Discovery High

School Accountability Report Card
Reported Using Data from the 2017—18 School Year
California Department of Education
*Published during the 2018-19 School Year

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 https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

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 2018—19)

District Contact Information (School Year 2018—19)	
District Name	Natomas Unified
Phone Number	(916) 567-5400
Superintendent	Chris Evans
E-mail Address	cevans@natomasunified.org
Web Site	http://natomasunified.org

School Contact Information (School Year 2018—19)	
School Name	Discovery High
Street	3401 Fong Ranch Rd.
City, State, Zip	Sacramento, Ca, 95834-1797
Phone Number	916-928-5200
Principal	Keven MacDonald, Executive Director
E-mail Address	kmacdonald@natomasunified.org
Web Site	http://natomasunified.org/dhs/
County-District-School (CDS) Code	34752833430626

Last updated: 11/30/2018

School Description and Mission Statement (School Year 2018—19)

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 eight-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.

In addition to standard high school classes such as Integrated Math and Chemistry, Discovery offers classes in Culinary Arts, Hospitality and online learning where students are provided different learning opportunities not found on most high school campuses. Through the Culinary program, students have the opportunity to continue in this pathway to gain employment in the food industry.

The Discovery campus houses 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.

In partnership with American River College (ARC), the school offers post-secondary counseling and support in ARC admittance and student loan applications. The same support is offered through a partnership with United College Action Network (U-CAN) for students wishing to transfer to a four-year university.

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 - 1/28/2019

Student Enrollment by Grade Level (School Year 2017—18)

Grade Level	Number of Students
Grade 11	54
Grade 12	80
Total Enrollment	134
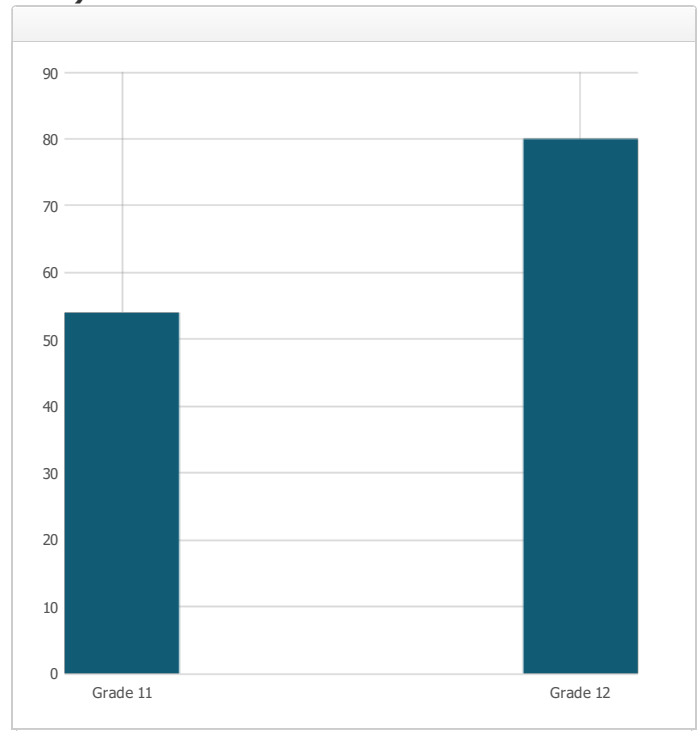
Student Enrollment by Student Group (School Year 2017—18)

Student Group	Percent of Total Enrollment
Black or African American	29.9 %
American Indian or Alaska Native	%
Asian	4.5 %
Filipino	%
Hispanic or Latino	42.5 %
Native Hawaiian or Pacific Islander	2.2 %
White	10.4 %
Two or More Races	10.4 %
Other	0.1 %

| Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	73.1 %
English Learners	20.1 %
Students with Disabilities	7.5 %
Foster Youth	0.7 %

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 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	8	11	10	512
Without Full Credential	0	0	0	28
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0
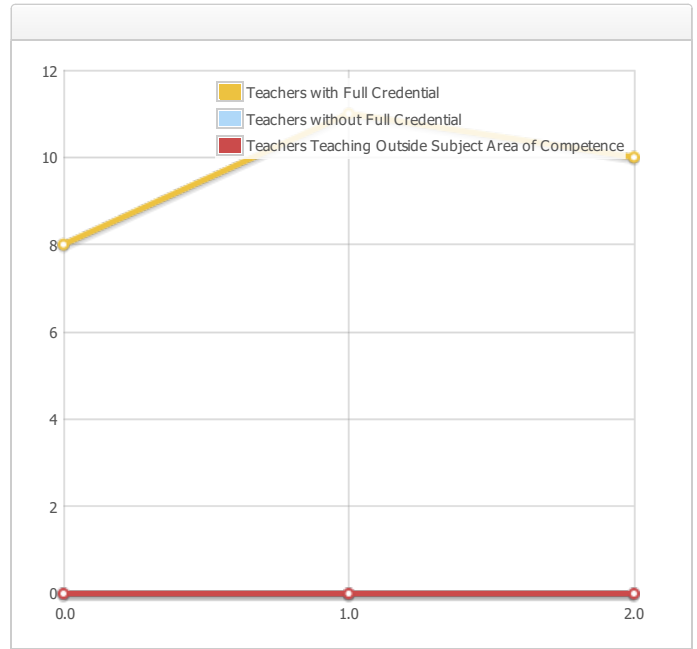
Last updated: 12/27/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments*	0	0	1
Vacant Teacher Positions	0	0	0
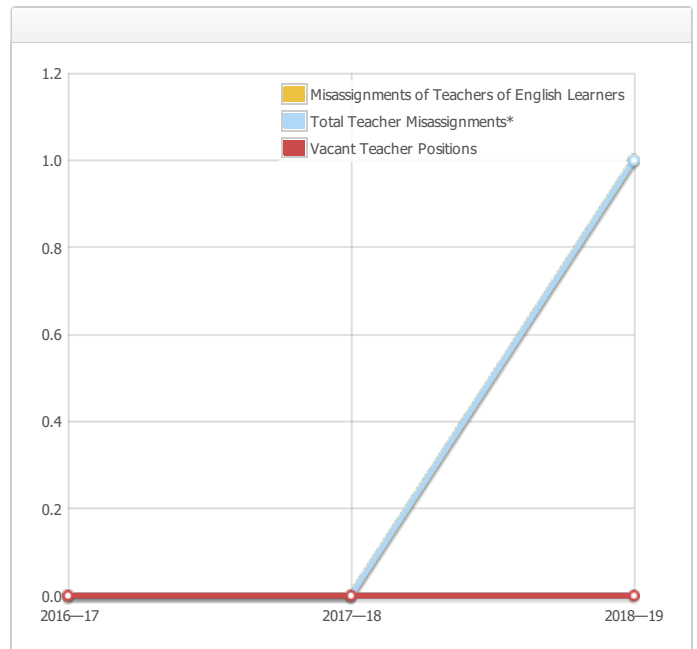
Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 12/27/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Natomas Unified held a public hearing on September 26, 2018 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 2018 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 2018

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 Littell / 2007 Earth Science - Holt, Rinehart & Winston / 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 - McDougal Littell / 2007 The American Reconstruction to the 21st Century- McDougal Littell / 2005 Geography Alive! - TCI / 2006 Modern World History - McDougal Littell / 2001	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	Glencoe Health & Human Sexuality - Glencoe McGraw Hill / 2003	Yes	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: 12/26/2018

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 institue was added with cafe style eating area. This helps students learn the art of food preperation 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

As part of Deferred Maintenance, the flooring was replaced in all of the classrooms at Discovery in summer of 2018

A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner.

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: 1/30/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: October 2018

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, Windows/Doors/Gates/Fences	Fair	

Overall Facility Rate

Year and month of the most recent FIT report: October 2018

Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	8.0%	3.0%	43.0%	44.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	0.0%	2.0%	33.0%	32.0%	37.0%	38.0%

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

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

Last updated: 1/7/2019

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Assessment Results – English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	69	62	89.86%	3.23%
Male	50	45	90.00%	4.44%
Female	19	17	89.47%	
Black or African American	18	14	77.78%	7.14%
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	29	29	100.00%	3.45%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	53	46	86.79%	4.35%
English Learners	--	--	--	--
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: 1/28/2019

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017—18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	69	61	88.41%	1.64%
Male	50	44	88.0%	2.27%
Female	19	17	89.47%	
Black or African American	18	13	72.22%	
American Indian or Alaska Native	--	--	--	
Asian	--	--	--	
Filipino				
Hispanic or Latino	29	29	100.00%	3.45%
Native Hawaiian or Pacific Islander	--	--	--	
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	53	45	84.91%	2.22%
English Learners	--	--	--	--
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: 1/10/2019

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

Html.RenderAction("SarcDescription", new { sectionID = 80, cdscode = ViewBag.Cdscode });

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE 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 pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Last updated: 1/7/2019

Career Technical Education (CTE) Programs (School Year 2017—18)

Discovery High School offers Culinary Arts I and Introduction to Hospitality, all taught by a CTE-credentialed instructor. 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 students at this campus are at-risk students, working toward recovering credits for high school graduation, and seeking ways to find relevancy throughout their school day. 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 representative

View more information on our Hospitality Pathway on the next page.

Last updated: 1/14/2019

Career Technical Education (CTE) Participation (School Year 2017—18)

Measure	CTE Program Participation
Number of Pupils Participating in CTE	118
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	38.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	0.0%

Last updated: 1/30/2019

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

UC/CSU Course Measure	Percent
2017—18 Pupils Enrolled in Courses Required for UC/CSU Admission	0.0%
2016—17 Graduates Who Completed All Courses Required for UC/CSU Admission	1.9%

BECOME A STUDENT AT
NATOMASUNIFIED.ORG/DHS
(916) 928-5200

PATHWAYS & PROGRAMS

CULINARY ARTS

HOSPITALITY

ADULT ED

GED

Discovery High School: Hospitality Pathway

WHAT IS CULINARY?

Are "Top Chef," "Iron Chef America" or "Master Chef" among your favorite reality TV shows? Do you love to work with food? If you answered yes to either question, Discovery High's culinary courses are perfect for you.

Culinary students work in a state-of-the-art restaurant kitchen to learn about facility and food safety, operating commercial equipment and tools, cooking techniques, butchering, baking, and following and creating recipes.

WHAT IS HOSPITALITY?

Through hospitality courses, students build upon skills they learned in culinary classes. They will be taught how to prepare food in quantity for sales and study cost control, nutrition, menu planning, and dining room service. Their skills will be put to the test in Discovery's brand-new cafe. Customers dine at Discovery Cafe throughout the year, giving 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, learning 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 enroll, you must be a high school sophomore, junior, or senior, and be ready for a transition to a non-traditional school.

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		
SENIOR	INTRO TO HOSPITALITY	ELECTIVE CREDIT		

*Students who choose to join the Hospitality Pathway will need to communicate with their counselor. They will continue with a traditional six-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 school site

Opportunities for Parental Involvement (School Year 2018—19)

There are many ways in which parents/guardians can become involved in their children's education. Discovery High 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), Western Association of Schools and Colleges (WASC) process, and participate in the regulation of expenditures and the development of the School Site Plan.

State Priority: Pupil Engagement

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

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

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

Indicator	School 2014—15	School 2015—16	District 2014—15	District 2015—16	State 2014—15	State 2015—16
Dropout Rate	14.1%	12.2%	4.0%	3.2%	10.7%	9.7%
Graduation Rate	62.4%	85.4%	91.6%	94.7%	82.3%	83.8%

Indicator	School 2016—17	District 2016—17	State 2016—17
Dropout Rate	11.6%	3.2%	9.1%
Graduation Rate	68.1%	92.3%	82.7%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart
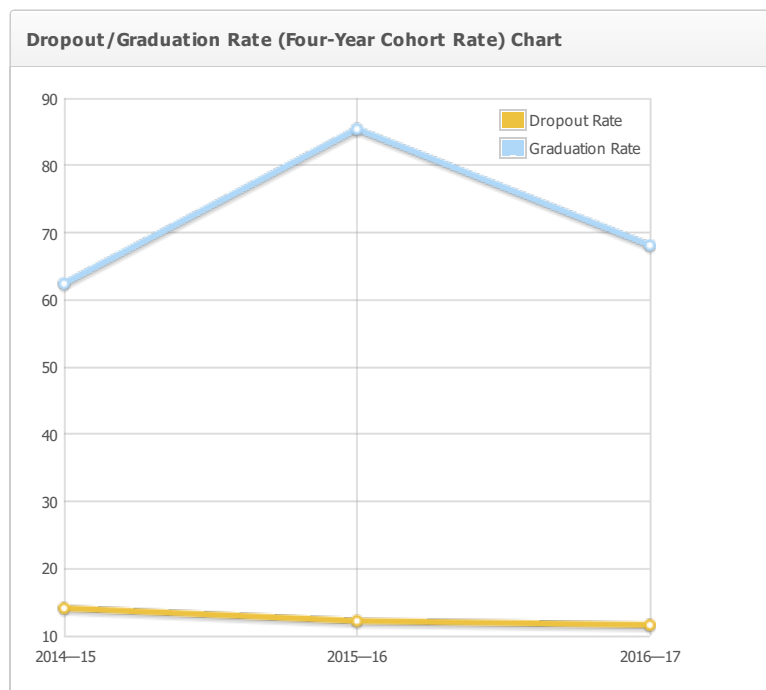
For the formula to calculate the 2016—17 adjusted cohort graduation rate, see the 2017—18 Data Element Definitions document located on the SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

Last updated: 12/27/2018

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

| Student Group	School	District	State
All Students	59.8%	90.6%	88.7%
Black or African American	66.7%	88.6%	82.2%
American Indian or Alaska Native	0.0%	100.0%	82.8%
Asian	40.0%	93.7%	94.9%
Filipino	66.7%	91.7%	93.5%
Hispanic or Latino	60.0%	88.7%	86.5%
Native Hawaiian or Pacific Islander	0.0%	84.0%	88.6%
White	33.3%	91.9%	92.1%
Two or More Races	60.0%	96.2%	91.2%
Socioeconomically Disadvantaged	62.8%	97.0%	88.6%
English Learners	10.0%	74.4%	56.7%
Students with Disabilities	77.8%	77.4%	67.1%
Foster Youth	0.0%	0.0%	74.1%

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 2015—16	School 2016—17	School 2017—18	District 2015—16	District 2016—17	District 2017—18	State 2015—16	State 2016—17	State 2017—18
Suspensions	16.9%	7.5%	13.5%	6.6%	5.8%	5.7%	3.7%	3.7%	3.5%
Expulsions	0.4%	0.0%	1.0%	0.1%	0.1%	0.3%	0.1%	0.1%	0.1%
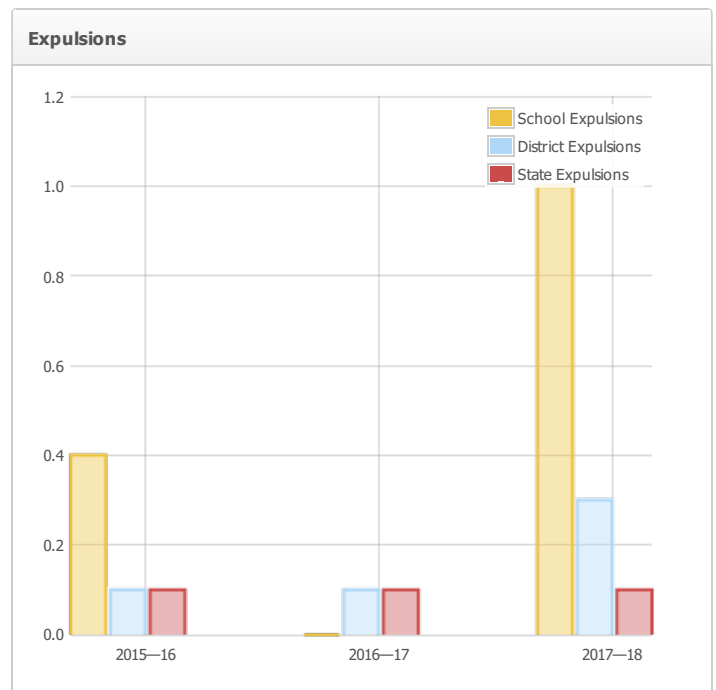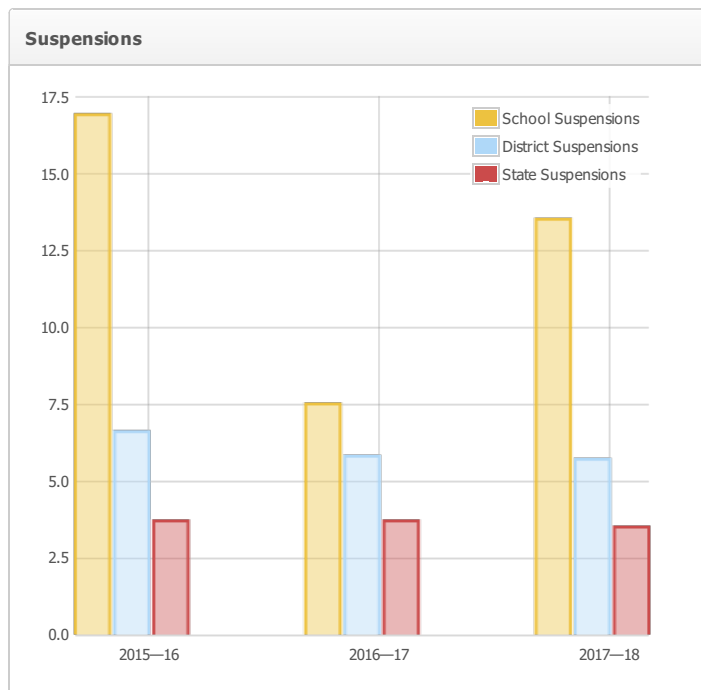
School Safety Plan (School Year 2018—19)

Our comprehensive School Safety Plan is in compliance with Senate Bill 187. 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, Campus Disturbances, 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 periodic training in emergency response and crisis management. The Discovery High School community last reviewed the plan on November 28, 2018 and it is available upon request to the public.

Last updated: 1/30/2019

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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	20.0	3	6	
Mathematics	19.0	5	2	
Science	19.0	5	2	
Social Science	22.0	5	7	

* 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.

Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	19.0	8	2	
Mathematics	9.0	4		
Science	13.0	6		
Social Science	15.0	13	1	

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

Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	23.0	2	5	
Mathematics	13.0	6		
Science	18.0	5		
Social Science	15.0	12	1	

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

Last updated: 12/27/2018

Academic Counselors and Other Support Staff (School Year 2017—18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.0	199.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	0.1	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	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: 12/27/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016—17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13211.0	$1906.0	$11305.0	$75638.0
District	N/A	N/A	$7410.0	$67620.0
Percent Difference – School Site and District	N/A	N/A	41.6%	11.2%
State	N/A	N/A	$7125.0	$76522.0
Percent Difference – School Site and State	N/A	N/A	45.4%	-1.2%

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

Last updated: 12/27/2018

## Types of Services Funded (Fiscal Year 2017—18)

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; expectant mother; parenting minor; 504 accommodation plans; academic motivation; peer influences; and truancy.

Last updated: 1/28/2019

Teacher and Administrative Salaries (Fiscal Year 2016—17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$35,892	$47,547
Mid-Range Teacher Salary	$62,691	$74,775
Highest Teacher Salary	$90,819	$93,651
Average Principal Salary (Elementary)	$109,646	$116,377
Average Principal Salary (Middle)	$103,647	$122,978
Average Principal Salary (High)	$137,781	$135,565
Superintendent Salary	$278,100	$222,853
Percent of Budget for Teacher Salaries	37.0%	35.0%
Percent of Budget for Administrative Salaries	7.0%	6.0%

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

Teacher Salary Chart

Principal Salary Chart
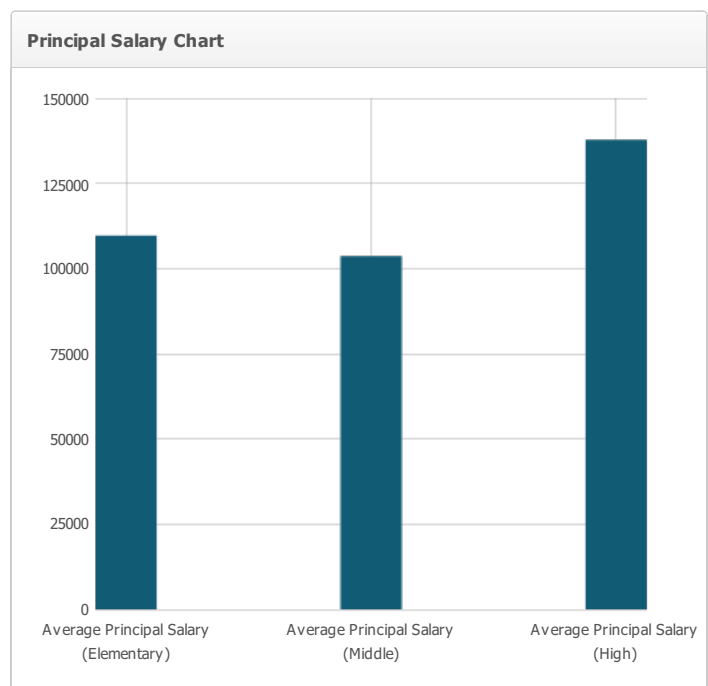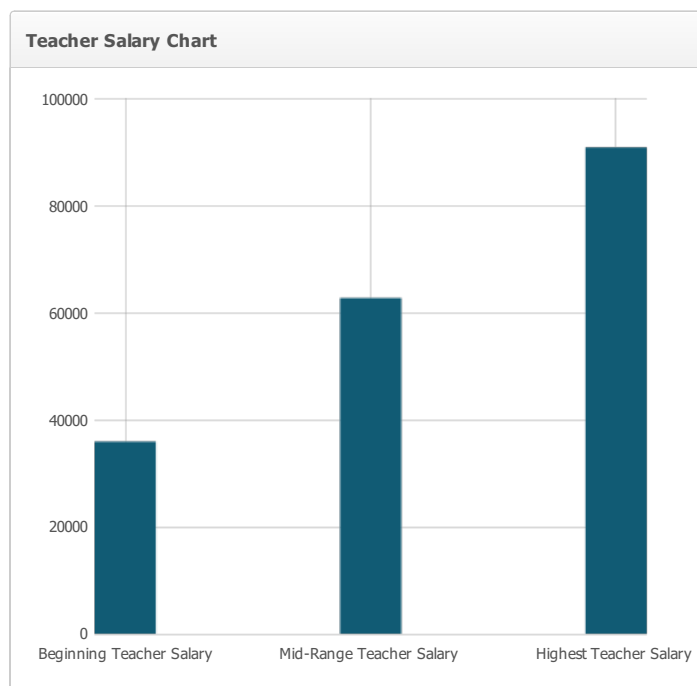
Last updated: 12/27/2018

Professional Development

During 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.

During the 2017-18 school year, Discovery High School's professional development focus was on:

1. Delivering lesson in alignment with the Common Core or Content Standards

2. Communicating on a daily basis to students what the learning target or expectations of the lesson were for the class period so they could determine if they had met the target

3. Identifying a performance of understanding so the instructor could determine if the students met the learning target

4. Delivering valuable and useful feedback to student on their progression of learning

5. Creating opportunities for students to self-assess their learning

6. Delivering effective questions to students to access critical thinking

7. Inclusion and Differentiated Instruction

Student learning data and teacher observation data was compiled and analyzed to determine the professional development for the 2018-19 school year. The previous year's professional development was implemented, but not all at a deep implementation level. Additionally, as a result of professional development implementation, new areas of growth were identified.

For the 2018-19 school year, Discovery High School's professional learning focus was in the following areas:

1. Deeper communicating on a daily basis to students what the learning target or expectations of the lesson were for the class period so they could determine if they had met the target

2. Continue with identifying a performance of understanding so the instructor could determine if the students met the learning target

3. Delivering multiple opportunities for valuable and useful feedback to student on their progression of learning

4. Deeper implementation of creating opportunities for students to self-assess their learning

5. Exploring new opportunities in delivering effective questions to students to access critical thinking

6. The use of a Co-Teaching model for deeper delivery of Inclusion and Differentiated Instruction

The professional development is delivered for fifteen minutes a month through monthly staff meetings, approximately twice a month through staff-wide PLC meetings for forty-five minutes, once a year in a whole District professional development meeting for seven hours, and five times a year for two and one-half hours each on minimum days, as well as during the two seven-hour meetings for pre-service.

Teachers are supporting with classroom feedback and individual meeting with administration and through teacher-delivered professional development. In addition, the school district offers a variety of professional development courses that, when completed, provide teachers with a financial incentive. The school district also

requires various content area teachers to participate in cohorts in EL strategies for instructional support for English learning students.

Last updated: 1/30/2019