

Discovery High

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year Published During 2017-18

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/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](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Natomas Unified
Phone Number	(916) 567-5400
Superintendent	Chris Evans
E-mail Address	cevens@natomasunified.org
Web Site	http://natomasunified.org

School Contact Information (School Year 2017-18)	
School Name	Discovery High
Street	3401 Fong Ranch Rd.
City, State, Zip	Sacramento, Ca, 95834-1797
Phone Number	916-928-5200
Principal	Mr. Keven MacDonald, Executive Director
E-mail Address	kmacdonald@natomasunified.org
Web Site	https://natomasunified.org/dhs/
County-District-School (CDS) Code	34752833430626

Last updated: 1/26/2018

School Description and Mission Statement (School Year 2017-18)

Discovery High School's budget, staffing, and course offerings are grounded in the school's purpose statement, "Discovery High School provides students with unique, individualized access to college and career opportunities that lead to economic and social self-sufficiency.

Discovery High School provides a WASC accredited alternative educational opportunity for students of Natomas Unified School District. Operating on an 8 period day, Discovery is an alternative to large traditional high schools that offers students small class size, individual attention, and options for earning a high school diploma.

The school provides an environment where students receive individualized attention and develop a sense of community. Programs are designed to assist students in earning a high school diploma and being college and career ready. Discovery's programs offer students the chance to overcome academic and/or social challenges and experience success in school.

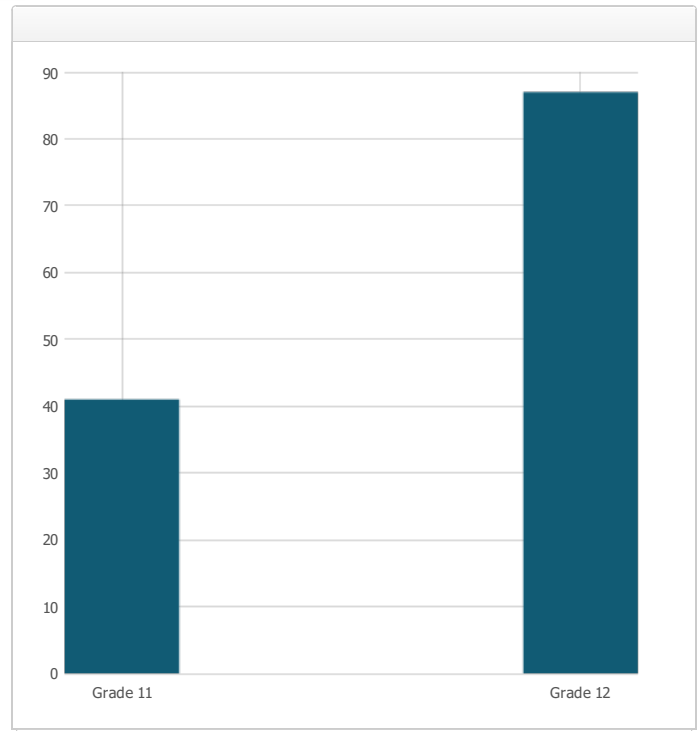
Through programs such as Culinary Arts and on-line learning students are provided different learning opportunities not found on most high school campuses. Among these opportunities is the District's Adult Education program. Offered after school hours, students may take advantage of credit recovery classes, GED preparation, English as a Second Language and advanced courses in culinary that lead to certification in the food service industry.

Discovery High School's program is designed to allow students the opportunity to make up academic and credit deficiencies in an accelerated manner. The goal at Discovery is for each student to graduate with a high school diploma and be college and career ready.

Last updated: 1/10/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Grade 11	41
Grade 12	87
Total Enrollment	128



Last updated: 11/28/2017

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	36.7 %
American Indian or Alaska Native	0.8 %
Asian	4.7 %
Filipino	2.3 %
Hispanic or Latino	39.8 %
Native Hawaiian or Pacific Islander	1.6 %
White	7.8 %
Two or More Races	5.5 %
Other	0.8 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	60.9 %
English Learners	19.5 %
Students with Disabilities	10.9 %
Foster Youth	3.9 %

Last updated: 11/28/2017

A. Conditions of Learning

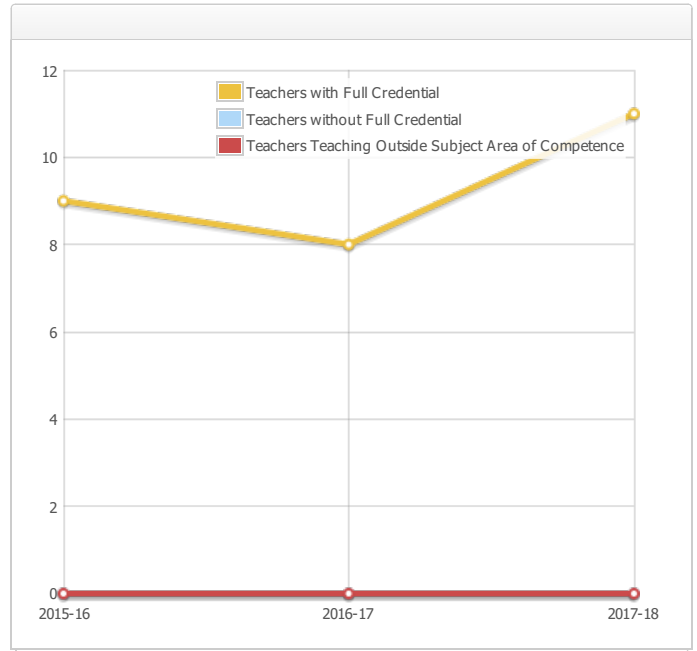
State Priority: Basic

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

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

Teacher Credentials

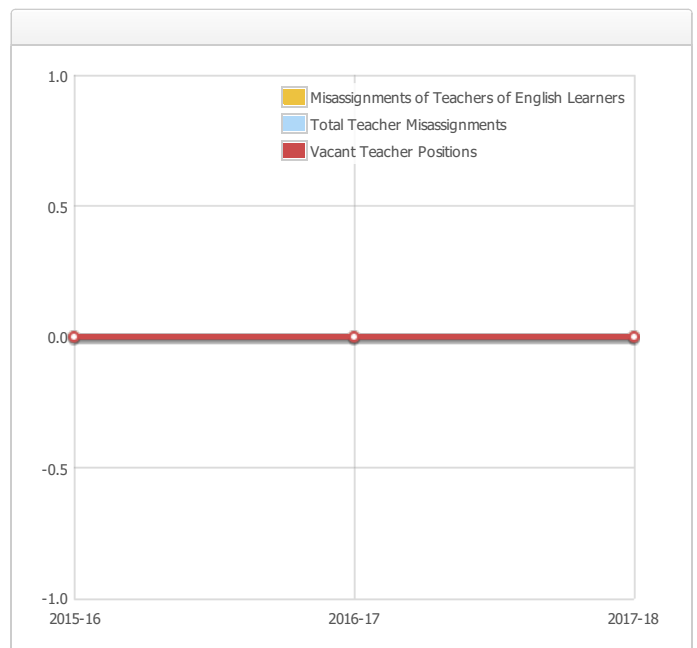
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	9	8	11	504
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	2



Last updated: 1/29/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

Last updated: 1/29/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Natomas Unified held a public hearing on September 27, 2017 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams v. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in September 2017 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected: September 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Study Sync - McGraw Hill 2016	Yes	0.0 %
Mathematics	Algebra 1 - McDougal Littell 2002 Geometry - Prentice Hall 2004 Integrated I - Houghton Mifflin 2015	Yes	0.0 %
Science	Biology - McDougal LitteII 2007 Earth Science - Holt, Rinehart & Wilson 2007 Chemistry in the Community - W.H. Freeman 2011 Conceptual Physics - Prentice Hall 2009	Yes	0.0 %
History-Social Science	Democracy in Action - Glencoe McGraw Hill 2007 Concepts & Choices - McDougall Littell 2007 The American Reconstruction to the 21st Century- McDougall Littell 2005 Geography Alive! - TCI 2006 Modern World History - McDougal Littell 2001	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/8/2018

School Facility Conditions and Planned Improvements

Discovery High School, built in January 2000, is part of a larger District Alternative Education Center. In 2017 a new state of the art culinary institute was added with cafe style eating area. This helps students learn the art of food preparation and hospitality service skills. Also in the summer of 2017, new flooring was installed in the Library and Admin building. Independent Studies and Adult Education classrooms were added in a single purpose facility.

Discovery High School has 2.0 dedicated custodial staff members.

Discovery High School provides a modified food services facility that has won environmental awards for excellence.

In November 2014, Natomas voters approved Measure J, a \$129 million school facilities bond which:

- Provided new and upgrade existing facilities for 21st century learning
- Built new schools to meet current and anticipated growth needs
- Replaced portable classrooms with permanent 21st century classrooms
- Upgraded safety and security systems which is currently in the installation process

Discovery High School's Culinary Arts addition to the campus includes:

- A 3000 square foot culinary arts facility with a commercial kitchen
- Café with outdoor seating
- Upgraded gardens to support farm to fork model

The deferred maintenance plan is currently being revised.

CLASSROOM CLEANING STANDARDS (checklist to be used in bi-weekly inspections)

Wastebaskets, paper shredder receptacles, and pencil sharpeners should be empty.
 Wastebasket liners should be clean and free of tears.
 Easily accessible tops of desks, shelves, and other furnishings should be dust-free.
 Doors, door frames, door glass, partition glass, and light switch plates should be free of handprints, dirt, and smudges.
 Window ledges should be reasonably free of dust and debris.
 Easily accessible carpet and/or floor areas should be free of dust, dirt, and debris.
 Difficult areas should be reasonably or somewhat free of dust and dirt.
 All carpet and/or floor areas should be free of dust, dirt, debris, gum, and stains.
 Air intake and exhaust vents or registers should be reasonably free of dust.
 No lights should be burned out.
 Lower, easily accessible windows should be reasonably free of dirt and spots.
 Window blinds should be reasonably dust free.
 Wash whiteboard and bulletin boards.

OFFICE, CONFERENCE, AND STAFF ROOM CLEANING STANDARDS (checklist to be used in bi-weekly inspections)

Wastebaskets, paper shredder receptacles, and pencil sharpeners should be empty.
 Wastebasket liners should be clean and free of tears.
 Easily accessible tops of desks, shelves, and other furnishings should be dust-free.
 Difficult areas should be reasonably or somewhat dust-free.
 Telephones should be free of hand marks and oil.
 Reception or service countertops should be free of marks, handprints, and dust.
 Doors, door frames, door glass, partition glass, and light switch plates should be free of handprints, dirt, and smudges.
 Window ledges should be reasonably free of dust and debris.
 Easily accessible carpet and/or floor areas should be free of dust, dirt, and debris.
 Difficult areas should be reasonably or somewhat free of dust and dirt. All carpet and/or floor areas should be free of dust, dirt, debris, gum, and stains.
 Air intake and exhaust vents or registers should be reasonably free of dust.
 Magazines, books, and informational pamphlets in waiting areas should be arranged in a neat and orderly fashion.
 No lights should be burned out.
 All drinking fountains and sinks should be free of dirt, debris, calcium spots, or build-up. Fixtures should shine.
 Thresholds and entry areas should be free of dirt and dust.
 Conference tables should be free of marks and smudges. Tops should shine.
 High or difficult to dust areas should be reasonably or somewhat dust free.
 Lower, easily accessible windows should be reasonably free of dirt and spots.
 Window blinds should be reasonably dust free.
 Upholstered furniture should be free of dust and stains.

SHOP AND ART ROOM CLEANING STANDARDS (checklist to be used in bi-weekly inspections)

All pencil sharpeners should be empty.
 Wastebaskets and trash cans should be empty, and trash liners should be without tears and soil-free.
 The area around wastebaskets and trash cans should be free of dirt, grease, paint, and marks.
 Sinks, faucets, and easily accessible surrounding areas should be free of dirt, stains, grease, paint, and debris.
 Sinks and faucets should be reasonably shiny.

Towel and soap dispensers should be reasonably full (at least enough supply for the next school day).
 Dispensers should be free of dirt, dust, prints, grease, paint, and marks.
 All easily accessible horizontal surfaces should be reasonably dust free. It should be noted that shop equipment is maintained by students and teaching staff.
 All accessible floor areas should be free of dirt, dust, grease, paint, and debris, including the edges, corners, and areas around desks, chairs, and benches.
 All floor areas should be free of chewing gum.
 All floor areas should be free of spills and spots.
 Doors, door frames, light switch plates, cabinets, and the area around the pencil sharpeners should be free of dirt, prints, marks, grease, and paint.
 White boards should be free of chalk dust.
 Thresholds and entryways should be free of dirt, dust, and debris.
 All air intake and exhaust vents and registers should be reasonably free of dust.
 All lights should be working. There should be no flickering lights.
 If requested or scheduled, the chalkboard should be free of writing, chalk dust, and handprints.
 All lower, easily accessible window ledges should be free of dust, dirt, and dead insects.
 All lower, easily accessible windows should be reasonably clean.
 High or difficult to reach areas should be somewhat dust-free.

SIDEWALKS, WALKWAYS, RAMPS, STEPS, AND OTHER AREA CLEANING STANDARDS (checklist to be used in bi-weekly inspections)

These areas should be free of trash and debris.
 These areas should be reasonably free of gum.
 These areas should be reasonably free of stains and spills.
 The edges and corners of buildings and raised walkways should be reasonably free of dirt, sand, dead grass, and debris.
 The areas under open ramps should be somewhat free of debris.
 Easily accessible areas under ramps should be free of paper and trash.
 Areas adjacent to closed ramps should be free of trash, dirt, and debris.
 Steps should be free of trash, dirt, and debris. Corners and edges of steps should be free of build-up.

CAFETERIA CLEANING STANDARDS (checklist to be used in bi-weekly inspections)

Trash/Recycling cans should be empty, re-lined with new liners and free of stains, liquid, and debris inside and out.
 Cafeteria tabletops should be free of food, liquid, and debris.
 Table frames should be reasonably free of dust, stains, and marks.
 The walls should be free of food, liquid, stains, handprints, and marks.
 All accessible floor areas should be free of food, liquid, debris, and dirt. Floors should be free of haze and mop-stroke marks. There should be a reasonable shine to the floor.
 The edges and corners of floors should be free of any dust, dirt, or buildup.
 The drinking fountains, fixtures, and surrounding wall area should be free of dust, dirt, stains, marks, and debris. Drinking fountains and fixtures should be reasonably shiny.
 Stage floors, steps, and handicap lift should be free of dirt, food, trash, debris, and liquid.
 Doors, door frames, switch plates, and surrounding areas should be free of handprints, marks, and dirt.
 Partitions and door glass should be free of handprints, marks, smudges, food, and liquid.
 All lights should be working. There should be no flickering lights.
 All exit lights should be operational.
 Thresholds and entry areas should be free of dirt, dust, and stains.
 There should not be any gum or buildup in these areas.
 Air intake and exhaust vents should be reasonably dust free.

Last updated: 1/31/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2017

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds,	Good	

Windows/Doors/Gates/Fences

Overall Facility Rate

Year and month of the most recent FIT report: July 2017

Overall Rating

Good

Last updated: 1/31/2018

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	10%	8%	44%	43%	48%	48%
Mathematics (grades 3-8 and 11)	2%	0%	35%	33%	36%	37%

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.

Last updated: 11/21/2017

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	63	61	97%	
Male	41	41	100.00%	
Female	22	20	90.91%	
Black or African American	20	18	90.00%	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	30	30	100.00%	
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	36	35	97%	
English Learners	16	16	100.00%	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth				

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/11/2017

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	63	59	93.65%	
Male	41	40	97.56%	
Female	22	19	86.36%	
Black or African American	20	18	90.00%	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	30	28	93.33%	
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	36	33	92.68%	
English Learners	16	16	100.00%	
Students with Disabilities	--	--	--	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 12/11/2017

CAASPP Test Results in Science for All Students

Grades Five, Eight and Ten

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)			54.0%	49.0%	56%	54%

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

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

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

Last updated: 12/12/2017

Career Technical Education Programs (School Year 2016-17)

Discovery High School offers Culinary Arts I and Culinary Arts II, and Introduction to Hospitality, all taught by a CTE-credentialed instructors. These courses provide an opportunity for students to receive industry certifications that will immediately allow them to be hired at a variety of industry sector businesses. The majority of students at this campus are working toward recovering credits for high school graduation, and are able to explore career pathways in the culinary and hospitality fields to add to their knowledge and experience after they graduate. Beyond receiving industry certification by passing an exam, students will learn skills that will help them seamlessly transition to the food and beverage industry.

NUSD has a district-wide CTE advisory committee that is represented by industry partners from Hospitality, Automotive, Digital Media, Engineering, and Culinary Arts, in addition to having parent, student and district representatives.

For more information about our Hospitality Pathway, please see the brochure on the following page.

Last updated: 1/30/2018

Career Technical Education Participation (School Year 2016-17)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	71
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	100.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 12/18/2017

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

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	3.9%

Discovery High School: Hospitality Pathway



PATHWAYS & PROGRAMS



CULINARY ARTS



HOSPITALITY



ADULT ED



GED



WHAT IS CULINARY

Are Top Chef, Iron Chef America or Master Chef some of your favorite reality tv shows? Do you love to work with food? If you have answered yes to any of these questions the Discovery High School Culinary courses are perfect for you. Culinary students work in a state of the art restaurant kitchen to learn about kitchen and food safety, how to operate commercial equipment and tools, following and creating recipes, learning various cooking techniques, the art of butchering, and baking skills.

WHAT IS HOSPITALITY

Through hospitality courses students learn how to use the skills they learned in their culinary classes and build upon them. Students will understand how to prepare food in quantity for sales while learning about cost control, nutrition, menu planning and dining room service. These skills will be put to the test in Discovery's brand new Cafe. Customers will regularly be dining at Discovery Cafe, allowing Hospitality students the opportunity to strengthen their dining room service skills.

WHAT CAN I EXPECT

If you have dreamed of starting or running a restaurant, managing staff, developing menus, or running your own catering business, you need to become a Hospitality and Culinary student at Discovery High School. Students progress through a sequence of Culinary and Hospitality courses where they learn hands on skills in a state of the art restaurant kitchen and a brand new cafe to ensure they are ready to be successful in any career within the Hospitality Industry. The Hospitality Pathway works closely with industry leaders to make sure students are learning new techniques and skills that are implemented throughout the industry. To become a student you must be a sophomore, junior, or senior, and be ready for a transition to a non traditional school site.

Questions?

Call us at (916) 928-5200

Or visit <https://natomasunified.org/dhs>

WHAT DOES THE HOSPITALITY PATHWAY LOOK LIKE?

GRADE LEVEL	COURSES	DOES IT MEET GRADUATION REQUIREMENTS	DOES IT MEET UC/CSU 'a-g' REQUIREMENTS	DOES IT QUALIFY FOR COLLEGE CREDIT
SOPHOMORE	CULINARY I	ELECTIVE CREDIT		
JUNIOR	CULINARY II	ELECTIVE CREDIT		3 units at ARC
SENIOR	INTRO TO HOSPITALITY	ELECTIVE CREDIT		

*Students who choose to join the Hospitality Pathway will need to communicate with their counselor during their Freshman school year, and will continue with a traditional 6 period day through their Sophomore, Junior, and Senior years.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2017-18)

There are many ways in which parents/guardians can become involved in their children's education. The school values parents/guardians and welcomes feedback and input on how we can continue improving our school. Parents/guardians can choose to participate in our School Site Council (SSC) and participate in the regulation of expenditures and the development of the School Site Plan. Parents of English Learners (EL) can participate in the development of our English Language Development program through their involvement in our English Learner Advisory Committee (ELAC).

Currently we have need for parent volunteers in:

- extracurricular sports;
- Parent / Teacher Organization (PTO)
- fundraising and Associated Student Body activities; and
- graduation.

State Priority: Pupil Engagement

Last updated: 1/10/2018

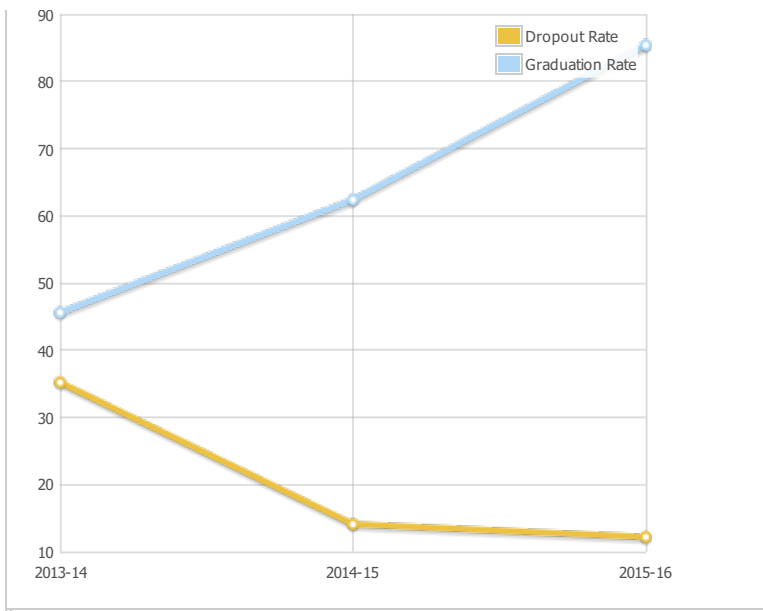
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	35.2%	14.1%	12.2%	7.9%	4.0%	3.2%	11.5%	10.7%	9.7%
Graduation Rate	45.6%	62.4%	85.4%	87.5%	91.6%	94.7%	81.0%	82.3%	83.8%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 12/18/2017

Completion of High School Graduation Requirements - Graduating Class of 2016**(One-Year Rate)**

Student Group	School	District	State
All Students	53.1%	89.4%	87.1%
Black or African American	54.6%	86.0%	79.2%
American Indian or Alaska Native	0.0%	0.0%	80.2%
Asian	66.7%	94.4%	94.4%
Filipino	0.0%	97.3%	93.8%
Hispanic or Latino	54.6%	86.2%	84.6%
Native Hawaiian or Pacific Islander	40.0%	86.4%	86.6%
White	53.3%	92.2%	91.0%
Two or More Races	25.0%	89.8%	90.6%
Socioeconomically Disadvantaged	51.6%	93.3%	85.5%
English Learners	46.4%	65.8%	55.4%
Students with Disabilities	100.0%	81.0%	63.9%
Foster Youth	100.0%	75.0%	68.2%

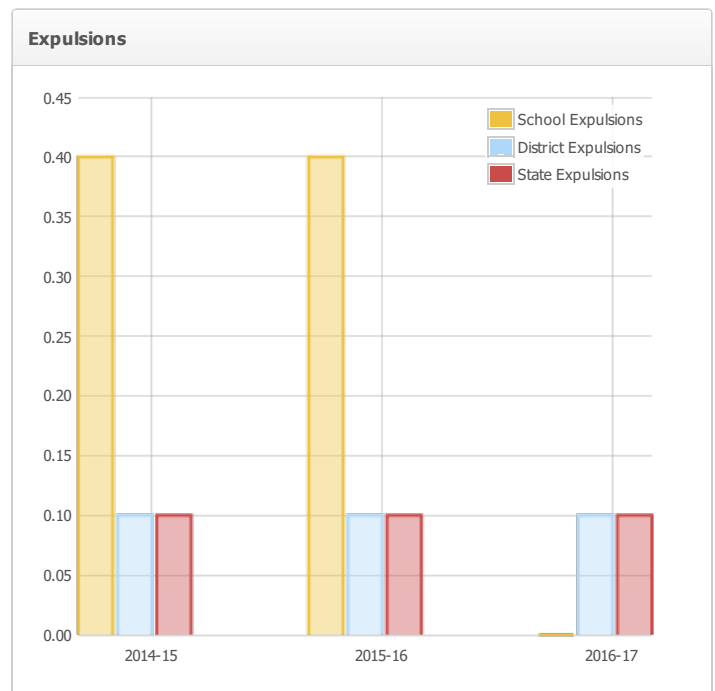
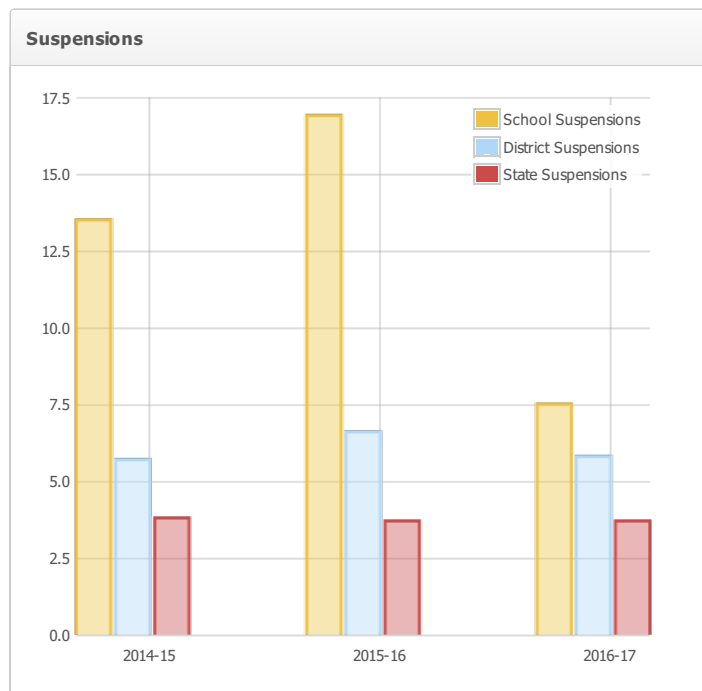
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	13.5%	16.9%	7.5%	5.7%	6.6%	5.8%	3.8%	3.7%	3.7%
Expulsions	0.4%	0.4%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 12/19/2017

School Safety Plan (School Year 2017-18)

The Discovery High School Safety Plan addresses the school's response to emergencies associated with natural disasters, human-caused incidents, and technological incidents. This plan provides the framework for a coordinated response and recovery efforts within the district in coordination and with local, state, and federal agencies. The plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel.

The plan:

- * Conforms to the National Incident Management System (NIMS) and the Incident Command System (ICS).
- * Describes and details procedural steps necessary to protect lives and property.
- * Provides a basis for unified training and response exercises to ensure compliance.

PURPOSE

The purpose of the plan is to protect the safety and welfare of employees, students, volunteers, visitors of Discovery High School, the facilities and grounds, and to ensure the preservation of public property under the jurisdiction of the Natomas Unified School District.

Key elements of the plan include our response to: Fire, Flood, Earthquake, and Intruder.

In addition, the plan includes provisions for extended lock-downs or shelter-in-place incidents and whole-school evacuations. The school staff receives period training in emergency response and crisis management. The Discovery High School community last reviewed the plan on August 9, 2016.

Last updated: 1/10/2018

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2010-2011
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	50.0%

Last updated: 11/28/2017

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	21.0	5	2	0	20.0	3	6	0	19.0	8	2	0
Mathematics	18.0	6	1	0	19.0	5	2	0	9.0	4	0	0
Science	20.0	5	1	0	19.0	5	2	0	13.0	6	0	0
Social Science	20.0	11	3	0	22.0	5	7	0	15.0	13	1	0

* 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.

Last updated: 12/19/2017

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	128.0
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	1.0	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)		N/A
Other	0.6	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.

Last updated: 1/2/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11373.0	\$1491.0	\$9882.0	\$69175.0
District	N/A	N/A	\$6973.0	\$68710.0
Percent Difference – School Site and District	N/A	N/A	34.5%	0.7%
State	N/A	N/A	\$6574.0	\$74476.0
Percent Difference – School Site and State	N/A	N/A	40.2%	-7.4%

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

Last updated: 12/19/2017

Types of Services Funded (Fiscal Year 2016-17)

All DHS students and their parents participate in an intensive confidential registration process that involves an in-depth analysis of each student's academic history and, more importantly, academic potential. Parents and students identify any special needs or conditions they have, such as prior special education history, transcript "gaps" and legal status. The following is a short compendium of issues reviewed during the registration conference: Primary language needs; health issues; gender issues; poverty/homelessness; guardianship transitions; foster placement; juvenile justice re-entry; homeless; expectant mother; parenting minor; 504 accommodation plans; academic/motivation; peer influences and truancy.

The school has a Hospitality program that prepares students in culinary arts and all aspects of the restaurant food industry including the availability for student to earn industry certificates. Through community partnerships, students have the opportunity to continue in this pathway to gain employment in the food industry.

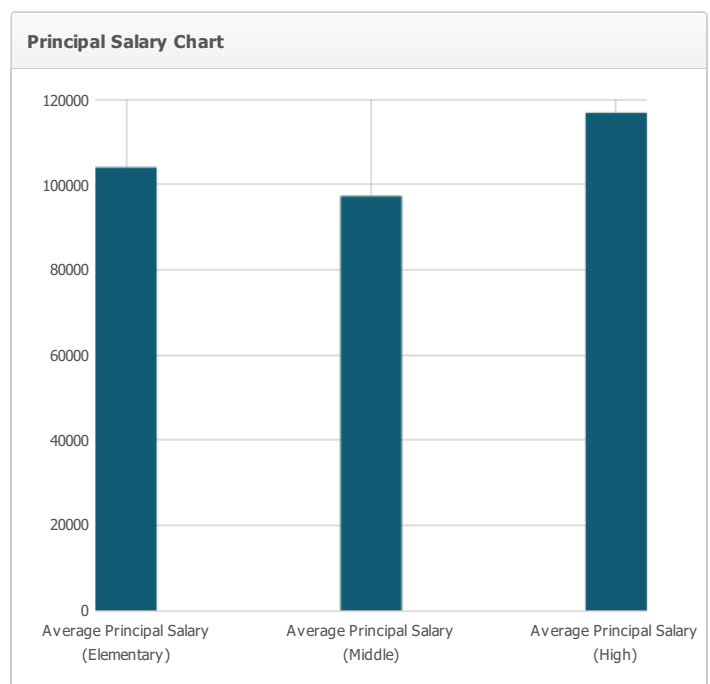
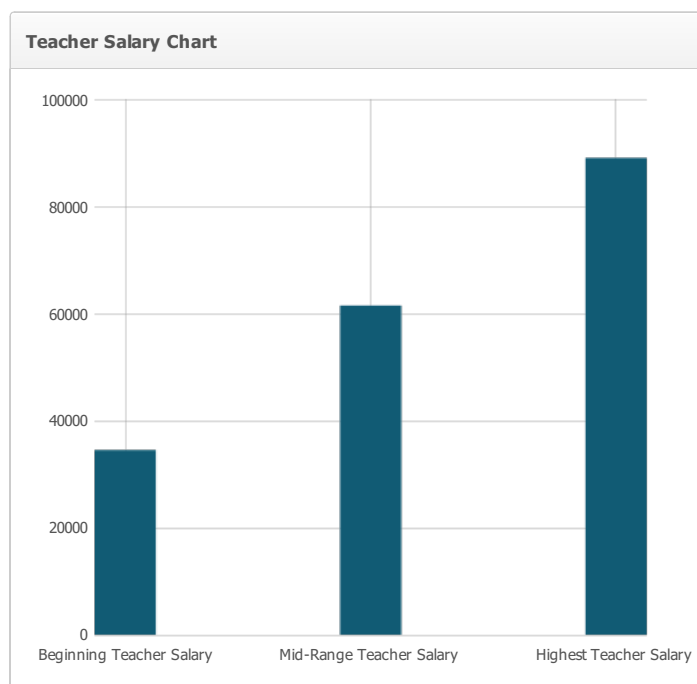
Discovery High School offers American River College course credit in preparing them for Community College. During the school year, students can be concurrently enrolled and take an American River College course that prepares them for the rigor of college writing. Included in the course is financial aide information and support through the college application process.

Last updated: 1/10/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$34,503	\$46,511
Mid-Range Teacher Salary	\$61,462	\$73,293
Highest Teacher Salary	\$89,038	\$92,082
Average Principal Salary (Elementary)	\$103,978	\$113,263
Average Principal Salary (Middle)	\$97,239	\$120,172
Average Principal Salary (High)	\$116,792	\$131,203
Superintendent Salary	\$213,210	\$213,732
Percent of Budget for Teacher Salaries	39.0%	36.0%
Percent of Budget for Administrative Salaries	7.0%	5.0%

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



Professional Development

During the 2015-16 school year, Discovery High School's professional development focus was on:

1. Realigning current instructional practices to meet the California Common Core Standards
2. Preparing student for newly adopted statewide assessments
3. Continuing training and collaboration on creating greater opportunities for students to engage in rigorous tasks and learning activities
4. Transitioning to the Integrated Math pathway

For the 2016-17 school year, Discovery High School's professional learning focus was in the following areas:

1. Implementation of a Multi-Tiered System of Supports (MTSS)
2. Student Engagement
3. Individualized Educational Plans (IEP) supports
4. Restorative Justice Practices
5. Continued training on implementation of the California Common Core Standards

In the 2016-17 school year, graduation and credit earning rate data was collected to determine the school's progress in meeting the site's purpose statement. Although substantial progress was made in a variety of areas, the staff and administration worked collaboratively to arrive at the professional instructional focus for 2017-18 to continue and build upon the progress.

Professional development in 2017-18 centers on a collaborative learning culture to build communities of teachers who continuously engage in the study of their craft; develop the shared language and common understanding necessary to pursue collegial study of new knowledge and skills; and provide structure for follow-up and follow-through.

As a result, for the 2017-18 school year, Discovery High School's professional learning focus is on the following areas:

1. Promoting a culture of professional learning
2. Formative classroom observations
3. Developing worthwhile lessons aligned to the State or content standards with clear student learning targets
4. Designing student performance of understanding within lessons
5. Providing formative feedback to both students and teachers
6. Allowing for student learning self-assessment and effective questioning

Professional Development is delivered in the following manner:

1. Five minimum days throughout the school year
2. Common collaborative school period for one hour, a minimum of twice a month
3. Monthly staff meetings
4. One full day district-wide professional development
5. One on one teacher/administration conferences
6. Formative feedback through weekly classroom observations

Results and progress of professional development is monitored through data reflection meetings in weekly administration meetings and monthly Multi-Tiered System of Supports (MTSS meetings) as well as teacher written feedback and coaching in weekly observations. The MTSS team is comprised of a majority of the teaching staff and the team gathers input from teachers and provides direction to administration in teacher support as needed as well as the rate of professional development implementation.

Last updated: 1/10/2018