

2016 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE.

Please review and update each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publicly available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).

School Contact Information

Please review and update the information below as needed. This section should include **current** School Contact Information for your school.

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

District Contact Information

Please review and update the information below as needed. This section should include **current** District Contact Information for your district.

| District Information | |
|-------------------------|----------------------------------|
| District Name | Discovery Charter Preparatory #2 |
| Street | 13570 Eldridge Avenue |
| City, State, Zip | Sylmar, CA 91342 |
| Phone Number | 818-897-1187 |
| Superintendent | Dr. Karen Smith |
| Web Site | www.discoveryprep.org |
| E-mail Address | ksmith@discoveryprep.org |

School Description and Mission Statement (Most Recent Year)

Please review and update the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

Discovery Charter Preparatory was started in 2002 by local parents, who did not want to send their children to the local high schools after middle school. DP was the first startup charter high school in LAUSD. The school added tenth grade in 2003, eleventh grade in 2004 and twelfth grade in 2005. It has an enrollment of about 249 students. Since 2015-2016, DP has purchased a new school in Sylmar, California.

ACCOMPLISHMENTS

- At least 54% of graduating seniors in the past 5 years have been accepted to 4-year College/University.
- Advisory Program where students are monitored by their assigned Advisor for 4-years
- Schoolwide implementation of Technology Devices: iPads, Clickers, Calculators, SmartBoards
- Partnership with Los Angeles Mission College for dual-enrollment
- Implementation of weekly grade checks.
- Schoolwide Professional Development individualized to meet the needs of teachers.
- 70% of graduating seniors apply to at least 1 College/University.
- 100% of students who graduate on-stage take at least one college entrance exam.
- The School Counselor hosts at least 6 college application workshops during the school year to provide students with individual assistance in completing their college applications.
- The School Counselor hosts at least 1 College financial aid workshop to provide students with assistance in applying for various forms of financial aid including

the FAFSA.

- Discovery Prep graduates have gone on to attend and graduate from universities such as U.C.L.A, U.C. Berkeley, Dartmouth, University of Pennsylvania, Lewis and Clark College, and a host of other prestigious schools. The senior class of 2016 includes three students who are currently interviewing with Harvard University.

University of California A-G Requirements:

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

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

GOALS & PHILOSOPHY

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

Mission, Vision, and Learner Outcomes:

MISSION

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

VISION

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

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

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

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

Every Discovery Prep graduate will be:

Effective Communicators who:

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

Critical Thinkers who:

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

Responsible Individuals who:

- Respect themselves, other people, and property.
- Contribute to their community.
- Exercise personal and academic self-discipline.

Create plans, options, and opportunities for the future

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

Opportunities for Parental Involvement (Most Recent Year)

Please review and update the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

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 feedback to Discovery Prep. Parents are viewed as an integral stakeholder group and are invited to attend school board meetings and to participate in extracurricular activities. Parents from the PAC committee also help coordinate "Parent Meeting Nights." Recognizing that parents are an integral part of the school community, Discovery Prep has an annual Parent Dinner Night, where the school provides dinner and welcomes parents to bring various dishes to share in a community-building experience with teachers, parents, administrators, and staff.

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.

School Safety Plan (Most Recent Year)

Please review and update the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

Creating a Supportive and Positive School-wide Atmosphere

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

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

- Tier 1 supports focus on the entire student population by creating a school culture and climate conducive to academic and behavioral excellence. This includes positive incentives and a reward token program, which recognizes students for exemplifying outstanding academics and behavior as members of the school community. Each month, the Coordination of Services Team (COST) meets to determine the effectiveness of supports.
- Tier 2 and Tier 3 interventions and supports target students who require more individualized supports and interventions. This includes weekly grade checks during advisory, meetings with the principal for low-achieving students, and after school tutoring. Attendance interventions also occur at least once a month, in which students and parents meet with the attendance counselor and the assistant principal. If necessary, students are referred to the Student Success Team (SST) for more intensive support and interventions.

In-class Discipline Issues

When students have disciplinary issues in class, teachers implement in-class strategies and progressive

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

Tokens System

Discovery Prep has developed a “tokens system” wherein tokens (with varying values – gold, silver and bronze) and certificates of achievement are presented to students monthly by teachers wishing to acknowledge academic achievements and behavioral improvements. Tokens are distributed throughout the month and may be redeemed throughout the year for a variety of rewards.

- Standing up for other students, helping to mediate disputes
- Improvement in Behavior
- Anti-bullying Upstanders
- Effort
- Respect
- Safe Student Reward
- Responsible Student Reward
- Perfect Attendance
- Perfect Punctuality
- Academic improvement
- Completing a goal

Character Building

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

Mind UP

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

Open-door policy

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

Advisory

Discovery Prep’s “Advisory” program places students with the same teacher/Advisor for all four years. This allows the Advisor 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, with whom they may speak, (or in other words, vent) and problem solve to minimize potential disciplinary issues.

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

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

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

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

Health and Safety Procedures

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

Pupils and Staff

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

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 is tobacco, drug, and alcohol free.

Medication in School

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

Emergency Preparedness

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

School Safety Plan

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

Emergency Plan:

Discovery Prep has an evacuation plan in case of fire or earthquake. Emergency cards are available in the Administration building and with the Principal. In the case of an emergency, all teachers and designated staff take with them the Emergency Folder containing: classroom rosters, routes to follow when exiting classroom and procedures of where to go, a copy of emergency plan and procedures with assigned duties. If a designated

person listed is not present, there are two back-ups indicated so that all necessary roles will be filled in case of an emergency.

Fire Safety

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

Auxiliary

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

Field Trips

All Discovery Prep personnel are required to:

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

Coaches are required to:

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

Security

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

Comprehensive Sexual Harassment Policies and Procedures

- Discovery Prep has developed a comprehensive policy to prevent and immediately 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.

School Facility Conditions and Planned Improvements (Most Recent Year)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

You can [click here](#) to submit your school's most recent FIT tool in MS Excel format. Please do not submit your FIT tool in any format other than MS Excel.

Year and month of the most recent FIT report: August, 2016

This section should be kept to 1-2 paragraphs.

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

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

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

School Facility Good Repair Status (Most Recent Year)

Please review and update the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

Please ensure that this section correlates accurately to the most recent inspection/FIT report for your school.

| System Inspected | Repair Status (the marks should match your most recent inspection) | | | Repair Needed and Action Taken or Planned |
|--|---|------|------|--|
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | |
| Electrical: Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | | X | | Fountains - Construction will begin June, 2017 |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | | X | | Roofs - Construction will begin June, 2017 |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

| System Inspected | Repair Status (the marks should match your most recent inspection) | | | |
|-----------------------|---|------|------|------|
| | Exemplary | Good | Fair | Poor |
| Overall Rating | | | X | |

Teacher Credentials

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated. As this template is thoroughly reviewed each year, please note that the years listed, 14-15, 15-16 and 16-17, are correct.

| Teachers at this School | School | | | District |
|--|---------|---------|---------|----------|
| | 2014-15 | 2015-16 | 2016-17 | 2016-17 |
| With Full Credential | 15 | 17 | 15 | 15 |
| Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers) | 0 | 0 | 2 | 2 |
| Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments). | 0 | 0 | 0 | 0 |

Teacher Misassignments and Vacant Teacher Positions

Please review and update the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated. As this template is thoroughly reviewed each year, please note that the years listed, 14-15, 15-16 and 16-17, are correct.

| Indicator | 2014-15 | 2015-16 | 2016-17 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. | 0 | 0 | 0 |
| Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. | 0 | 0 | 0 |
| Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester. | 0 | 0 | 0 |

Academic Counselors and Other Support Staff (School Year 2015-16)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

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

As this template is thoroughly reviewed each year, please note that the year listed, 15-16, is correct.

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|--|---|--|
| Academic Counselor | 1 | 250 |
| Counselor (Social/Behavioral or Career Development) | 0 | ♦ |
| Library Media Teacher (Librarian) | 0 | ♦ |
| Library Media Services Staff (paraprofessional) | 0 | ♦ |
| Psychologist | 0 | ♦ |
| Social Worker | 0 | ♦ |
| Nurse | 0 | ♦ |
| Speech/Language/Hearing Specialist | 0 | ♦ |
| Resource Specialist (non-teaching) | 1 | ♦ |
| Other | 0 | ♦ |

♦ means data is not required. The fields are intentionally not provided.

Textbooks and Instructional Materials (Most Recent Year)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

Please ensure that this section correlates accurately to most recent adoption of textbooks for your LEA.

Year and month in which data were collected: October 2016

This section should be kept to 1-2 paragraphs.

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|------------------------------|--|-------------------------------------|--|
| Reading/Language Arts | <p>The Language of Literature Grade 9 (MacDougall Littell, 2006).</p> <p>The Language of Literature Grade 10 (MacDougall Littell, 2006).</p> <p>The Interactive Reader Plus for English Learners.</p> <p>Always Running (Luis Rodriguez)</p> <p>The Kite Runner (Khaled Hosseini)</p> <p>The Things They Carried (Tim O'Brien)</p> <p>Fahrenheit 451 (Ray Bradbury)</p> <p>Othello (William Shakespeare)</p> <p>Romeo and Juliet (William Shakespeare)</p> <p>Hamlet (William Shakespeare)</p> <p>Animal Farm (George Orwell)</p> <p>Night (Elie Wiesel)</p> <p>The Marriage of Figaro (Lorenzo DaPonte/Wolfgang Amadeus Mozart)</p> <p>One Flew Over The Cuckoo's Nest (Ken Kesey)</p> <p>The Great Gatsby (F. Scott Fitzgerald)</p> <p>The Crucible (Arthur Miller)</p> <p>In Cold Blood (Truman Capote)</p> <p>To Kill A Mockingbird (Harper Lee)</p> <p>Les Miserables (Victor Hugo)</p> <p>Things Fall Apart (Chinua Achebe)</p> <p>A Doll's House (Henrik Ibsen)</p> | Yes | 0 |
| Mathematics | <p>Algebra 1: Concepts and Skills 4th Edition (MacDougall Littell, 2004).</p> <p>Algebra 2: Concepts and Skills 4th Edition (MacDougall Littell, 2008).</p> <p>Geometry: Concepts and Skills (MacDougall Littell, 2005).</p> <p>Precalculus with Trigonometry: Concepts and Applications (Key Curriculum Press, 2007).</p> <p>Statistics (Houghton Mifflin Company, 2007).</p> | Yes | 0 |
| Science | <p>Biology: They Dynamics of Life (Glencoe/McGraw Hills Science, 2005).</p> <p>Chemistry (Pearson Education Inc., 2005).</p> | Yes | 0 |

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|-----------------------------------|---|-------------------------------------|--|
| History-Social Science | 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 |
| Foreign Language | 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 |
| Health | Lifetime Health (Holt, Rinehart and Winston 2004). | Yes | 0 |
| Visual and Performing Arts | The Visual Experience (Davis Publishing, 2004). | Yes | 0 |

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|--|--|-------------------------------------|--|
| Science Laboratory Equipment (grades 9-12 schools only) | 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 |

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

The fields that are, **highlighted yellow**, are populated for you with data provided by CDE (as available).

Percent differences, **highlighted light-blue**, are calculated by this form.

The remaining data was copied over from last year’s SARC and should be reviewed/updated, with data from FY 14-15, as needed.

The most recent data available from CDE is for fiscal year 2014-15. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 14-15, is correct.

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|-------------------------------------|--------------------------------|------------------------|
| | Total | Supplemental/ Restricted Sources | Basic/ Unrestricted Sources | |
| School Site | 11,248 | 2,705 | 8,543 | 49,636.00 |
| District | ♦ | ♦ | 8,543 | \$72,495 |
| Percent Difference: School Site and District | ♦ | ♦ | 0.0 | -31.5 |
| State | ♦ | ♦ | \$5,677 | \$75,837 |
| Percent Difference: School Site and State | ♦ | ♦ | 50.5 | -34.5 |

♦ means data is not required. The fields are intentionally not provided.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2015-16)

Please review and update the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school’s federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 15-16, is correct.

Programs available at DP

The Charter School has partnered with Los Angeles Mission College (LAMC) to provide our students with dual enrollment benefits. This allows our students to enroll at LAMC while enrolled at our school; and our school also has LAMC instructors teaching college level courses on our school site, as part of our School’s College and Career Readiness efforts to increase the percentage of students pursuing post-secondary education.

We have taken steps to ensure that students who excel academically are provided with access to honors, AP, and dual enrollment courses. We have also ensured that RtI supports and interventions are in place for our struggling students. This has involved professional developments that focus on best practices and strategies to be used with all students.

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

- Acellus is a state accredited online program used for remediation, support, extended learning and course recovery. Acellus allows students to learn at their own pace and on their own schedule. Students earn credit by mastering all of the concepts within a course and successfully passing the required exams. Acellus courses are standards-based and provide a full online learning experience in each subject area. Each student may take up to six courses simultaneously and the selection of courses may be adjusted at any time. Acellus is able to customize the course to the individual pace and level of each student. As the student progresses through the course, every response is recorded and monitored, and through I2 technology, personalized help videos are delivered right when the student needs assistance with a concept.
- Achieve3000 is used for all students. It provides differentiated instruction for RtI, extended learning, and to track students' reading (lexile) levels. The goal is to improve students' reading, writing, and comprehension levels to reach and exceed mastery as laid out in the CCSS.
- I-Ready is an intervention program used primarily with English Learners and Students with Disabilities. I-Ready is an online, adaptive, individualized, diagnostic assessment that determines competency on Common Core math and reading skills. Results drive instruction as teachers work towards satisfying each student's individual needs. I-Ready delivers engaging online lessons at each student's level based on results from the online adaptive Diagnostic, pinpoints students' abilities down to the sub-skill level and provides educators with a detailed action plan and resources for differentiated instruction. Teachers have immediate access to data that identifies individual student's strengths and weaknesses so they can plan appropriate instruction for each child. An added benefit of the I-Ready assessment is that it resembles CAASPP's testing format. The program delivers best-practice, teacher-led, Common Core lessons that relate directly to skills assessed in the Diagnostic.
- Rosetta Stone is used for students who are new English Learners and have little to no previous exposure to the English language. Rosetta Stone enables students to develop everyday conversational skills. It is a guided, self-paced environment that focuses on fundamentals. It allows students to refine and expand their existing language skills. Realistic conversation and activities help develop metalinguistic awareness. Rosetta Stone provides content and instructional options for online language learning customized to student needs.

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, CAASPP, teacher assessments, and school assessments to identify and monitor the progress of ELL students. Response to Intervention (RtI) - Discovery Prep uses the Response to Intervention framework to provide additional intervention to students who need remediation.

Tier I

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

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

Tier II

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

Tier III

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

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

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

Community Partnerships

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

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

California State University, Dominguez Hills's ISLI Grant:

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' theater focus is on the "Shakespeare Challenge" which is a program that utilizes Shakespearean drama to inspire students in the study of vocabulary, history, culture, and stagecraft, as well as to promote skills in creative movement, group cooperation, teamwork, and conflict resolution. City Hearts' music programs aid students to embrace the language of musical terms and elements. City Hearts' integration of photography, theater, and music programs are an essential part of the arts and cultural curriculum experience at Discovery Prep.

Anti-Defamation League (ADL):

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

Comprehensive Community Health Centers (CCHC):

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

Los Angeles County Department of Mental Health:

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

Plus Me Project:

The Plus Me Project features guest speakers that bring dynamic individuals 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 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 list of some programs currently provided by YPI. Boys’ Soccer, Boys’ Baseball, Girls’ Softball, Girls’ Soccer, Boys’/Girls’ Cross Country, Girls’ Volleyball, Afterschool Tutoring, and Driver’s Ed. 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.

Los Angeles Mission College (LAMC):

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

Kaiser Permanente Educational Theater:

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

Pueblo y Salud, Inc. (PYS):

Pueblo y Salud, Inc. (PYS) is a social and human services agency whose mission is to improve social conditions in Latino communities of the Los Angeles County by creating opportunities for self-empowerment. PYS provides programs and services relating to education, civic participation, health, culture as well as drug, alcohol, and tobacco prevention. PYS has recently partnered with Discovery Prep and is implementing Project Alert, a Drug Prevention Program.

Project Alert:

Project Alert is an 11-week program that seeks to improve community standards and help address alcohol, marijuana and other drug abuse related issues directly with students through weekly workshops. Project Alert is geared toward preventing adolescent non-users from experimenting with drugs as well as keep students already experimenting from continuing. Additionally, PYS is providing a two session workshop for parents entitled Guiding Good Choices which teaches parents effective family management and communication skills regarding how to address the issues of alcohol, tobacco, marijuana and other drug abuse.

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.

Professional Development (Most Recent Three Years)

Please review and update the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

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 of how the brain operates under stress. Discovery Prep staff has undergone Mind Up training in order to apply "mindfulness" strategies in the classroom for all students. For the purposes of minimizing stress on campus, Discovery Prep administrators, including the Principal, Assistant Principal, School Counselor, and School Psychologist, maintain an on-going "open-door" policy where students are encouraged to communicate with administrative staff about issues that arise, including student-to-student conflict, student-teacher conflict, disciplinary objections, and so forth. 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.

Professional Development

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

Discovery Prep'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 also work one-on-one with teachers, providing individualized coaching and support. Teachers also receive ongoing mentoring and coaching by their department chairs, grade level chairs, mentor teachers, administrators, and professional development coaches.

Professional development topics for the new charter term will be focused on building our teachers' repertoire of intervention and instructional strategies in order to provide more differentiated and individual instruction. Also, we will discuss 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.

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.

Creating a Supportive and Positive School-wide Atmosphere

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

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2015-16)

Please review and update the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 15-16, is correct. This section should be kept to 1-2 paragraphs.

Career Technical Education Participation (School Year 2015-16)

Please review and update the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year's SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 15-16, is correct.

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of pupils participating in CTE | 0 |
| % of pupils completing a CTE program and earning a high school diploma The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program | 0 |
| % of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school | 0 |

CDE is not providing data for these areas.

DTS has copied previous year data for your review/update.

Average Class Size and Class Size Distribution (Elementary Only)

Please review data copied from last year’s SARC for you by DTS. 2014-15 data was duplicated for 2015-16.

| Grade Level | 2013-14 | | | 2014-15 | | | 2015-16 | | | | | |
|-------------|-----------------|-------------------|-------|---------|-----------------|-------------------|---------|-----|-----------------|-------------------|-------|-----|
| | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | | Avg. Class Size | Number of Classes | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |

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

Average Class Size and Class Size Distribution (Secondary Only)

Please review data copied from last year’s SARC for you by DTS. 2014-15 data was duplicated for 2015-16.

| Subject | 2013-14 | | | 2014-15 | | | 2015-16 | | | | | |
|----------------|-----------------|----------------------|-------|---------|-----------------|----------------------|---------|-----|-----------------|----------------------|-------|-----|
| | 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 | 44 | 2 | 4 | 6 | 19 | 13 | 9 | | 17 | 13 | 1 | |
| Mathematics | 34 | 5 | 3 | 3 | 22 | 9 | 6 | | 15 | 11 | 4 | |
| Science | 56 | | 2 | 2 | 21 | 7 | 4 | | 16 | 5 | 2 | |
| Social Science | 48 | | 2 | 5 | 25 | 6 | 9 | | 19 | 9 | 2 | |

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.

Advanced Placement (AP) Courses (School Year 2015-16)

Please review data copied from last year’s SARC for you by DTS.

| Subject | Number of AP Courses Offered | Percent of Students In AP Courses |
|--------------------------|------------------------------|-----------------------------------|
| Computer Science | 0 | ◆ |
| English | 0 | ◆ |
| Fine and Performing Arts | 0 | ◆ |
| Foreign Language | 2 | ◆ |
| Mathematics | 1 | ◆ |
| Science | 0 | ◆ |
| Social Science | 1 | ◆ |
| All courses | 4 | 18% |

◆ means data is not required. The fields are intentionally not provided.