foundation:

The GRYD Foundation, which stands for Gang Reduction & Youth Development, is a 501c3 public charity that collaborates with the City of Los Angeles and other community partners to reduce gang violence and to promote positive youth development. At-risk students are referred to the program and are assigned a case manager who works in conjunction with teachers, counselors, parents, and administrators at Discovery Prep to create positive academic and behavioral interventions. The focus of the program is to keep at-risk students out of gangs, and to support them with various academic and behavioral interventions. There are an estimated 20 gangs in the Pacoima community, and the GRYD Program is one effective tool to help combat their influence. Communities in Schools helps Discovery Prep to locate resources within the community and facilitates the use of those services through caring and empathetic social workers who develop strong relationships with the students, parents, and teachers they serve.

#### Anti-Defamation League:

Communities in Schools works with ADL and has trained student leaders at Discovery Prep. Communities in Schools meets weekly with Discovery Prep students to reinforce and support the ADL's anti-bullying curriculum. Discovery Prep requires a school environment that promotes respect, inclusiveness, and civility.

#### Comprehensive Community Health Centers (CCHC):

Comprehensive Community Health Centers's vision is to provide everyone with accessible, culturally-appropriate, high-quality health and wellness services. CCHC's instructors present to Discovery Prep students on such topics as Cyberbullying/Sexting, Healthy Relationships, STD's, Teen Pregnancy Prevention/Birth Control, and Values/Intimacy. CCHC has presented the same material at parent meetings.

#### Los Angeles County Department of Mental Health:

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

#### Plus Me Project:

The Plus Me Project features guest speakers that bring dynamic individuals into schools to share their unique paths to success with students. Guest speakers reflect on the obstacles and triumphs they encountered throughout their lives. These presentations allow for students to connect with and learn from a diverse set of positive role models from the PLUS ME project. After their presentations, students are encouraged to stay connected with Plus Me through supportive social media networks. Plus Me provides a place of positivity online for students to gain daily inspiration and learn from their peers.

#### Youth Speak Collective:

Youth Speak Collective is a youth-driven organization founded on the idea that all young people can succeed if provided with the right opportunities. They follow a "for youth, by youth" philosophy in which young people are empowered to help design and implement programs. Youth Speak provides Discovery Prep students with creative, high-quality programs that channel their intellect and talent, build their academic skills, and strengthen their investment in their own communities. Youth Speak's mission is to empower low-income, at-risk youth and their families with the skills necessary to pursue higher education and create strong communities. Youth Council is a youth empowerment program where youth identify, document, and analyze problems in their community that they would like to address through community development projects. Discovery Prep students are on the Youth Council that meets weekly on campus. This year the Youth Council's project is installing hydration stations on campus.

#### Youth Policy Institute (YPI):

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. Discovery Prep enjoys a unique partnership with YPI, which includes afterschool programs such as driver's education, sports, and academic tutoring. YPI works in partnership with Discovery Prep providing online credit recovery programs such as APEX and Acellus. APEX's and Acellus's online digital curriculum provides an active learning experience that engages all students in rigorous coursework to prepare them for college and work. YPI provides support by supervising Discovery Prep's computer lab and offering tutoring for the online credit recovery programs. YPI works with L.A. Cash for College to help students achieve their college aspirations by hosting FAFSA workshops. In addition, YPI is currently working to establish a fitness club, computer literacy club, biking club, and art club at Discovery Prep. YPI also offers a college savings program for students. The following chart provides a list of some programs currently provided by YPI with the number of Discovery Prep students enrolled. Currently, 120 of Discovery Prep's 252 students (46%) are enrolled in a YPI program, demonstrating the tremendous amount of afterschool support offered to students at Discovery Prep. YPI maintains the relationship with students through field trips and enrichment programs.

#### Youth Policy Institute (YPI) Programs

- Apex Credit Recovery
- Boys' Basketball
- Girls' Basketball
- Boys' Soccer
- Boys' Baseball
- Girls' Softball
- Girls' Soccer
- Boys'/Girls' Cross Country
- Girls' Volleyball
- Afterschool Tutoring
- Driver's Ed

## Student Council

Along with afterschool programs, YPI provides an afterschool meal. 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.

### Upward Bound:

Discovery Prep has partnered with Upward Bound's Saturday academy to provide disadvantaged students with the opportunity to experience the college environment through workshops and a culminating summertime stay at a nearby university. Local businesses work with these agencies to provide internship opportunities for students interested in exploring their career field.

### Los Angeles Mission College:

Discovery Prep is currently collaborating with Los Angeles Mission College, a two year community college, to establish a permanent presence on its college campus. For years, Discovery Prep has sought to increase students' focus on preparing for college, and after years of diligent effort, Discovery Prep is now able to begin the logistical process of relocating to a college campus. Los Angeles Mission College is an essential part of Pacoima's educational scene, and Discovery Prep has created a strong relationship with the college. This change will create a significant increase in college preparation goals and implementation.

### 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.

### 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. Off duty LAPD officers serve as Discovery Prep's security guards for afterschool activities. Their presence on campus provides a mentoring relationship with the police. LAPD has also provided gang awareness presentations to the staff and parents. Discovery Prep students also gain leadership skills by being selected for the Mayor's Youth Council. Discovery Prep students commit to the 1-year fellowship, which includes monthly meetings in their region, and quarterly meetings with all Youth Council students from across Los Angeles. Students conduct research on issues affecting youth in their area (i.e. voter registration, healthy food access, illegal dumping, bullying), develop innovative service projects with their Youth Council cohort (i.e. youth forums, community clean-up days, small business awareness campaigns), and engage with their Youth Council peers and community around current events and citywide polices.

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.

**Student Enrollment by Grade Level (School Year 2014-15)**

Grade Level	Number of Students
Grade 9	56
Grade 10	57
Grade 11	83
Grade 12	58
<b>Total Enrollment</b>	<b>254</b>

**Student Enrollment by Group (School Year 2014-15)**

Student Group	Percent of Total Enrollment
Black or African American	1
American Indian or Alaska Native	1
Asian	1
Filipino	1
Hispanic or Latino	97
Native Hawaiian or Pacific Islander	0
White	0
Socioeconomically Disadvantaged	93
English Learners	25
Students with Disabilities	13
Foster Youth	1

**A. Conditions of Learning**

**State Priority: Basic**

The SARC provides the following information relevant to the Basic State Priority (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			District
	2013-14	2014-15	2015-16	2015-16
<b>With Full Credential</b>	14	15	17	
<b>Without Full Credential</b>	0	0	0	
<b>Teaching Outside Subject Area of Competence (with full credential)</b>	0	0	0	

**Teacher Misassignments and Vacant Teacher Positions**

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
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.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	87.7	12.4
High-Poverty Schools in District	93.2	6.8
Low-Poverty Schools in District	45.0	55.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)**

Year and month in which data were collected: April, 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	The Language of Literature Grade 9 (MacDougall Littell, 2006). The Language of Literature Grade 10 (MacDougall Littell, 2006). The Interactive Reader Plus for English Learners. Always Running (Luis Rodriguez) The Kite Runner (Khaled Hosseini) The Things They Carried (Tim O'Brien) Fahrenheit 451 (Ray Bradbury) Othello (William Shakespeare) Romeo and Juliet (William Shakespeare) Hamlet (William Shakespeare) Animal Farm (George Orwell) Night (Elie Wiesel) The Marriage of Figaro (Lorenzo DaPonte/Wolfgang Amadeus Mozart) One Flew Over The Cuckoo's Nest (Ken Kesey) The Great Gatsby (F. Scott Fitzgerald) The Crucible (Arthur Miller) In Cold Blood (Truman Capote) To Kill A Mockingbird (Harper Lee) Les Miserables (Victor Hugo) Things Fall Apart (Chinua Achebe) A Doll's House (Henrik Ibsen)	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
<b>Mathematics</b>	Algebra 1: Concepts and Skills 4th Edition (MacDougall Littell, 2004). Algebra 2: Concepts and Skills 4th Edition (MacDougall Littell, 2008). Geometry: Concepts and Skills (MacDougall Littell, 2005). Precalculus with Trigonometry: Concepts and Applications (Key Curriculum Press, 2007). Statistics (Houghton Mifflin Company, 2007).	Yes	0
<b>Science</b>	Biology: They Dynamics of Life (Glencoe/McGraw Hills Science, 2005). Chemistry (Pearson Education Inc., 2005).	Yes	0
<b>History-Social Science</b>	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).	Yes	0
<b>Foreign Language</b>	El Espanol Para Nosotros Level 1 (McGraw Hil, 2006). El Espanol Para Nosotros Level 2 (McGraw Hil, 2006). Abriendo Paso: Lectura (Prentice Hall, 2006). Abriendo Paso: Gramatica (Prentice Hall, 2007). Bon Voyage! Level 1 (Glencoe/McGraw Hill, 2008). Discovering French, Nouveau! Blanc, Level 2 (MacDougall Littell, 2007). Discovering French, Rouge. (MacDougall Littell, 2008).	Yes	0
<b>Health</b>	Lifetime Health (Holt, Rinehart and Winston 2004).	Yes	0
<b>Visual and Performing Arts</b>	The Visual Experience (Davis Publishing, 2004).	Yes	0
<b>Science Laboratory Equipment (grades 9-12)</b>	Microscopes Test Tubes Beakers Scales Slides Specimens Goggles Gloves Specimens Safe Equipment Emergency Eyewash Station Triple Beam Balances Hotplate Glassware (flasks, graduated cylinders, test tubes) Chemicals Thermometers	Yes	0

### School Facility Conditions and Planned Improvements (Most Recent Year)

During the summer of 2009, Discovery Charter Preparatory School underwent a huge renovation to bring its aging facility into ADA compliance. The project included not only a total remodel of the four restrooms, but the removal and replacement of the antiquated Administrative building, a retrofit of the three modular buildings' piercing systems, ramps, staircases and landings, and the widening of the apron at the only entrance/exit to the school property. The addition of a server room, several new parking spaces, and some much needed asphalt work completed the job. In 2010, a room divider installed in the Social Hall, allowed for an additional classroom, maximizing space usage.

Most recently, work includes the upgrade of several air-conditioning units, electrical work, the installation of additional lighting, the removal and replacement of several classroom doors and frames, the re-keying of the entire facility, and a new security camera system.

In the future and as the budget permits, work will include the removal and replacement of additional classroom doors and frames, the expansion of the security camera system, and the acquisition and installation of new kitchen equipment.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected:				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rating (Most Recent Year)

Year and month in which data were collected:				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils 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

**California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	33	33	44
Mathematics	8	25	33

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.

**CAASPP Assessment Results - English Language Arts (ELA)**

**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	66	63	95.5	24	43	21	13
Male	11		31	47.0	29	45	19	6
Female	11		32	48.5	19	41	22	19
Black or African American	11		1	1.5	--	--	--	--
Hispanic or Latino	11		62	93.9	24	42	21	13
Socioeconomically Disadvantaged	11		62	93.9	23	44	21	13
English Learners	11		11	16.7	64	36	0	0
Students with Disabilities	11		5	7.6	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

**CAASPP Assessment Results - Mathematics**

**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	66	63	95.5	65	27	8	0
Male	11		31	47.0	71	23	6	0
Female	11		32	48.5	59	31	9	0
Black or African American	11		1	1.5	--	--	--	--
Hispanic or Latino	11		62	93.9	66	26	8	0
Socioeconomically Disadvantaged	11		62	93.9	65	27	8	0
English Learners	11		11	16.7	82	18	0	0
Students with Disabilities	11		5	7.6	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

**California Standards Tests for All Students in Science (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	36	45	27	50	50	46	59	60	56

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.

**California Standards Tests Results by Student Group in Science (School Year 2014-15)**

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	46
All Students at the School	27
Male	31
Female	23
Filipino	--
Hispanic or Latino	28
Socioeconomically Disadvantaged	14
English Learners	0
Students with Disabilities	28
Foster Youth	--

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.

**Career Technical Education Programs (School Year 2014-15)**

**Career Technical Education Participation (School Year 2014-15)**

Measure	CTE Program Participation
Number of pupils participating in CTE	0
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0

**Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	100
2013-14 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 Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

### California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	29	35	41	49	47	49	57	56	58
Mathematics	52	48	46	54	56	53	60	62	59

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.

### California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	50	25	25	46	35	18
All Students at the School	59	25	16	54	32	13
Male	72	15	13	62	27	11
Female	46	35	20	47	38	16
Hispanic or Latino	58	25	16	54	33	13
Socioeconomically Disadvantaged	58	25	18	54	31	14
English Learners	100			89	11	

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.

### California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

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.

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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 (Most Recent Year)

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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. Discovery Prep also has a Parent Advisory Committee (PAC) which meets monthly. The Parent Advisory Committee provides an authentic parent voice through engaging in review and generating advice and comment 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.

#### Power School/Advisory

Another way 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. 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. Discovery Prep has two parent liaisons (graduates from Discovery Prep who understand the school's culture). The parent liaisons 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.

#### School Site Council

The School Site Council plays a very important role in the process of monitoring the school wide action plan and providing regular feedback. The School Site Council meets regularly and listens to the voices of teachers, faculty, staff, students, and community members in monitoring the school wide action plan. The School Site Council 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.

#### 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.

#### Part I: General Expectations

Discovery Prep agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating students, a School Parental Involvement Policy that the school and parents of participating students agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's school-parent compact as a component of its School Parental Involvement Policy.

- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition: Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-
  1. that parents play an integral role in assisting their child's learning;
  2. that parents are encouraged to be actively involved in their child's education at school;
  3. that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
  4. the carrying out of other activities, such as those described in section 1118 of the ESEA.

#### Part II: Description of How the School Will Implement Required School Parental Involvement Policy Components

1. Discovery Prep will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA: The following will be disseminated to parents for review through letters home, informational meetings, opening day packets, advisory committees, and school site council:

- District Parental Involvement Policy;
- School Parental Involvement Policy;
- Parent Notices as they apply to the Title I, Part A Non-Regulatory Guidance.

2. Discovery Prep will convene an annual meeting during the first quarter of the school year at a convenient time to inform parents of the following:

- That their child's school participates in Title I,
- About the requirements of Title I,
- Of their rights to be involved,
- About their school's participation in Title I.

3. Discovery Prep will provide information about Title I programs to parents of participating students in a timely manner:

- Letters home (announcements)
- "Back to School" Night;
- "Open House"
- School Site Council;
- Cinco de Mayo Festival; Winter Parent Teacher Dinner
- Monthly parent meetings.

4. Discovery Prep will provide parents of participating students a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, the proficiency levels students are expected to meet, and an opportunity for parents of participating students to provide suggestions as practicably possible through:

- School Site Council Meetings;
- Parent-Teacher Conferences;
- School Board Meetings;
- Title I Annual Meetings;
- IEP's (Individual Education Plan);
- SST (Student Study Teams)
- Needs Assessment Surveys.

5. Discovery Prep will submit to the board any parent comments if the schoolwide plan under section (1114)(b)(2) is not satisfactory to parents of participating students. Submission of comments will be made to the Chairman of the Board and parent will be notified by the principal for conference.

#### Part III: Shared Responsibilities for High Student Academic Achievement

1. Discovery Prep will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below :

- Letters home (announcements)
- "Back to School" Night;
- Parent-Teacher Conferences;
- "Open House";

- School Site Council;
- Monthly parent meetings.

2. Discovery Prep will incorporate the school-parent compact as a component of its School Parental Involvement Policy and will be disseminated in the “First Day” Packets at the beginning of every school year.

3. Discovery Prep will provide assistance to parents of students served by the school in understanding topics such as the following:

- The State’s academic content standards;
- The State’s student academic achievement standards;
- The State and Local Academic Assessments including alternate assessments;
- The requirement of Title I;
- How to monitor their child’s progress, and
- How to work with educators.

4. Discovery Prep will, to the extent feasible and appropriate, ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parent of participating students in an understandable and uniform format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand.

### State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
<b>Dropout Rate</b>	7.80	4.10	11.40	20.30	17.20	17.40	13.10	11.40	11.50
<b>Graduation Rate</b>	82.22	85.14	78.41	66.63	68.07	70.20	78.87	80.44	80.95

#### Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
<b>All Students</b>	86.75	87.67	84.6
<b>Black or African American</b>		86.26	76
<b>American Indian or Alaska Native</b>		86.96	78.07
<b>Asian</b>		93.8	92.62
<b>Filipino</b>		91.79	96.49
<b>Hispanic or Latino</b>	86.75	88.24	81.28
<b>Native Hawaiian/Pacific Islander</b>		92.14	83.58
<b>White</b>		90.55	89.93
<b>Two or More Races</b>		92.42	82.8
<b>Socioeconomically Disadvantaged</b>	100	73.92	61.28
<b>English Learners</b>	41.67	32.13	50.76
<b>Students with Disabilities</b>	88.75	88.85	81.36
<b>Foster Youth</b>	--	--	--

## State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

### Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
<b>Suspensions</b>	9.17	3.92	6.33	1.72	1.30	0.91	5.07	4.36	3.80
<b>Expulsions</b>	0.00	0.28	0.00	0.02	0.02	0.01	0.13	0.10	0.09

### School Safety Plan (Most Recent Year)

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#### Creating a Supportive and Positive School-wide Atmosphere

Discovery Prep has undergone a few significant changes. Discovery Prep has reinforced its standards for a supportive atmosphere for all students, including the introduction of a positive incentives and rewards program for Discovery Prep students. Specifically, Discovery Prep has developed a “tokens system” wherein tokens (with varying values and associated rewards) and certificates of achievement are presented to students monthly by teachers wishing to acknowledge academic achievements and behavioral improvements. Since the implementation of this tokens rewards program, Discovery Prep teachers have reported to administration a noticeable gain in academic motivation in the classroom and behavioral advancements in students who have earned tokens and certificates for behavioral reasons. Discovery Prep has also created a progressive discipline system with clear, fundamental discipline and support strategies that teachers must use in the classroom. The purpose of this is to minimize and reduce any out-of-school or in-school suspensions and to find alternatives to suspensions in order to maintain students’ presence in the classroom. Discovery Prep has instituted character building programs such as the Anti-Defamation League’s Peer Trainers to combat bullying on campus, and also the “No Cussing Club” curriculum in Advisory. 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. Furthermore, 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 and 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. 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.

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.

Creating a culture of discipline at school begins by establishing a positive school-wide environment with clearly defined campus and classroom expectations, incentives for adherence to academic and behavioral expectations, and tiered supports and interventions for all students, especially at-risk students. At the beginning of the school year, students engage in activities to learn these expectations and teachers are provided with extensive professional development for maintaining these standards on a daily basis. Discovery Prep's homeroom "Advisory" program, where students are placed in the same homeroom (or Advisory) with the same teacher/mentor for all four years at Discovery Prep, allows for teachers to have the opportunity to establish bonds with their Advisory students, remind students of Discovery Prep's school-wide norms, and allows the Discovery Prep Advisor 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 Advisor, who they may speak with, (or in other words, vent with) and problem solve with to minimize potential disciplinary issues. Should disciplinary problems take place, Discovery Prep Advisors can problem solve issues with at-risk students to diminish continued behavioral problems. Advisory also offers teachers the opportunity to teach study skills and organizational skills to their students and monitor their progress via weekly grade checks and through the Advisory teacher's monitoring of students' agendas (ie. homework calendars.) Discovery Prep has implemented a weekly detention program, three days a week, after school where students are given detention on Tuesday's (for an hour and a half) for behavioral remediation and after school detentions on Wednesday's and Thursday's is dedicated to academic remediation by way of mandatory tutoring. All after school detentions are issued by Discovery Prep administrators, often after a teacher referral. Conversely, for students who excel, Discovery Prep celebrates Honor Roll students with an Honor Roll Assembly once a semester to praise students who have received a 3.0 or above. The Honor Roll Assembly is a positive incentive at Discovery Prep and parents are invited to attend. Finally, Discovery Prep retains a strong staff of counselors, including counseling interns who visit the Discovery Prep Health classes on Mondays, all of whom keep an open door policy with students and staff and who conduct conflict-mediation as needed. These strategies, of mentoring at-risk students, praising excellent students via a token system and assemblies for celebration, and maintaining an open door policy of qualified support staff, have all been established in order to minimize potential disciplinary issues before they begin.

#### Positive Academic and Behavior Incentives Program

Discovery Prep's School-wide Positive Academic and Behavior Intervention and Support system is based on a multi-tiered system to identify and assess interventions and supports for all students. The system helps identify and assess school-wide interventions and supports as well as specific interventions and supports for at-risk and high-risk students. Discovery Prep has a Coordination of Services Team (COST), which assesses the efficacy of school-wide interventions and supports. Discovery Prep also has a Student Services Team (SST) that creates targeted interventions and supports for at-risk and high-risk students. The following chart provides an overview of the system. A chart detailing the multi-tiered system is provided for reference on the next page.

Discovery Prep has positive academic and behavioral expectations that are clearly defined, modeled, and taught, with an opportunity for all students to practice the skills, in all school environments (e.g. classroom, hallways, cafeteria, etc.). The expectations are in two categories: campus expectations and classroom expectations.

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.

Discovery Charter Preparatory has also created a positive incentives and rewards program for students who demonstrate exemplary behaviors and also for students who show a willingness to change misbehaviors and adhere to the campus and classroom expectations. Discovery Prep uses a token system and allows teachers to use their discretion to reward students for the following:

- Students with "A" for participation one month: Students who receive "A" points for exemplary participation (attendance, punctuality, focus, effort, respect) receive a Gold token.
- Students with "B" for participation one month: Students who receive "B" points for exemplary participation (attendance, punctuality, focus, effort, respect) receive a Silver token.
- Students with "C" for participation one month: Students who receive "C" points for exemplary participation (attendance, punctuality, focus, effort, respect) receive a Bronze token.
- Students who improve academically: Teachers can reward students with a token of their choice for students who improve academically.
- Students who improve behaviorally: Teachers can reward students with a token of their choice for students who improve behaviorally.
- Anti-bullying Upstanders: Teachers can reward students with a token of their choice for students who demonstrate supportive behaviors (Standing up for other students, helping to mediate disputes.)
- Focus: Teachers can reward students with a token of their choice for those who demonstrate outstanding focus in class.
- Effort: Teachers can reward students with a token of their choice for those who demonstrate outstanding effort in class.
- Respect: Teachers can reward students with a token of their choice for those who demonstrate values of respectful behavior.
- Safe Student Reward: Teachers can reward students with a token of their choice for those who demonstrate values of safe behavior.
- Responsible Student Reward: Teachers can reward students with a token of their choice for those who demonstrate values of responsibility.
- Perfect Attendance: Teachers can reward students with a token of their choice for those who have perfect attendance.
- Perfect Punctuality: Teachers can reward students with a token of their choice for those who are punctual to class daily.

At the end of each month, teachers are given six tokens and meet in grade-level groups to discuss students that should receive rewards. Each teacher then selects different students to reward. Teachers print out a Certificate of Accomplishment, sign it, and present it to the student along with the token. Students can then redeem the tokens for rewards or save them for an end of year trip to the beach.

#### Progressive Discipline Matrix

Discovery Prep has a clear progressive discipline matrix. Before sending a student to the office, teachers are required to follow fundamental classroom management strategies to help support students in class. Teachers use a referral checklist that guarantees teachers use fair, equally applied, and different strategies before they refer a student to an administrator for further consequences. The goal of progressive discipline is to help students practice academic and behavioral expectations and to give students multiple opportunities to learn and adhere to these expectations. Progressive discipline ensures that all students are treated equally and fairly. Resolving issues in the class first and allowing the student to stay in the learning environment helps teachers become better educators, adept at dealing with many different issues. It gives parents an opportunity to help rectify any academic/behavioral concerns before the student is referred to an administrator; to this end, students are allowed to resolve disciplinary problems at the level of the teacher, before the issue is escalated to an administrator and thereby the student is able to remain in the classroom to learn. Discovery Prep teachers are trained to manage student behavioral issues within the classroom, again, so that the student may remain in the classroom to learn. The following chart shows the fundamental classroom strategies and supports that teachers are required to use on a consistent basis to help promote a positive classroom environment. When fundamental classroom strategies are not sufficient, teachers are required to use progressive discipline and support steps to reinforce consequences. Teachers are required to utilize each progressive discipline step at least once before sending a student to the office.

After a teacher has exhausted all strategies, an office referral is required. Students with referrals receive a mandatory Tuesday detention for 90 minutes; mandatory loss of privileges for example no participation in sports or other privilege losses (TBD by the administrator); mandatory completion of a behavioral journal that parents must sign and the student must return to the school; a verbal/written contract with the student is created; and a restorative meeting between the teacher, the student, and an administrator takes place the day of the incident, the same day after school. The reason behind this mandatory restorative meeting is so that the next day there is an assured fresh start for all parties, and since the onset of these meetings with an administrator, teacher, student, and occasionally parents, there appears to be a decrease in tension on campus by allowing parties involved to speak, communicate, and mediate the conflict. Moving forward, following this first step in the disciplinary matrix, further consequences are at the Administrator's discretion.

For each office referral, the administrator has the option to send a student to counseling, create a written contract with the student, and consider alternative discipline options. The administrator also regularly conducts Coordination of Services Team (COST) and Student Support Team (SST) SST meetings to determine specific interventions and supports for students. After a fourth referral, the student is referred to a Student Services Team (SST) for the most intensive interventions. The SST helps create individualized interventions and supports for students. Case management, including monitoring and documentation occur to ensure that many different strategies are attempted and the interventions and supports are evaluated to assess their effectiveness. In most cases, before suspension is even considered, the student has multiple opportunities to learn new academic and behavioral skills and implement those skills on campus and in the classroom. Also, students are referred early in the disciplinary process to a Student Services Team (SST), which consists of a team of individuals such as the student's teachers, parents, administrators, counselors, tutors, mentors, etc. Team members at an SST develop individualized interventions and supports for the student. These targeted interventions have greater efficacy and take into account the opinions of all stakeholders and the needs of the at-risk students based on input from teachers and parents. Alternatives to suspension are always considered and, if appropriate, used in lieu of a suspension. It should be noted that Discovery Prep employs two full time Security employees who are able to talk with at-risk students on a level different than the students' teachers, parents, and administrators. At times, when appropriate, a student's SST may contain accommodations of "take a walk with security" or "campus beautification with security" when progressive discipline is needed. While Discovery Prep Security's main goal is to uphold the safety of students and staff, Discovery Prep Security has proven essential in maintaining the discipline of at-risk students due to their unique backgrounds and connections with at-risk students. The "talks" given by Security to at-risk students has proven to be a fundamental disciplinary tool at Discovery Prep and, while not a formal step in Discovery Prep's established progressive disciplinary matrix, Discovery Prep's use of Security in the disciplinary process is worth noting.

#### Character-Building Programs

Discovery Charter Preparatory High School utilizes a character-building program, entitled the "No Cussing Club." It is a curriculum that is used in our advisory classes that teaches students methods to build self-esteem and conflict management techniques. It also includes different learning modules which immerse students in potential situations at school that may cause conflict and empower students with the necessary skills to handle these situations without resorting to profanity or vulgarity. The curriculum also includes modules that help students to resolve conflicts that arise from bullying and teaches students to become anti-bullying "upstanders." In addition, Discovery Prep has included a week-long training at the beginning of the school year and on-going throughout the school year, provided by the Anti-Defamation League (ADL) for both students and teachers regarding creating a positive school environment for all students. The training includes the creation of a student led peer intervention team. The team consists of students at the school who are trained to intervene in conflicts and school and help manage these situations. Team members also provide mentoring for students who may have difficulty adhering to campus and classroom expectations. Discovery Charter Preparatory High School also participates in the ISLI/CASLA grant administered through Cal State Dominguez Hills University. The grant provides training to school leadership teams regarding Restorative Practices and Discovery Charter has been fortunate to have specialists trained in Restorative Practices come to our school and train staff. Discovery Charter continues to provide these and other training opportunities to all staff and teachers. Lastly, Discovery Charter's security and emergency response team has attended Non-Crisis Intervention (NCI) trainings on a yearly basis and Discovery Prep faculty and staff have received training regarding the implementation of restorative practices. Discovery Prep's emphasis on on-going training provides for both grade-level and subject-matter representatives receiving on-going training in all processes of the discipline and restorative practices and these reps ensure that all staff uphold the protocols of these established guidelines. The trainings are administered through the Los Angeles Unified School Division of Special Education/Charter Operated Programs.

#### 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.

#### Facility

The school will operate at the following facility:

12550 Van Nuys Blvd Pacoima, CA 91331

Pacoima, CA 91331

Discovery Prep will comply with: state building codes, federal Americans with Disabilities Act access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance.

#### Asbestos Management

The charter school shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

#### Pest Management

Discovery Prep will comply with applicable provisions of the Healthy Schools Act, including its requirements regarding pest management, and comply with the District's policy focusing on long-term pest prevention and giving non-chemical methods first consideration when selecting appropriate pest-management techniques.

Discovery Prep will manage maintenance and operations according to the following plan:

Routine Repair and Maintenance, Major or Deferred Maintenance, Preventive Maintenance, Building Equipment Operations, Alterations and Improvements:

A maintenance employee or independent contractor will assess the facilities on a daily basis to determine what, if anything, requires repair or maintenance, and will conduct such repairs or maintenance on his or her own if possible, or consult the Executive Director if additional help from outside providers is required.

#### Custodial Services

Custodial services will be provided on a daily basis by an independent contractor or employee of the school.

#### Gardening, Landscaping and Tree Trimming

These services will be provided by the lessor as part of its lease agreement with the school.

#### Utilities

Water will be provided by the lessor as part of its lease agreement with the school.

#### 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:

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.

Employees will submit fingerprints to the Department of Justice via Live Scan processing.

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.

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.

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 are 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.

#### 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, 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.

#### School Safety Plan

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

#### Fire Safety

Discovery Prep agrees to test 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:

- o take a first aid kit on the field trip
- o retain copies of the permission slips with the most updated information
- o leave a copy of Permission slips in the office with the Attendance Clerk

Coaches are required to:

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

#### Security

All out of classroom personnel have been issued walkie talkies for purposes of communications.

DP also 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 afterschool, one armed off-duty or retired police officer from 3:30 pm -7:00 pm each day to assist with the after school activities. After school security is armed and has law enforcement background due to the high crime rate of our neighborhood.

#### Comprehensive Sexual Harassment Policies and Procedures

Discovery Prep has developed a comprehensive policy to prevent and immediately remediate 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 and inform the Principal that a report has been made.

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2004-2005
Year in Program Improvement*	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	652
Percent of Schools Currently in Program Improvement	N/A	71.3

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

### Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				Avg. Class Size	2013-14			Avg. Class Size	2014-15				
	Avg. Class Size	Number of Classrooms				Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			
		1-22	23-32	33+			1-22	23-32			33+	1-22	23-32	33+
English	22	8	12		44	2	4	6	19	13	9			
Mathematics	22	10	9		34	5	3	3	22	9	6			
Science	23	5	5		56		2	2	21	7	4			
Social Science	23	7	12		48		2	5	25	6	9			

Note: 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.

**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	350
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist	3	N/A
Other		N/A

Note: Cells with N/A values do not require data. 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 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site				49,636.00
District	N/A	N/A		\$68,881
Percent Difference: School Site and District	N/A	N/A		-27.9
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A		-32.0

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

**Types of Services Funded (Fiscal Year 2014-15)**

Students are required to attend classes at the Discovery Prep campus. While on campus, students may be provided with online learning opportunities for college classes from other partner educational agencies, such as four-year or two-year accredited colleges. Students will be expected to use the school's computers on Discovery Prep's campus to complete the online class or classes in which they enroll in order to obtain credit for such courses. These courses supplement our program for students who wish to get an early start on college credits. These courses do not supplant or replace any A-G courses. There is no cost to students. A Youth Speak Collective staff member is responsible for facilitating the online course, which primarily involves assuring that the students complete all the required course work and online forum postings in a timely manner. The college classes are open to all students in grades 11 and 12. These facilitated online college courses provide students with an opportunity to take advanced coursework in subjects not otherwise offered in the school curriculum. They also provide students with a stepping stone to their post-high school college career because the students are introduced to college-level work but they have an adult to guide them through the process.

**Students with Special Needs/Students with Disabilities**

Discovery Prep has outlined the Special Education Program as required by the LAUSD SELPA and contracts with Total Education Solutions (TES) to provide special education services to meet the needs of our students with disabilities. Discovery Prep will participate as a school of the District under the District Operated Programs Unit.

**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 CELDT , CAHSEE, CST , teacher assessments, and school assessments to identify and monitor the progress of ELL students. Discovery Prep also provides Professional Development in the form of group workshops and individualized coaching to support teachers in enhancing instruction for ELL students.

The school identifies English language learners based on their English Language Acquisition status, EL, as incoming students. Students who have a home language other than English and who do not have a language acquisition status are tested, using the CELDT , to determine if they are English language learners. All students classified as EL's are tested yearly with the CELDT . 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. Some of these materials include vocabulary squares, visuals, graphic organizers and Spanish cognates. In addition to this, after school tutoring and English enhancement classes given during the regular school day, help supplement instruction. Discovery Prep utilizes CELDT , CAHSEE, CST , teacher assessments, and school assessments to identify and monitor the progress of ELL students. Student progress is monitored every two weeks. Discovery Prep also provides Professional Development in the form of group workshops and individualized coaching to support teachers in enhancing instruction for ELL students. In order to be reclassified a student must achieve an overall score of "Advanced" or "Early Advanced". Additionally, no single CELDT category score may be lower than "Intermediate". For a student to be reclassified with an overall score of "Early Advanced" other factors will be considered such as academic grades , CST scores, and parent input.

#### Students Achieving Above Grade Level

For students who are achieving above grade level, Discovery Prep provides honors classes, AP classes, and college classes on the Discovery Prep campus. Students achieving above grade level are identified by their reading level scores and their proficiency levels. For this subgroup, teachers use instructional strategies that focus on higher levels of thinking in order to challenge students to dig deeper into the curriculum. Students are challenged to apply their knowledge in a different way, analyze and synthesize what they have learned and evaluate and defend their positions. Additionally, within our regular curriculum, Discovery Prep provides academic enrichment in the form of special projects and field trips. Local community colleges hold these college classes on Discovery Prep's campus primarily for DP students, but they are also attended by college students. Students are taught by college faculty following their college syllabi and allow our students to truly experience what college will require of them.

Students achieving above grade level take college classes through Cerro Coso Community College. The course offerings vary from semester to semester. Courses offered in past semesters include Introduction to Sociology, The Sociology of Women, Introduction to Child Development, Introduction to Theatre, The Fundamentals of Music, and Health Principles. Most students in the upper 50th percentile of their class will likely take at least one college class prior to graduation. There is no cost to the student for these classes.

#### Students Achieving Below Grade Level

Students will be continually assessed in order to ascertain their level of knowledge in relationship to the California State Standards. Assessments will be reviewed by the student, teachers, advisors and Administration. These groups will identify students who need remediation in order to meet their full potential. Assessments include teacher-designed assessments, school-designed assessments and state designed assessment tests such as the CAHSEE, CELDT , and CST . Students achieving below grade level will be identified by their reading level scores and their proficiency levels on the above mentioned assessments.

Discovery Prep uses the Response to Intervention framework to provide additional intervention to students who need remediation. This process begins with 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 who come to Discovery Prep significantly below grade level reading will be assigned to a 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. If these interventions are not successful students are provided with more intensive and targeted Tier II interventions. These interventions may include focused supplemental instruction in small groups, research-based interventions targeted at specific strengths/needs, small group counseling and after-school tutoring. Additionally, at Tier II, advisors help students to identify specific student needs, and/or barriers preventing students from reaching their full potential in and out of the classroom by writing action plans. Advisors have access to student grades and results of student assessments that give them a frame of reference to address student needs and notify parents of personal or academic issues that may arise. Students who do not progress while on an action plan will be referred to the RTI team.

Students who are referred to the RTI team will receive Tier III, intensive interventions designed to meet individual needs. These interventions 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 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**

**Special Education Requirements (LAUSD-Specific Language)**

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.

Prior to Los Angeles Unified School District (“LAUSD” or “District”) Governing Board approval, Discovery Prep will either execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Discovery Prep regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education or provide approved legal verification of membership in another state-approved SELPA with agreement to adhere to the LAUSD’s Modified Consent Decree (“MCD”) requirements (see MOU execution requirements below ). Charter schools who are considering joining another SELPA shall provide the required notification of intent to leave the SELPA at least one year and one day prior to the anticipated exit date (Education Code § 56195.3 [b]).

District-authorized charter schools permitted to participate in an out-of-District SELPA will be required to execute a MOU by and between the LAUSD and the charter school (if considered a Local Educational Agency (“LEA”) regarding the provision of special education services. The receiving out-of-District SELPA Local Plan must be provided to the District for review and must contain a commitment to ensure that the District-authorized charter schools assume all responsibility for the students with disabilities that enroll in the charter schools and that the receiving SELPA is accountable for oversight, monitoring, and implementing the Chanda Smith MCD requirements.

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average for Districts In Same Category
<b>Beginning Teacher Salary</b>	\$39,788	\$43,165
<b>Mid-Range Teacher Salary</b>	\$63,553	\$68,574
<b>Highest Teacher Salary</b>	\$78,906	\$89,146
<b>Average Principal Salary (Elementary)</b>	\$105,723	\$111,129
<b>Average Principal Salary (Middle)</b>	\$115,222	\$116,569
<b>Average Principal Salary (High)</b>	\$116,595	\$127,448
<b>Superintendent Salary</b>	\$350,000	\$234,382
<b>Percent of Budget for Teacher Salaries</b>	35%	38%
<b>Percent of Budget for Administrative Salaries</b>	5%	5%

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

**Advanced Placement (AP) Courses (School Year 2014-15)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	1	N/A
All courses	2	.8

\* Cells with N/A values do not require data. Where there are student course enrollments.

**Professional Development (Most Recent Three Years)**

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.

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. Furthermore, 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 and 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. 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.

**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.

The District is currently in the process of developing an Integrated Student Information System (“ISIS”) as required by the MCD. Although most charter schools are not currently utilizing the District’s current SIS, the MCD requires all charter schools to implement the use of ISIS, for the purposes of Special Education, once it is developed.

**Recruiting Qualified Teachers**

Discovery Prep uses many different means of recruiting new qualified teachers and staff, including connections w ith local teacher education programs, the Internet and job fairs. Discovery Prep may, if needed, retain the services of a teacher employment agency. After candidates are recruited, a Discovery Prep administrator, as w ell as the department head, w ill review the resumes of all candidates. After the initial paper screening, a Discovery Prep administrator will interview eligible candidates for employment. A successful candidate w ill be offered employment at Discovery Prep on a contractual basis.

**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 a lifelong learner by constantly striving to improve their practice.

Discovery Prep's professional development plan is focused on individual job embedded teacher development that includes a minimum of two formative and one summative evaluation per year. Administrators meet with teachers before and after each observation to assess the teacher's progress using Charlotte Danielson's Framework for Teaching. Discovery Prep also provides new teachers with a mentoring program for support and guidance. Teachers are given time for planning/collaboration, peer observations, workshops and conferences.

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 will 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 teacher's repertoire of intervention and instructional strategies in order to provide more differentiated and individual instruction. Also, we will begin discussing the shift to the common core standards, what that means for instruction, and identify and practice strategies for being more collaborative, using experimental inquiry so that students become more active participants in constructing their own learning.