

Discovery Elementary School

2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

California School Dashboard



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

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.

2023-24 School Contact Information

School Name	Discovery Elementary School
Street	730 Applewilde Dr
City, State, Zip	San Marcos
Phone Number	(760) 290-2077
Principal	Daphne A. Eby
Email Address	daphne.eby@smusd.org
School Website	https://discoveryelementary.smusd.org/
County-District-School (CDS) Code	37737916114169

2023-24 District Contact Information

District Name	San Marcos Unified School District
Phone Number	(760) 752-1299
Superintendent	Dr. Andy Johnsen
Email Address	andy.johnsen@smusd.org
District Website	www.smusd.org

2023-24 School Description and Mission Statement

At Discovery Elementary School our vision is to create well-rounded students who are socially and academically prepared to be lifelong learners and problem solvers. Our mission is to be an equitable learning community which excels by building relationships, emphasizing a variety of disciplines, and encouraging perseverance, curiosity, creativity and critical thinking. Discovery Elementary School emphasizes a variety of disciplines through STEAM education. Students at Discovery are engaged in art instruction, music education, science, engineering and design thinking through our Makerspace, as well as coding, programming, and technology in our Innovation Lab.

The Discovery Elementary School staff believes that all students should be provided with high academic and behavioral standards, and we are committed to the pursuit of excellence for all students. Our staff is professionally skilled and personally committed to meeting the needs of every student. Our teachers work diligently to create a learning environment that is responsive to the differences in our students' academic levels, interests, and learning styles. We provide a safe, positive, and supportive school experience so that all students feel valued and encouraged to achieve their personal best.

Discovery has an enthusiastic and motivated group of students and parents. We work closely with our families and believe that they are a critical part of the success of our students. We are committed to clear and on-going communication between home and school, and together, we have created a school community where students, parents, and staff are proud to call Discovery Elementary their school.

Discovery Elementary School has been awarded the California Distinguished School Award Designation in 2006, 2010, and 2014. Discovery Elementary awarded the Campaign for Business and Education Excellence Honor Roll School 2014. Our students consistently demonstrate strong academic achievement on state mandated tests.

About this School

2022-23 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	161
Grade 1	92
Grade 2	118
Grade 3	110
Grade 4	97
Grade 5	90
Total Enrollment	668

2022-23 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	50.3%
Male	49.7%
American Indian or Alaska Native	1.2%
Asian	10.8%
Filipino	3.3%
Hispanic or Latino	27.5%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	9.1%
White	47.9%
English Learners	7.6%
Homeless	0.3%
Migrant	0.1%
Socioeconomically Disadvantaged	20.4%
Students with Disabilities	13.3%

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	27.00	96.43	702.00	86.80	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	1.40	0.18	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.57	90.60	11.20	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	14.60	1.82	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	28.00	100.00	808.80	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.00	91.95	734.70	88.63	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.90	0.24	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	13.40	1.63	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	10.50	1.27	11953.10	4.28
Unknown	2.20	8.09	68.20	8.24	15831.90	5.67
Total Teaching Positions	27.10	100.00	829.00	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	1.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	9	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Reading, Writing, Listening, and Speaking

Students receive a standards-based curriculum designed to “help build creativity and innovation, critical thinking and problem solving, collaboration, and communication fulfilling California’s vision that all students graduate from our public school system as lifelong learners and have the skills and knowledge necessary to be ready to assume their position in our global economy.” (ELA CCSS)

Students use a variety of instructional materials in ELA to meet these instructional goals.

English Language Development (ELD)

English Learner students engage in daily ELD lessons that provide challenging English language development skills in alignment to gain English language proficiency. (ELD CCSS)

ELA/ELD Supplemental Instructional Materials

Benchmark Steps to Advance

Benchmark E-Books, Charts, and videos

Guided Language Acquisition Design (GLAD)

iReady Reading Path

myOn Digital Reading Library

Lexia English/Language Power

Math

Students receive a standards-based curriculum designed to provide instruction that focuses on “concepts that are emphasized in the standards so that students can gain strong foundational conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the mathematics they know to solve problems inside and outside the mathematics classroom.” (Math CCSS) Students use a variety of instructional materials in math to meet these instructional goals.

Mathematics Supplemental Instructional Materials

iReady Math Path

iReady Digital Teacher Toolbox

Math Discourse Cards

Math Manipulatives

K-5 Math iReady workbook, Curriculum Associates

Math San Francisco Unified School District Online Resources

Dream Box personalized digital program (TK)

Science

NGSS grade-level standards are the Benchmark Advance ELA-ELD core curriculum, Mystery Science, and Virtual STEAM Innovation Aligned Units. Mystery Science Teacher membership is available.

Social Studies

Social Studies grade level standards are integrated through Benchmark Advance ELA-ELD core curriculum.

Year and month in which the data were collected

10/29/21

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<ul style="list-style-type: none"> K-5 Benchmark Advance 2016 TK-Benchmark Ready to Advance TK Early Learning Enhancement 2017 K-2 Dynamite Decodables 2017 	Yes	0%
Mathematics	<ul style="list-style-type: none"> Ready Classroom Mathematics, adopted in 2020 iReady, adopted in 2019 <p>Ready to Advance, adopted in 2019</p>	Yes	0%

Science	<ul style="list-style-type: none"> Integrated in Benchmark Advance Units, adopted in 2016 Virtual STEAM and Innovation, adopted in 2020 Mystery Science, adopted in 2020 	Yes	0%
History-Social Science	- Integrated in Benchmark Advance Units, adopted in 2016	Yes	0%

School Facility Conditions and Planned Improvements

School Facility Conditions and Planned Improvements

Discovery Elementary School opened in 1997, and we are at maximum student capacity. In addition to our classrooms, we have a multipurpose room, a library, and an administration building. Discovery has been updated technologically and has internet connectivity in each classroom. We allocate two buildings to the school's on-site daycare program.

The physical quality of our school building influences learning and teaching. All students and faculty need a reasonable amount of classroom and open space. We strive to maintain and improve the facilities and land.

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the school office and at the district office. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Maintenance and Repair

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

Year and month of the most recent FIT report

08/04/2023 - 08/04/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			K2: 4: (D) Ceiling tiles have holes or stains
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate			
Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	76	82	60	59	47	46
Mathematics (grades 3-8 and 11)	75	80	46	47	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	296	293	98.99	1.01	81.91
Female	141	139	98.58	1.42	83.45
Male	155	154	99.35	0.65	80.52
American Indian or Alaska Native	0	0	0	0	0
Asian	32	32	100.00	0.00	96.88
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	90.91
Hispanic or Latino	83	82	98.80	1.20	70.73
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	23	100.00	0.00	78.26
White	141	139	98.58	1.42	86.33
English Learners	15	14	93.33	6.67	57.14
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	78	77	98.72	1.28	67.53
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	41	38	92.68	7.32	42.11

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	296	293	98.99	1.01	80.20
Female	141	139	98.58	1.42	76.26
Male	155	154	99.35	0.65	83.77
American Indian or Alaska Native	0	0	0	0	0
Asian	32	32	100.00	0.00	93.75
Black or African American	--	--	--	--	--
Filipino	11	11	100.00	0.00	81.82
Hispanic or Latino	83	82	98.80	1.20	67.07
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	23	100.00	0.00	78.26
White	141	139	98.58	1.42	85.61
English Learners	15	14	93.33	6.67	35.71
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	78	77	98.72	1.28	64.94
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	41	38	92.68	7.32	52.63

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	66.67	71.26	39.30	39.64	29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	91	89	97.80	2.20	69.66
Female	45	43	95.56	4.44	62.79
Male	46	46	100.00	0.00	76.09
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	33	32	96.97	3.03	50.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	38	37	97.37	2.63	81.08
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	28	27	96.43	3.57	33.33
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	9	81.82	18.18	--

B. Pupil Outcomes

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.

2022-23 California Physical Fitness Test Results					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

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 regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement
Contact: Daphne Eby - Principal Phone Number: (760) 290-2077
Our Parent-Teacher Organization (PTO), School Site Council, and English Language Advisory Council are all very active groups of families and staff, who work diligently to support and guide the school. New members are always welcomed. Families serve on the School Site Council, which approves our school's annual School Plan for Student Achievement and its accompanying budget. We have an English Learner Advisory Committee to advise the principal regarding students learning English as a second language. Our PTO Executive Board helps organize fundraising events that raise funds for our music, art, makerspace, and innovation programs.
Teachers welcome volunteers, especially for field trips, special projects, and weekly classroom support. We believe strongly that parental involvement is the key to individual student and school success. We encourage parents to take an active role in our school, and we are proud of both the number and commitment of our parent volunteers. Every day parents actively participate at Discovery Elementary by volunteering in classrooms, conducting an art lesson as an Art Docent, working with students in the Makerspace and Innovation Lab or volunteering after hours for various PTO or STEAM events.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	707	696	127	18.2
Female	356	350	57	16.3
Male	351	346	70	20.2
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	4	3	0	0.0
Asian	84	83	12	14.5
Black or African American	8	8	1	12.5
Filipino	24	24	4	16.7
Hispanic or Latino	186	185	46	24.9
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	63	63	14	22.2
White	337	329	50	15.2
English Learners	57	56	21	37.5
Foster Youth	0	0	0	0.0
Homeless	2	2	1	50.0
Socioeconomically Disadvantaged	155	152	34	22.4
Students Receiving Migrant Education Services	1	1	1	100.0
Students with Disabilities	123	122	31	25.4

C. Engagement

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

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.14	0.15	1.85	2.51	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.14	0
Female	0	0
Male	0.28	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	1.59	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Date the plan was last updated: September 2023
Date the plan was last reviewed with staff: November 2023

The 2023 - 2024 Comprehensive Safety Plan for Discovery Elementary School was developed to ensure all preschool through fifth grade students are safe on campus. This plan is relevant to the needs of our population as well as the resources of our school and incorporates three essential components which include: (1) providing our students with a safe, physical environment, (2) creating and fostering an emotional and nurturing environment, and (3) providing strategies to teach every student the essential resiliency skills. The plan was written in conjunction with the school site council and was approved at a general meeting in November 2022. Local law enforcement and city officials were consulted during the development of the plan and the approval process to assist the administration in designing safety, disaster, behavior, and reporting plans for a site serving over six hundred students. Current data continues to be collected regarding transportation, discipline, and student safety concerns as they arise. As directed by California Education Code and Senate Bill 187, Chapter 736, three essential components were addressed while writing the comprehensive plan. The components are listed below along with the strategies currently implemented at Discovery Elementary School to ensure all components are met.

Discovery staff monitor student ingress and egress for thirty minutes at the beginning and end of the school day. We require families to have students return home or be picked up immediately after school. We hold monthly drills that include fire, earthquake, shelter in place, secure campus, and lockdown (options based responses). Discovery is a Restorative Practices school and implements the use of Restorative Practices throughout the school day. Our teachers have daily morning meetings and hold restorative circles and conferences to discuss conflicts between students as needed. In more serious instances, students are referred to an administrator. Peace Patrol and Safe School Ambassadors act as peer mediators for conflict resolution on the playground.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	7	1	
1	24		4	
2	16	5		
3	16	3	3	
4	31		2	
5	30		3	
Other	16	2	2	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		4	
1	22		4	
2	22	1	3	
3	22		4	
4	26		3	
5	24		4	
Other	12	2	1	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23	2	5	0
1	22	0	4	0
2	23	0	5	0
3	27	0	4	0
4	31	0	3	0
5	29	0	3	0
6	0	0	0	0
Other	7	2	0	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	0

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	1.5

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	10574	3164	7410	79653
District	N/A	N/A	8305	\$89,968
Percent Difference - School Site and District	N/A	N/A	-22.2	-1.8
State	N/A	N/A	\$7,607	\$90,632
Percent Difference - School Site and State	N/A	N/A	11.7	-5.4

Fiscal Year 2022-23 Types of Services Funded

Discovery Elementary School is proud to provide our students with STEAM (science, technology, engineering, art, mathematics) education through our Makerspace and Innovation Lab. Discovery's full-time credentialed Innovation Specialist guides students in grades TK-5 through opportunities in engineering, design thinking, coding, genius hour, robotics, technology, and hands-on science.

Discovery is pleased to offer all students a weekly music lesson by a full-time credentialed Music Teacher. Students in grades TK-5 have music class weekly. Music class lessons include singing, rhythm instruments, movement and dancing, listening games, music history, and music appreciation.

At Discovery Elementary School we believe art is an important part of a student's education. Art stimulates the imagination, it also strengthens problem-solving and critical-thinking skills. We are proud to have an Art Docent Program at Discovery which consists of parents and community members volunteering one hour per month teaching a hands-on art class.

Discovery Elementary School's GATE program is designed to assist in meeting the unique needs of students who are identified with gifted and talented skills. The program begins in fourth grade with a multiple criteria identification process. Students are referred by teachers and parents for GATE testing qualification. Parents are involved throughout the referral process. Whenever possible, GATE students are clustered in order to provide instruction that differentiates the core curriculum.

Discovery offers a Tier 2 and Tier 3 Reading Intervention Program for students who are experiencing academic difficulties in grade-level reading. Reading Intervention is designed to give students an extra dose of small-group reading instruction during the school day. During these groups, a specially trained reading intervention teacher focuses on building fluency, reading comprehension skills, and overall reading strategies. They will also incorporate the state standards for reading comprehension and writing into their lessons. Students who attend reading intervention may move in and out depending on their instructional needs throughout the school year. Discovery has one part-time Tier 2 Reading Intervention Teacher, one part-time Reading Intervention Aide, and one full-time Tier 3 Instructional Aide.

Discovery offers a Tier 2 Math Intervention Program for students who are experiencing academic difficulties in grade-level mathematics. Math intervention is designed to give students an extra dose of small-group math instruction during the school day. During these groups, a specially trained math instructional aide focuses on building number sense with lessons aligned to the state standards for mathematics. Students who attend math intervention may move in and out depending on their instructional needs throughout the school year. Discovery has two part-time math instructional aides.

Discovery offers before and after school learning a Tier 2 Reading and Math Intervention Program for students who are experiencing academic difficulties in grade-level expectations. Before and after school learning is designed to provide students with an extended school day and additional instruction to support their learning. Classroom teachers provide targeted instruction aligned to grade level expectations and state standards.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$44,639	\$55,550
Mid-Range Teacher Salary	\$89,272	\$84,645
Highest Teacher Salary	\$112,852	\$111,284
Average Principal Salary (Elementary)	\$142,348	\$139,860
Average Principal Salary (Middle)	\$146,938	\$146,440
Average Principal Salary (High)	\$170,134	\$158,447
Superintendent Salary	\$284,625	\$278,268
Percent of Budget for Teacher Salaries	36.38%	32.21%
Percent of Budget for Administrative Salaries	4.74%	4.89%

Professional Development

San Marcos Unified School District (SMUSD) is committed to the belief that the strongest predictor of student achievement is the quality of the teacher inside the classroom. In support of this belief, SMUSD is deeply committed to teacher learning and professional development as evidenced by our district mission statement.

San Marcos Unified School District's Mission Statement includes these commitments:

- "Hiring and retaining only the best educators and investing in their success."
- "Providing quality education based on high standards, effective practices, continuous improvement, and innovation."

Every new teacher in our district engages in a rigorous two year training program where the new employee receives 30 hours of professional development on our research-based instructional framework, the Essential Elements of Instruction (EEI). These instructional strategies apply to any curricular area and any grade level. New administrators to the District receive professional learning in this instructional framework as well as the National Institute of School Leadership (NISL).

Our elementary level focused professional learning on Orton Gillingham, Ready Mathematics, Professional Learning Communities, and Synergy. Professional learning was grounded in meeting students' academic and social emotional needs post pandemic. Ongoing training and PLC cycles supported learning recovery interventions in the classrooms and extended learning groups. A refocus on ongoing formative assessments and data driven discussions allowed teachers to provide students with prescriptive academic and social emotional interventions and enrichment opportunities. Teachers who work with students with special needs engaged in ongoing collaboration to implement more inclusive delivery models.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement			