

# Urban Discovery Academy Schools

## School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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/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).

### 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.

## Shawn Loescher (CEO of UDA & IDEATE)

Principal, Urban Discovery Academy Schools

### About Our School

Urban Discovery Schools, including Urban Discovery Academy and IDEATE High Academy, is a network of innovative and rigorous school programs designed to develop Design Thinkers who lead by example, making active, positive contributions to their local and global communities.

In addition to being a small school with a caring and supportive school culture, our school is a part of a larger movement of education reform where design-thinking, innovation, risk-taking, creativity, and community contributions are key tenets of student learning; yet where accountability and academic success remain high priorities. Additionally, the strategic location of our schools in the downtown I.D.E.A. (Innovation, Design, Education, and Arts) district of San Diego is symbolic of our role in our surrounding community. Not only do we provide an important schooling option for the growing downtown neighborhood; we are a part of a growing design thinking collaborative, through which our students learn through mentorship from community partners and share in the development of solutions to local issues as they deepen their thinking, practice design thinking methodologies, and hone important academic skills.

*Note: Urban Discovery Academy opened in August 2008. In the 2016-17 school year, UDA added a high school component to its program called IDEATE High Academy. In July 2017, Urban Discovery Academy officially became a K-12 school with the CDE, resulting in a change of CDS code to reflect our structure as a K-12 school rather than a K-8 school. Due to this change, information from previous years does not exist under our current CDS code and so is not necessarily reflected in this SARC report.*

### Contact

Urban Discovery Academy Schools  
840 14th St.  
San Diego, CA 92101-6608

Phone: 619-788-4668  
E-mail: [info@urbandiscoveryacademy.com](mailto:info@urbandiscoveryacademy.com)



## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	San Diego Unified
<b>Phone Number</b>	(619) 788-4668
<b>Superintendent</b>	Cindy Marten
<b>E-mail Address</b>	<a href="mailto:cmarten@sandi.net">cmarten@sandi.net</a>
<b>Web Site</b>	<a href="http://www.sandi.net">www.sandi.net</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Urban Discovery Academy Schools
<b>Street</b>	840 14th St.
<b>City, State, Zip</b>	San Diego, Ca, 92101-6608
<b>Phone Number</b>	619-788-4668
<b>Principal</b>	Shawn Loescher (CEO of UDA & IDEATE)
<b>E-mail Address</b>	<a href="mailto:info@urbandiscoveryacademy.com">info@urbandiscoveryacademy.com</a>
<b>Web Site</b>	<a href="http://www.urbandiscoveryacademy.com/">www.urbandiscoveryacademy.com /</a> <a href="http://www.id8high.com">www.id8high.com</a>
<b>County-District-School (CDS) Code</b>	37683380135913

*Last updated: 1/9/2019*

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

#### About Urban Discovery Schools

Urban Discovery Schools are a network of free-public charter schools serving transitional kindergarten (TK) through 12th grade students in the heart of East Village and downtown San Diego. Urban Discovery Schools currently includes two school sites: Urban Discovery Academy (UDA), a TK-8th grade school located in the IDEA District of East Village which has been in operation since 2008; and IDEATE High Academy, which opened its doors in 2016 as the first design thinking focused high school in San Diego.

#### Mission

To develop Design Thinkers who lead by example, making active, positive contributions to their local and global communities.

#### Vision

Urban Discovery Schools believe in a better tomorrow through communities that are empowered with the skills, passion and purpose to make positive contributions to the world.

#### Design Thinking Approach

Our core approach is based on the five elements of design thinking developed by IDEO and the Stanford d.school: empathize, define, ideate, prototype, and test. Design thinking is taught, applied, and explored through project-based learning, integrated projects that require real world problem-solving, and independent exploration. This approach embeds, promotes and enables all students to achieve the objective to become self-motivated, competent and lifelong learners.

Urban Discovery Schools' programming and academic culture is unique and inspiring. Our interdisciplinary design thinking modules culminate in schoolwide exhibitions at the end of each semester or trimester. Students present their academic work, share the connections they made across disciplines, highlight what they have learned and/or contributed to our community, and inspire us as they lead us through their design journey of empathizing, defining, ideating, prototyping, and testing their solutions to problems.

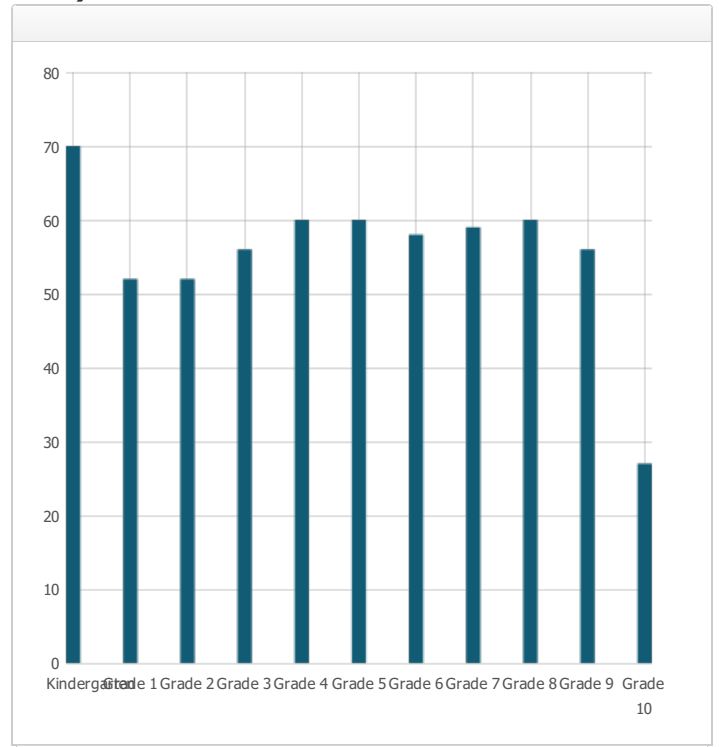
#### College and Career Readiness

With the design thinking approach, learners develop key 21st Century skills such as critical thinking, creativity, communication, collaboration, empathy, and problem solving – all skills necessary to be successful in our ever-changing global society. Further, opportunities for applied projects, job shadows, and internship experiences with organizations, colleges and universities, and businesses in San Diego provide IDEATE High Academy students with valuable, resume-quality experiences to enhance their learning.

*Last updated: 1/9/2019*

### Student Enrollment by Grade Level (School Year 2017–18)

Grade Level	Number of Students
Kindergarten	70
Grade 1	52
Grade 2	52
Grade 3	56
Grade 4	60
Grade 5	60
Grade 6	58
Grade 7	59
Grade 8	60
Grade 9	56
Grade 10	27
<b>Total Enrollment</b>	<b>610</b>



Last updated: 1/9/2019

### Student Enrollment by Student Group (School Year 2017–18)

Student Group	Percent of Total Enrollment
Black or African American	6.7 %
American Indian or Alaska Native	0.2 %
Asian	1.8 %
Filipino	1.1 %
Hispanic or Latino	41.0 %
Native Hawaiian or Pacific Islander	0.2 %
White	42.3 %
Two or More Races	6.7 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	28.2 %
English Learners	11.1 %
Students with Disabilities	12.3 %
Foster Youth	0.2 %

## A. Conditions of Learning

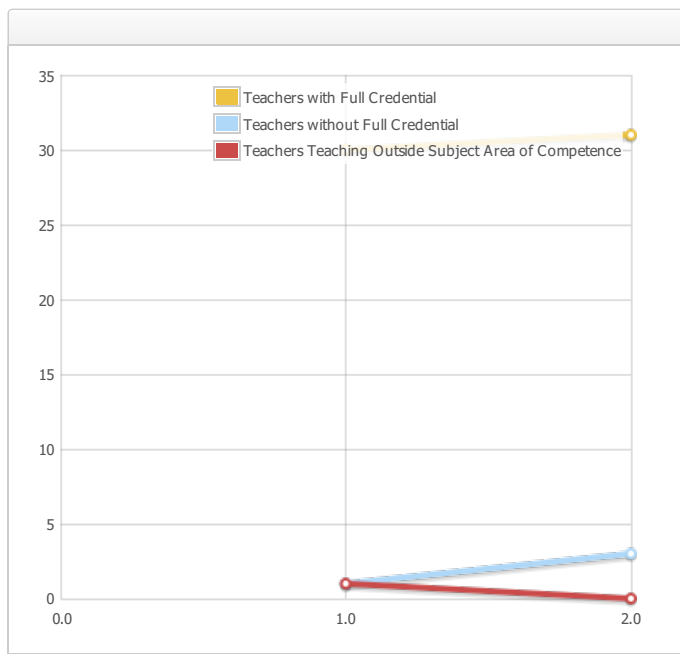
### State Priority: Basic

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

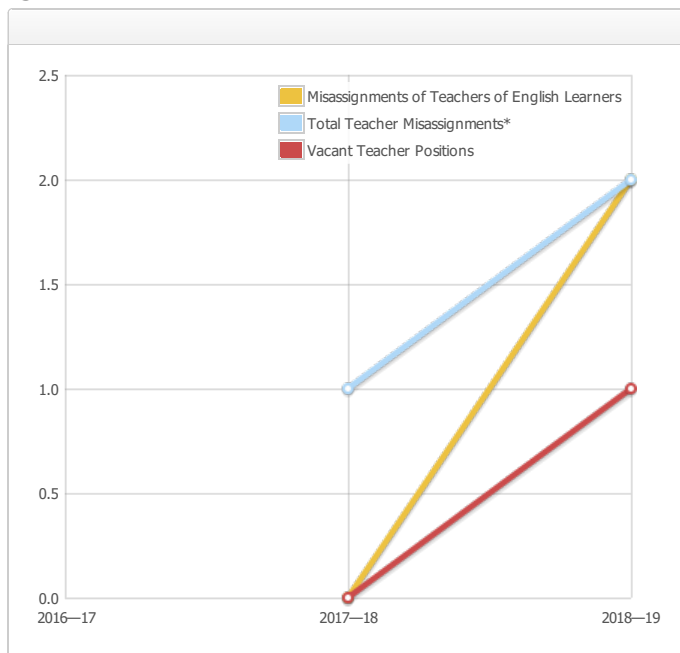
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential		30	31	
Without Full Credential		1	3	
Teachers Teaching Outside Subject Area of Competence (with full credential)		1	0	



Last updated: 1/9/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
Misassignments of Teachers of English Learners		0	2
Total Teacher Misassignments*		1	2
Vacant Teacher Positions		0	1



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: 1/9/2019

## School Facility Conditions and Planned Improvements

Urban Discovery Academy's TK-8th grade campus is located in a beautiful new facility in the East Village of downtown San Diego. The building is in good repair throughout, with new construction as of 2015 and subsequent repairs kept current as needed. UDA's building is rich with vibrant colors, modern classrooms, and technology integrated throughout. A janitorial crew cleans the building daily, and services and cleans student restrooms at least twice per day. As of January 2019, additional play space for students has been added.

IDEATE High Academy is currently located at a temporary facility in Little Italy and will be moving to a new site this spring. The existing building is up to date in repairs. The new building is pending DSA approval following final repairs and will be in good repair before moving into the building in the spring of 2019.

*Last updated: 1/9/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: January 2019

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

## Overall Facility Rate

Year and month of the most recent FIT report: January 2019

Overall Rating	Exemplary
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*Last updated: 1/9/2019*

## 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)	--	45.0%	--	55.0%		50.0%
Mathematics (grades 3-8 and 11)	--	33.0%	--	45.0%		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: 1/9/2019*

## 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	341	322	94.43%	45.34%
Male	168	160	95.24%	33.13%
Female	173	162	93.64%	57.41%
Black or African American	24	24	100.00%	25.00%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	135	126	93.33%	34.13%
Native Hawaiian or Pacific Islander	--	--	--	--
White	145	138	95.17%	60.14%
Two or More Races	26	24	92.31%	33.33%
Socioeconomically Disadvantaged	72	68	94.44%	39.71%
English Learners	44	42	95.45%	30.95%
Students with Disabilities	46	39	84.78%	20.51%
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: 1/9/2019



## 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	341	323	94.72%	32.82%
Male	168	161	95.83%	26.71%
Female	173	162	93.64%	38.89%
Black or African American	24	24	100.00%	8.33%
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	135	126	93.33%	22.22%
Native Hawaiian or Pacific Islander	--	--	--	--
White	145	139	95.86%	44.60%
Two or More Races	26	24	92.31%	33.33%
Socioeconomically Disadvantaged	72	68	94.44%	23.53%
English Learners	44	42	95.45%	19.05%
Students with Disabilities	46	40	86.96%	17.50%
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: 1/9/2019

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

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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: 1/9/2019*

## 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	100.0%
2016–17 Graduates Who Completed All Courses Required for UC/CSU Admission	--

# 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

## California Physical Fitness Test Results (School Year 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
9	76.9%	60.0%	35.9%

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: 1/9/2019

## 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)

Parental involvement is highly encouraged at Urban Discovery Schools, with plentiful opportunities for involvement. Volunteer opportunities may include: helping with school events, classroom support, chaperoning field trips, lunch assistance, School Advisory Council participation, LCAP development workshops, and attendance/leadership at various community/design workshops specifically designed for parent participation. The UDA Network is our parent/staff/student organization which focuses on community building, culture, and a spirit of volunteerism across our dynamic schools. Parents receive regular communication about community involvement opportunities through our weekly school communications. Network events and activities include but are not limited to: Fall Festival, Arts Festival and Skate Night.

# State Priority: Pupil Engagement

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

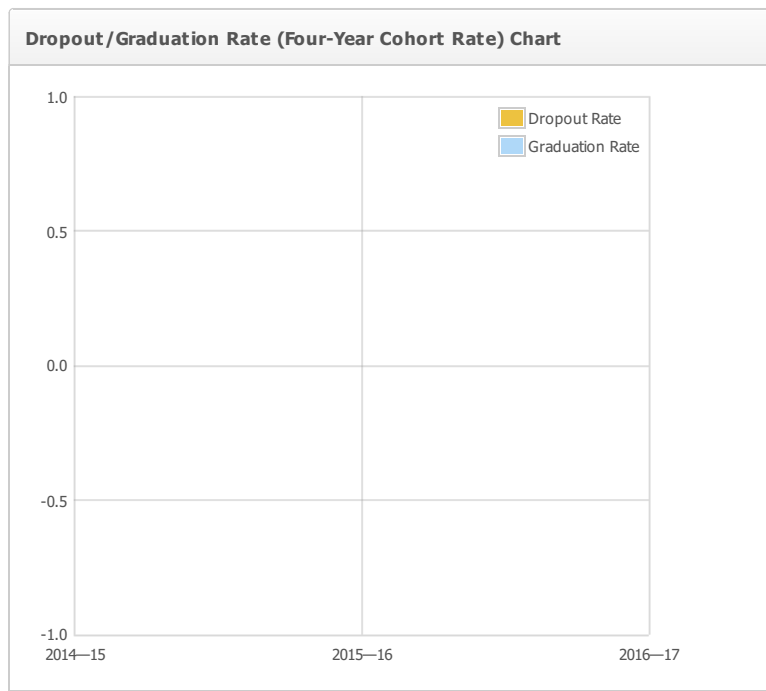
- High school dropout rates; and
- High school graduation rates

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

As Urban Discovery Schools has not yet graduated its first senior class, this information is not relevant at this time. We look forward to graduating our first senior class in June of 2020.

Indicator	School 2014–15	School 2015–16	District 2014–15	District 2015–16	State 2014–15	State 2015–16
Dropout Rate	--	--	3.5%	3.3%	10.7%	9.7%
Graduation Rate	--	--	0.0%	0.0%	82.3%	83.8%

Indicator	School 2016–17	District 2016–17	State 2016–17
Dropout Rate	--	3.7%	9.1%
Graduation Rate	--	0.0%	82.7%



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: 1/9/2019

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

As Urban Discovery Schools has not yet had a completing class of 12th graders, this information is not relevant. We look forward to graduating our first class of 12th graders in June of 2020.

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	--	--	--
Black or African American	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
White	--	--	--
Two or More Races	--	--	--
Socioeconomically Disadvantaged	--	--	--
English Learners	--	--	--
Students with Disabilities	--	--	--
Foster Youth	--	--	--

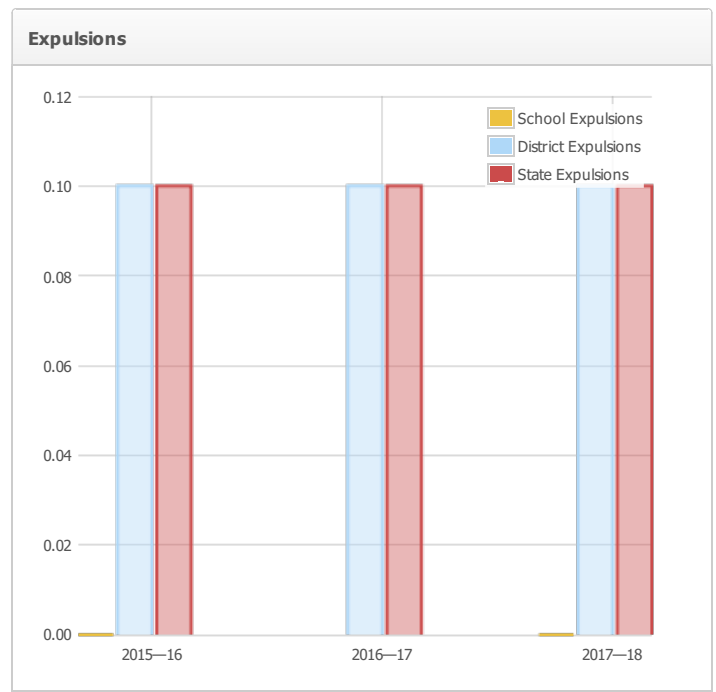
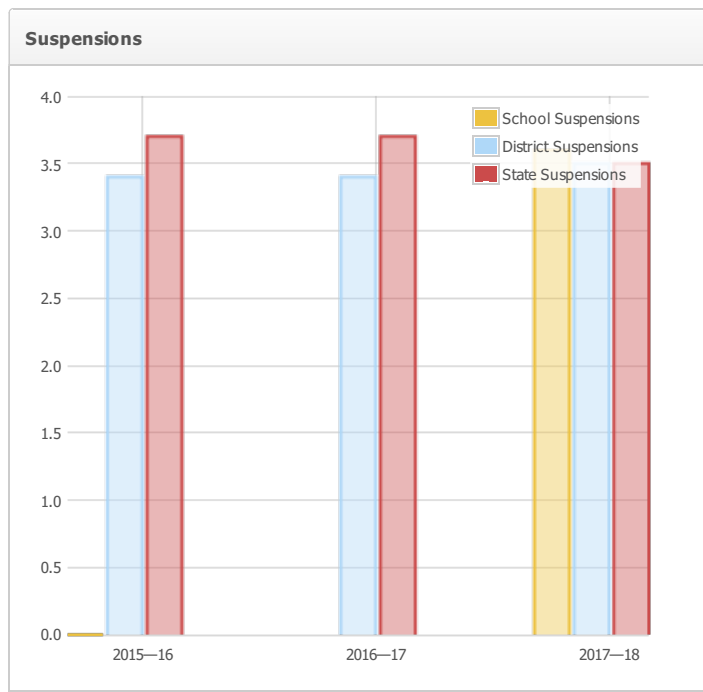
# State Priority: School Climate

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	--	--	3.6%	3.4%	3.4%	3.5%	3.7%	3.7%	3.5%
Expulsions	--	--	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%



Last updated: 1/9/2019

## School Safety Plan (School Year 2018—19)

Urban Discovery Schools believes that safety is of utmost importance. We have policies and procedures in place to keep students safe on school grounds before, during, and after the school day. Our safety plans are reviewed and approved annually by our Board of Directors, ensuring updates and oversight with each new school year. Our staff and student are trained each year on important safety procedures and practice regular monthly emergency drills throughout the year, including: earthquake, fire evacuation, and lockdown drills. Both school sites are locked campuses; visitors must enter through the front office where they are required to sign in and receive a badge from our front office staff.

In fall 2018, our Board of Directors approved a newly revamped and more thorough Comprehensive School Safety Plan, outlining detailed emergency and general school safety procedures.

Last updated: 1/25/2019

## 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 (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

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

\*\* "Other" category is for multi-grade level classes.

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K				
1				
2				
3				
4				
5				
6				
Other**				

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

\*\* "Other" category is for multi-grade level classes.

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

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.0		3	
1	26.0		2	
2	26.0		2	
3	28.0		2	
4	30.0		2	
5	30.0		2	
6	29.0		6	
Other**				

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

\*\* "Other" category is for multi-grade level classes.

Last updated: 1/25/2019



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

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-20</b>	<b>Number of Classes *</b> <b>21-32</b>	<b>Number of Classes *</b> <b>33+</b>
English				
Mathematics				
Science				
Social Science				

\* 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)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-20</b>	<b>Number of Classes *</b> <b>21-32</b>	<b>Number of Classes *</b> <b>33+</b>
English				
Mathematics				
Science				
Social Science				

\* 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)**

<b>Subject</b>	<b>Average Class Size</b>	<b>Number of Classes *</b> <b>1-20</b>	<b>Number of Classes *</b> <b>21-32</b>	<b>Number of Classes *</b> <b>33+</b>
English	28.0		3	
Mathematics	29.0		7	
Science	28.0		10	
Social Science	30.0		4	

\* 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: 1/9/2019*

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

UDA employed one counselor and one part-time psychologist during the 17-18 school year. Any other services provided, such as speech language pathology, were contracted with outside vendors.

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)		N/A
Other		N/A

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

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

*Last updated: 1/9/2019*

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

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Restricted)</b>	<b>Expenditures Per Pupil (Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	--	--	--	--
District	N/A	N/A	--	\$80798.0
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/9/2019*

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

Our staff includes grade level teachers for core subjects, along with the following enrichment teachers:

- Physical education
- Spanish
- STEAM
- Performing Arts
- Fine Arts
- Design

Our teachers utilize design-thinking throughout core and enrichment classes, as a basis to further student learning of the California State Standards. In addition to general education programming, we have a comprehensive special education program with three ed specialists, several aides (depending on case load), and a variety of service providers to service students with IEPs. We also provide strategic support for English Learners, and SST, 504, Foster Youth and Homeless students. General supports for all students include: staffing supports (school psychologist, culture & behavioral specialist, dean of students), instructional technology, and intervention services.

*Last updated: 1/25/2019*

## Teacher and Administrative Salaries (Fiscal Year 2016—17)

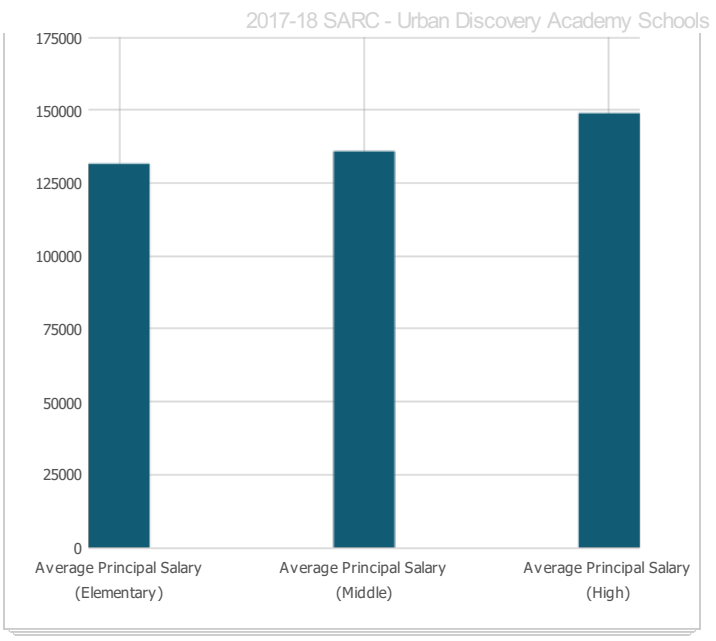
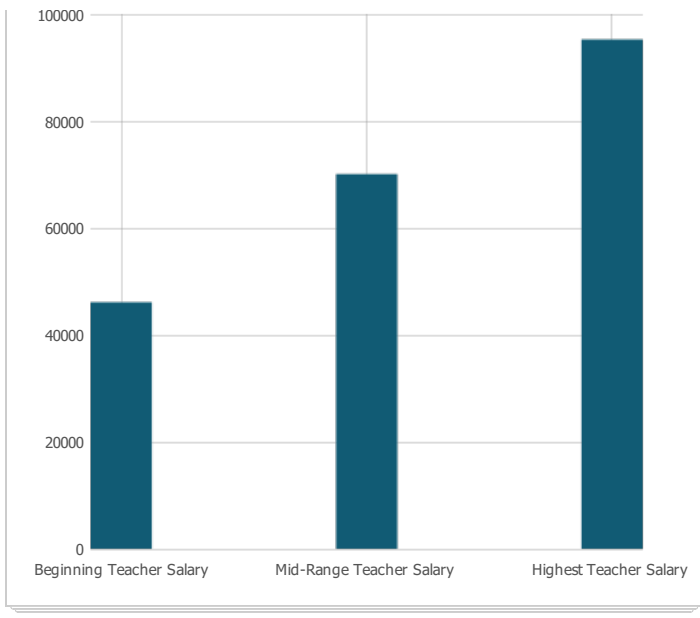
These salaries are reflective of the SDUSD school district. UDA utilizes its own locally approved salary schedules, which are different than that of the district.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,124	\$47,903
Mid-Range Teacher Salary	\$70,086	\$74,481
Highest Teacher Salary	\$95,262	\$98,269
Average Principal Salary (Elementary)	\$131,580	\$123,495
Average Principal Salary (Middle)	\$135,867	\$129,482
Average Principal Salary (High)	\$148,932	\$142,414
Superintendent Salary	\$275,000	\$271,429
Percent of Budget for Teacher Salaries	36.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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: 1/9/2019*

## Advanced Placement (AP) Courses (School Year 2017—18)

IDEATE High Academy offers college coursework options in lieu of AP coursework.

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.0%

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

\*Where there are student course enrollments of at least one student.

*Last updated: 1/9/2019*

## Professional Development

Urban Discovery Schools utilize ten professional learning days before the school year starts in addition to three days throughout the school year to ensure the faculty is trained on our best practices and collaborating to best execute our program to maximize student learning. In addition, regular weekly or biweekly minimum days are utilized to collaborate and focus on professional growth collectively.

Professional learning has focused on the following areas the last two school years:

- Design thinking
- Restorative practices
- EL practices
- Accommodations and modifications
- Behavior management
- Common core state standards
- Data analysis and goal setting
- Reading/writing strategies
- Interdisciplinary collaboration
- Student success team
- Differentiation

In addition, teachers participate in external professional learning opportunities. In addition, our faculty spends an extensive amount of time planning horizontally and vertically to align curriculum, plan scope and sequence, solve community problems, and create interdisciplinary design challenges.

*Last updated: 1/25/2019*