

# Executive Summary School Accountability Report Card, 2009–10

## *For Discovery Charter School*

**Address:** 4021 Teale Ave.

**Phone:** (408) 243-9800

**Superintendent/Executive Director:** Dale Jones

**Grade Span:** K-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. The data presented in this report are reported for the 2009–10 school year, except the School Finances and School Completion data that are reported for the 2008–09 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

### **About This School**

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Discovery Charter School is a kindergarten through eighth grade school based on developmentally appropriate teaching methods that successfully integrate the whole child with respect to individual learning styles, developmental readiness, and rates of achievement.

Multi-age classrooms, small class sizes, team teaching, a high level of parent participation, and community involvement greatly contribute to developing Discovery Charter School into a world class learning community. We have built an educational environment where developing student achievement, building innovative programs, and engaging families and communities provide a common vision for lifelong learning and student success.

Discovery Charter School's innovative programs are designed to accommodate the diverse needs of all students, including those who are historically underachieving or academically disadvantaged, to challenge and engage students to master state academic content and to meet or exceed state achievement standards.

### **Student Enrollment**

<b>Group</b>	<b>Enrollment</b>
Number of students	535
Black or African American	1%
American Indian or Alaska Native	1%
Asian	39%
Filipino	1%
Hispanic or Latino	10%
Native Hawaiian/Pacific Islander	1%
White (not of Hispanic origin)	45%
Two or More Races	2%
Socioeconomically Disadvantaged	2%
English Learners	1%
Students with Disabilities	0%

### **Teachers**

<b>Indicator</b>	<b>Teachers</b>
Teachers with full credential	25
Teachers without full credential	1
Teachers Teaching Outside Subject Area of Competence	1
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	2

## Student Performance

Subject	Students Proficient and Above on STAR <sup>1</sup> Program Results
English-Language Arts	85%
Mathematics	81%
Science	88%
History-Social Science	70%

## Academic Progress<sup>2</sup>

Indicator	Result
2010 Growth API Score (from 2010 Growth API Report)	920
Statewide Rank (from 2009 Base API Report)	9
Met All 2010 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	N/A
2010–11 Program Improvement Status (PI Year)	N/A

## School Facilities

### Summary of Most Recent Site Inspection

The school was inspected before the start of school – 08/23/10

### Repairs Needed

None

### Corrective Actions Taken or Planned

None

## Curriculum and Instructional Materials

Core Curriculum Area	Pupils Who Lack Textbooks and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Foreign Language	0%
Health	0%
Visual and Performing Arts	0%
Science Laboratory Equipment (grades 9-12)	N/A

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$7,359.00
District	N/A
State	\$\$8736.00

<sup>1</sup> Standardized Testing and Reporting Program assessments include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

<sup>2</sup> The Academic Performance Index is required under state law. Adequate Yearly Progress is required by federal law.

## School Completion

<b>Indicator</b>	<b>Result</b>
Graduation Rate (if applicable)	N/A

## Postsecondary Preparation

<b>Measure</b>	<b>Percent</b>
Pupils Who Completed a Career Technical Education Program and Earned a High School Diploma	N/A
Graduates Who Completed All Courses Required for University of California or California State University Admission	N/A

# School Accountability Report Card

## Reported Using Data from 2009–10 School Year

*Published During 2010–11*

The School Accountability Report Card (SARC), which is required by law to be published by February 1 of each year, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

## I. Data and Access

### **DataQuest**

*DataQuest* is an online data tool located on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), 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.

## II. About This School

### **Contact Information (School Year 2010–11)**

This section provides the school's contact information.

School		District	
<b>School Name</b>	Discovery Charter School	<b>District Name</b>	SCCOE
<b>Street</b>	4021 Teale Ave.	<b>Phone Number</b>	(408) 453-6500
<b>City, State, Zip</b>	San Jose, CA 95117	<b>Web Site</b>	<a href="http://www.sccoe.k12.ca.us">www.sccoe.k12.ca.us</a>
<b>Phone Number</b>	(408) 243-9800	<b>Superintendent</b>	Charles Weis
<b>Principal</b>	Dale Jones	<b>E-mail Address</b>	<a href="mailto:Charles_weiss@sccoe.org">Charles_weiss@sccoe.org</a>
<b>E-mail Address</b>	<a href="mailto:djones@discoveryk8.org">djones@discoveryk8.org</a>	<b>CDS Code</b>	43104390111880

### **School Description and Mission Statement (School Year 2009–10)**

This section provides information about the school, its programs, and its goals.

Discovery Charter School is a kindergarten through eighth grade school based on developmentally appropriate teaching methods that successfully integrate the whole child with respect to individual learning styles, developmental readiness, and rates of achievement. Multi-age classrooms, small class sizes, team teaching, a high level of parent participation, and community involvement greatly contribute to developing Discovery Charter School into a world class learning community. We have built an educational environment where developing student achievement, building innovative programs, and engaging families and communities provide a common vision for lifelong learning and student success. Discovery Charter School's innovative programs are designed to accommodate the diverse needs of all students, including those who are historically underachieving or academically disadvantaged, to challenge and engage students to master state academic content and to meet or exceed state achievement standards.

### **Opportunities for Parental Involvement (School Year 2009–10)**

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Parent participation at Discovery Charter School is vital to the success of a program based on small group developmental instruction. Such a program's effectiveness is dependent on the commitment of every family to the philosophy of the school and the integrity of the parent participation commitment. Specialized school programs are a choice. Each family makes a decision to enroll their child based on an understanding and belief in the philosophy of the school and careful consideration of the family commitment required to successfully implement the Discovery program. Each family is asked to complete a commitment form, which specifies how the family will contribute to the success of the program. Parents represent a wealth of skills, interests, talents, and resources that add to the breadth and depth of students' learning. Discovery has created a culture of parent involvement with high expectations of our students' families, just as we want them to hold the school's professional staff to the highest expectations. We believe this formula of high expectations of all members of the learning community is crucial to the success of each student entrusted to our school. The benefits of parent participation are numerous. Parents working side-by-side with teachers fosters mutual understanding and respect, which leads to more positive home-to-school relationships. Teachers act as role models in every aspect of teaching. Children see their parents at school, aiding in the classroom, at lunch, on field trips, and on the playground, and without a word being spoken they know that being at school is a valuable place to be. The effect is like a pebble dropped in water, the ripples spread out indefinitely.

### **Student Enrollment by Grade Level (School Year 2009–10)**

This table displays the number of students enrolled in each grade level at the school.

<b>Grade Level</b>	<b>Number of Students</b>	<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	53	<b>Grade 8</b>	54
<b>Grade 1</b>	53	<b>Ungraded Elementary</b>	0
<b>Grade 2</b>	54	<b>Grade 9</b>	0
<b>Grade 3</b>	54	<b>Grade 10</b>	0
<b>Grade 4</b>	52	<b>Grade 11</b>	0
<b>Grade 5</b>	54	<b>Grade 12</b>	0
<b>Grade 6</b>	81	<b>Ungraded Secondary</b>	0
<b>Grade 7</b>	80	<b>Total Enrollment</b>	535

### Student Enrollment by Group (School Year 2009–10)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	1%	White	45%
American Indian or Alaska Native	1%	Two or More Races	2%
Asian	39%	Socioeconomically Disadvantaged	2%
Filipino	1%	English Learners	1%
Hispanic or Latino	10%	Students with Disabilities	0%
Native Hawaiian/Pacific Islander	1%		

### Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2007–08			2008–09			2009–10				
	Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms			
		1-20	21-32		33+	1-20		21-32	33+	1-20	21-32
K	21		5	21		5	22		5		
1	21		5	21		5	22		5		
2	21		5	21		5	22		5		
3	21		5	21		5	22		5		
4	24		2	24		2	27		2		
5	25		2	25		2	27		2		
6	26		3	26		3	27		3		
K-3											
3-4											
4-8											
Other											

### Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2007–08			2008–09			2009–10					
	Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms		Avg. Class Size	Number of Classrooms				
		1-22	23-32		33+	1-22		23-32	33+	1-22	23-32	33+
English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

## III. School Climate

### School Safety Plan (School Year 2009–10)

This section provides information about the school's comprehensive safety plan.

The safety of students and staff is a primary concern of Discovery Charter School. All guests to the campus must sign in at the office and wear a visitor's badge at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among teachers, school administrators and parent volunteers.

To safeguard the well-being of students and staff, a comprehensive School Site Safety Plan has been developed, which was most recently updated in October 2009. Any revisions made to the plan are reviewed immediately with the staff. Key elements of the Safety Plan focus on the following: disaster response procedures, child abuse reporting procedures, bullying components, sexual harassment policy, safe ingress and egress of pupils, parents, and school employees.

Parent volunteers must be fingerprinted and TB tested before they are approved to work on campus. The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake and intruder drills, are held on a rotating basis.

## Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
<b>Suspensions</b>	0	0	8	N/A	N/A	N/A
<b>Expulsions</b>	0	0	0	N/A	N/A	N/A

## IV. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2010-11)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Discovery Charter School is housed on the back of the Leroy Anderson School site. The school consists of 28 modular buildings. The modular units are used as classrooms, break out space, library and lunch room. There is one play structure, and a field shared with the Anderson campus.

### School Facility Good Repair Status (School Year 2010-11)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	n/a	x			
<b>Interior:</b> Interior Surfaces	n/a	x			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	n/a	x			
<b>Electrical:</b> Electrical	n/a	x			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	n/a	x			

<b>Safety:</b> Fire Safety, Hazardous Materials	n/a	x			
<b>Structural:</b> Structural Damage, Roofs	n/a	x			
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	n/a	x			
<b>Overall Rating</b>		x			n/a

## V. Teachers

### Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2007-08	2008-09	2009-10	2009-10
<b>With Full Credential</b>	20	22	25	N/A
<b>Without Full Credential</b>	1	1	1	N/A
<b>Teaching Outside Subject Area of Competence</b>	0	2	1	N/A

### Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: *Total Teacher Misassignments* includes the number of *Misassignments of Teachers of English Learners*.

Indicator	2008-09	2009-10	2010-11
<b>Misassignments of Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

### Core Academic Classes Taught by Highly Qualified Teachers (School Year 2009-10)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100%	0%
<b>All Schools in District</b>	N/A	N/A
<b>High-Poverty Schools in District</b>	N/A	N/A
<b>Low-Poverty Schools in District</b>	N/A	N/A

## VI. Support Staff

### Academic Counselors and Other Support Staff (School Year 2009–10)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. 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.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	n/a
Counselor (Social/Behavioral or Career Development)	0	n/a
Library Media Teacher (librarian)	0	n/a
Library Media Services Staff (paraprofessional)	0	n/a
Psychologist	.5	5
Social Worker	0	n/a
Nurse	0	n/a
Speech/Language/Hearing Specialist	1	15
Resource Specialist (non-teaching)	1	10
Other		n/a

## VII. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2010–11)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Zoo Phonics (K-1), fiction and non-fiction books for guided reading, Novel and non-fiction book sets for literature circles, Making Meaning comprehension series (grades 2-5), Author studies, Prentice Hall Literature Anthology (grades 6-8)	0	Yes

<b>Mathematics</b>	Scott Foresman (grades 2-5), Marcy Cook program and activities (K-1), Kathy Richardson program (K-1), TERC Investigations (K-5), Holt Mathematics (6-8), Numbers to Algebra, Pre-Algebra, Algebra, Geometry	0	Yes
<b>Science</b>	Foss Kits (K-8), Gems (6), Holt Life Science and Physical Science (7-8)	0	Yes
<b>History-Social Science</b>	History Alive	0	Yes
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A		

## VIII. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2008–09)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
<b>School Site</b>			\$7,359.00	\$51,676.00
<b>District</b>	n/a	n/a	N/A	N/A
<b>Percent Difference – School Site and District</b>	n/a	n/a	N/A	N/A
<b>State</b>	n/a	n/a	\$8,736.00	\$67,932.00
<b>Percent Difference – School Site and State</b>	n/a	n/a	15.7%	23%

### Types of Services Funded (Fiscal Year 2009–10)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

Discovery Charter School provides a wide range of programs and supplemental services that are funded through parent fundraising and grant writing. These include: academic support such as additional enrichment instructors for PE, Art, Math, Science, Drama, and Music; extensive elective and after-school classes; an expanded science program that includes extensive field trips and project-based learning activities; as well as low student:teacher ratios throughout the school.

## Teacher and Administrative Salaries (Fiscal Year 2008–09)

This table displays district salaries for teachers, principals, and 78.9superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated 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	N/A	\$40,227.00
Mid-Range Teacher Salary	N/A	\$67,932.00
Highest Teacher Salary	N/A	\$78,848.00
Average Principal Salary (Elementary)	N/A	\$102,340
Average Principal Salary (Middle)	N/A	\$109,435
Average Principal Salary (High)	N/A	\$111,435
Superintendent Salary	N/A	\$158,484
Percent of Budget for Teacher Salaries	N/A	43%
Percent of Budget for Administrative Salaries	N/A	6.2%

## IX. Student Performance

### Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>.

*Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	78.9	79.2	83.8				45.7	49.9	52.3
Mathematics	75.5	71.2	80.9				42.7	45.8	48.1
Science	88.9	91.7	82.5				46.2	49.5	53.6
History-Social Science	76.2	73.9	69.8				35.7	45.8	44.4

## Standardized Testing and Reporting Results by Student Group – Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA				
All Students at the School	83.8	80.9	82.5	69.8
Male				
Female				
Black or African American				
American Indian or Alaska Native				
Asian	92.7	89.6		
Filipino				
Hispanic or Latino	70	66		
Native Hawaiian or Pacific Islander				
White	82.7	77.7		
Two or More Races				
Socioeconomically Disadvantaged	54.5	63.6		
English Learners	75	76.7		
Students with Disabilities	69.2	57.1		
Students Receiving Migrant Education Services				

## California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute AYP designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the CDE California High School Exit Examination (CAHSEE) Web site at <http://cahsee.cde.ca.gov/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

## California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10	2007–08	2008–09	2009–10
English-Language Arts	N/A	N/A	N/A	N/A	N/A	N/A			
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A			

## California High School Exit Examination Grade Ten Results by Student Group – Most Recent Year (if applicable)

This table displays the percent of students, by group, achieving at each performance level in ELA and mathematics for the most recent testing period.

Group	English-Language Arts			Mathematics		
	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	N/A	N/A	N/A	N/A	N/A	N/A
All Students at the School	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

## California Physical Fitness Test Results (School Year 2009–10)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. *Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.*

Grade Level	Percent of Students Meeting Fitness Standards
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	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	4.2%	12.5%	83.3%
7	37.5%	16.7%	29.2%
9	N/A	N/A	N/A

## X. Accountability

### Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

### Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	10	10	9
Similar Schools	9	9	5

### Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. *Note: "N/A" means that the student group is not numerically significant or data were not available.*

Group	Actual API Change		
	2007–08	2008–09	2009–10
All Students at the School	-11		
Black or African American			
American Indian or Alaska Native	-20	11	
Asian			4
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White	5	-11	13
Two or More Races	N/A	N/A	
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

### Academic Performance Index Growth by Student Group – 2010 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2010 Growth API		
	School	LEA	State

<b>All Students at the School</b>			
<b>Black or African American</b>			
<b>American Indian or Alaska Native</b>			
<b>Asian</b>	969		
<b>Filipino</b>			
<b>Hispanic or Latino</b>			
<b>Native Hawaiian/Pacific Islander</b>			
<b>White</b>	910		
<b>Two or More Races</b>			
<b>Socioeconomically Disadvantaged</b>			
<b>English Learners</b>			
<b>Students with Disabilities</b>			

### Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

### Adequate Yearly Progress Overall and by Criteria (School Year 2009–10)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

<b>AYP Criteria</b>	<b>School</b>	<b>District</b>
<b>Overall</b>	Yes	N/A
<b>Participation Rate - English-Language Arts</b>	Yes	N/A
<b>Participation Rate - Mathematics</b>	Yes	N/A
<b>Percent Proficient - English-Language Arts</b>	Yes	N/A
<b>Percent Proficient - Mathematics</b>	Yes	N/A
<b>API</b>	Yes	N/A
<b>Graduation Rate</b>	Yes	N/A

### Federal Intervention Program (School Year 2010–11)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

<b>Indicator</b>	<b>School</b>	<b>District</b>
<b>Program Improvement Status</b>	N/A	N/A
<b>First Year of Program Improvement</b>	N/A	N/A
<b>Year in Program Improvement</b>	N/A	N/A
<b>Number of Schools Currently in Program Improvement</b>	N/A	N/A
<b>Percent of Schools Currently in Program Improvement</b>	N/A	N/A

## XI. School Completion and Postsecondary Preparation

### Admission Requirements for California's Public Universities

#### University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the General Admissions Information Web page at <http://www.universityofcalifornia.edu/admissions/general.html>. (Outside Source)

#### California State University

Admission requirements for the California State University (CSU) use three factors to determine eligibility. They are specific high school courses; grades in specified courses and test scores; and graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses utilize local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For general admissions requirements please visit the California State University Web page at <http://www.calstate.edu/SAS/admreq.shtml>. (Outside Source)

### Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09	2006–07	2007–08	2008–09
<b>Dropout Rate (1-year)</b>	0	0	0						
<b>Graduation Rate</b>	100%	100%	100%						

### Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2009–10 school year in grade twelve and were a part of the school's most recent graduating class who met all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2010		
	School	District	State
<b>All Students</b>	N/A	N/A	N/A
<b>Black or African American</b>	N/A	N/A	N/A
<b>American Indian or Alaska Native</b>	N/A	N/A	N/A
<b>Asian</b>	N/A	N/A	N/A
<b>Filipino</b>	N/A	N/A	N/A
<b>Hispanic or Latino</b>	N/A	N/A	N/A
<b>Native Hawaiian/Pacific Islander</b>	N/A	N/A	N/A
<b>White</b>	N/A	N/A	N/A
<b>Two or More Races</b>	N/A	N/A	N/A
<b>Socioeconomically Disadvantaged</b>	N/A	N/A	N/A
<b>English Learners</b>	N/A	N/A	N/A
<b>Students with Disabilities</b>	N/A	N/A	N/A

### Career Technical Education Programs (School Year 2009–10)

This section provides information about the Career Technical Education (CTE) programs and lists programs offered by the school district that are aligned to the model curriculum standards. The list should identify courses conducted by regional occupational centers or programs and those conducted directly by the school district. This section provides a listing of the primary representative of the career technical advisory committee of the school district and industries represented.

N/A

### Career Technical Education Participation (School Year 2009–10)

This table displays information about participation in the school's CTE programs.

Measure	CTE Program Participation
Number of pupils participating in CTE	N/A
Percent of pupils completing a CTE program and earning a high school diploma	N/A
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	N/A

### Courses for University of California and/or California State University Admission (School Year 2008–09)

This table displays, for the most recent year, two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in, and completion of, courses required for UC/CSU admission can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

UC/CSU Course Measure	Percent
Students Enrolled in Courses Required for UC/CSU Admission	N/A
Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

### Advanced Placement Courses (School Year 2009–10)

This table displays, for the most recent year, the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found on the CDE *DataQuest* Web page at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Courses Offered	Percent of Students In AP Courses
Computer Science	n/a	n/a
English	n/a	n/a
Fine and Performing Arts	n/a	n/a
Foreign Language	n/a	n/a
Mathematics	n/a	n/a
Science	n/a	n/a
Social Science	n/a	n/a
All courses		

## XII. Instructional Planning and Scheduling

## **Professional Development**

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

As part of the growth process, opportunities for training and staff development are administrators, teachers, and classified staff. Discovery Charter School staff participate in 5 staff development days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. For 2008-09, staff development topics included: differentiation, small group instructional strategies, utilizing data to drive instruction, benchmark assessments, intervention strategies for struggling students including strategies for English Learners. Two six week seminars in six trait writing , reading comp strategies were presented in 2008-2009. On site staff development is determined by teacher need and interest.