

Discovery Charter II

California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) 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., 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.

Mr. Dale Jones, Superintendent

Principal, Discovery Charter II

About Our School

Contact

Discovery Charter II
4021 Teale Ave.
San Jose, CA 95117-3433

Phone: 408-243-9800
E-mail: dperry@discoveryk8.org

About This School

Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
District Name	Santa Clara County Office of Education
Phone Number	(408) 453-6500
Superintendent	Jon Gundry
E-mail Address	jon_gundry@sccoe.org
Web Site	http://www.sccoe.org

School Contact Information - Most Recent Year	
School Name	Discovery Charter II
Street	4021 Teale Ave.
City, State, Zip	San Jose, Ca, 95117-3433
Phone Number	408-243-9800
Principal	Mr. Dale Jones, Superintendent
E-mail Address	dperry@discoveryk8.org
Web Site	http://www.discoveryk8.org
County-District-School (CDS) Code	43104390127969

Last updated: 1/26/2016

School Description and Mission Statement - Most Recent Year

Through strong family involvement, community learning, and developmentally based teaching, Discovery Charter Schools will support the whole child and develop lifelong learners prepared to meet the challenges of the future.

We are committed to:

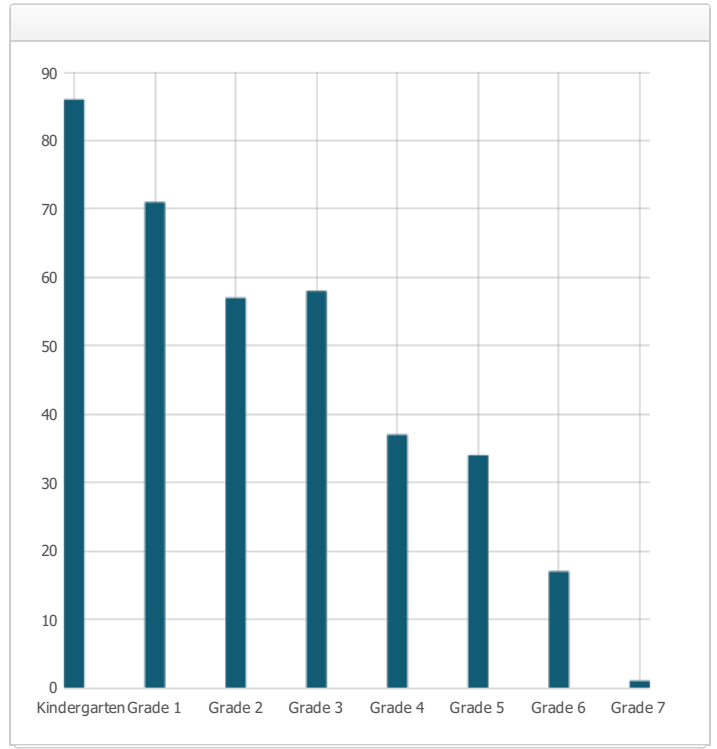
- Building an educational environment where developing, building, and engaging families and communities will provide a common vision for lifelong learning and student success;
- Respecting the cognitive, emotional, social, and physical development of each child;
- Partnering staff, students, parents, and community to create a unique, challenging, and individualized learning environment with high academic standards and expectations;
- Building programs that foster thinking which is original, critical, collaborative, and reflective;
- Developing students who are self-motivated, self-disciplined, and socially responsible; and

Continuous improvement of teaching and learning techniques based on supporting research.

Last updated: 1/26/2016

Student Enrollment by Grade Level (School Year 2014-15)

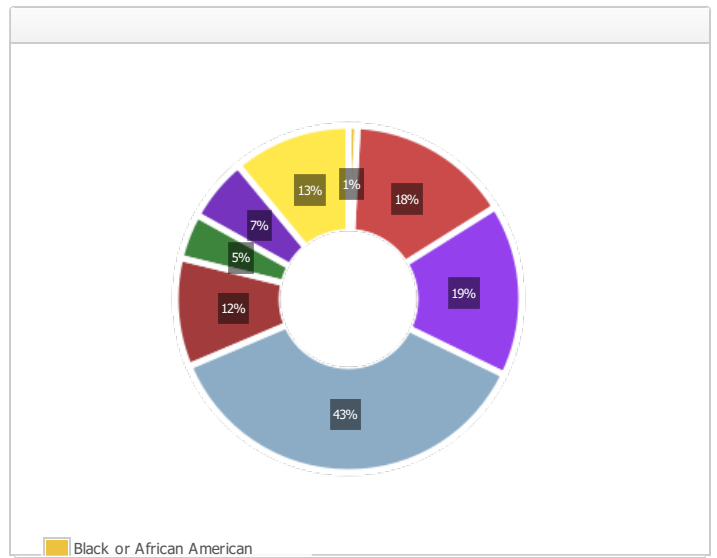
Grade Level	Number of Students
Kindergarten	86
Grade 1	71
Grade 2	57
Grade 3	58
Grade 4	37
Grade 5	34
Grade 6	17
Grade 7	1
Total Enrollment	361



Last updated: 1/26/2016

Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	1.7 %
American Indian or Alaska Native	0.3 %
Asian	18.8 %
Filipino	0.0 %
Hispanic or Latino	19.1 %
Native Hawaiian or Pacific Islander	0.6 %
White	43.5 %
Two or More Races	12.7 %
Socioeconomically Disadvantaged	5.8 %
English Learners	7.8 %
Students with Disabilities	13.6 %
Foster Youth	0.0 %



- 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

Last updated: 1/26/2016

A. Conditions of Learning

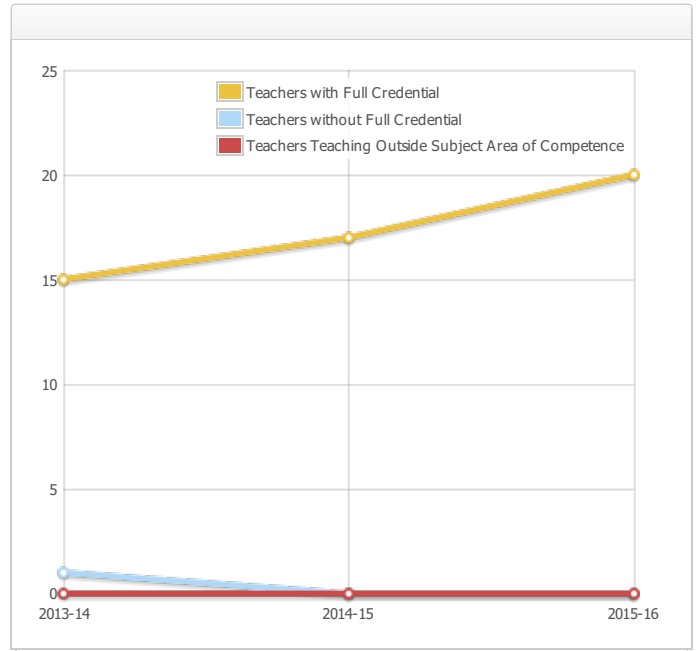
State Priority: Basic

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

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

Teacher Credentials

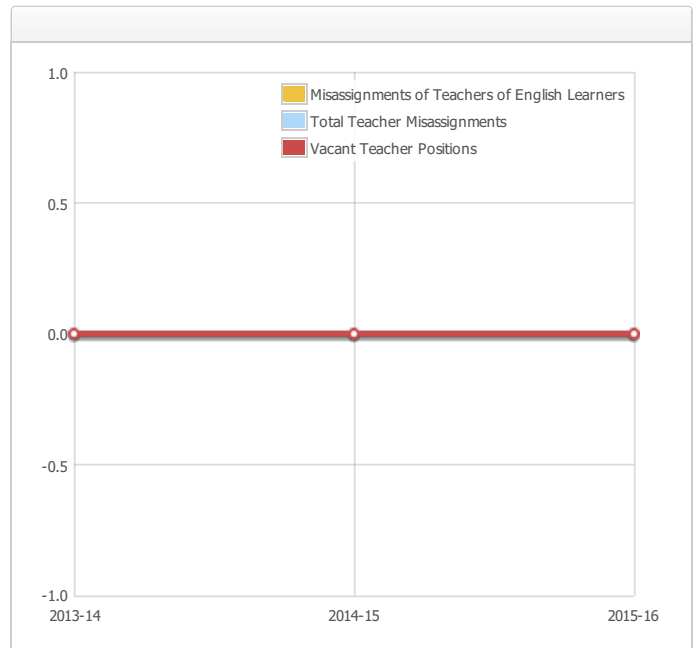
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	15	17	20	0
Without Full Credential	1	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/28/2016

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English learners.

Last updated: 1/26/2016

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100.0%	0.0%
All Schools in District	87.0%	13.0%
High-Poverty Schools in District	92.0%	8.0%
Low-Poverty Schools in District	82.0%	18.0%

Note: 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 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year

Year and month in which data were collected: January 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>All students participate in an English/language arts program that is integrated across all curriculum areas and offers a rich diversity of activities and resources. The comprehensive curriculum includes daily opportunities for students to practice and improve reading, writing, listening and speaking skills.</p> <p>Students use Wordly Wise, Handwriting Without Tears, Lucy Caulkins and participate in Lit Circles and Reading Workshops.</p>	Yes	0.0 %
Mathematics	<p>All students at all grade levels engage in challenging, hands-on math activities which involve thinking mathematically and using tools, techniques, and strategies to solve real world problems.</p> <p>Our program develops solid number sense and problem-solving skills through concrete experiences that use manipulatives before moving on to more abstract concepts. Math activities are integrated throughout the curriculum. Many math activities are multi-leveled and provide students with a variety of skill levels and opportunities for meaningful work.</p> <p>Students use CPM textbooks and TERC Investigations.</p>	Yes	0.0 %
Science	<p>The Science program is hands-on and integrates the essential learning in areas of earth, physical and life sciences throughout the curriculum. Depth over breadth is emphasized in a thematic-based curriculum that is determined through student interest, as well as the Common Core State Standards.</p> <p>Science includes real-life experiences with gardening, cooking, and lab experiments and uses both scientific methods and problem solving. Students also participate in field experiences off campus to supplement and solidify what they are learning in the classroom.</p> <p>Students use Foss kits.</p>	Yes	0.0 %
History-Social Science	<p>The social studies curriculum ties in closely with other curriculum areas such as language arts and science. Content is based on the Common Core State Standards and emphasizes living and working together in our diverse community.</p> <p>Students use History Alive! Textbooks.</p>	Yes	0.0 %
Foreign Language	<p>Students in K-5 participate in Spanish instruction using Santillana textbooks and Language Achieve.</p>	Yes	0.0 %
Health	<p>Teachers have adopted individual programs for health.</p>	Yes	0.0 %
Visual and Performing Arts	<p>The arts curriculum ties in closely with the other school curriculum. Students express ideas and emotions through participation in various forms of the visual and performing arts, which may include music, theater, song, dance, two</p>	Yes	0.0 %

and three dimensional arts, puppetry and applied arts.

Science Lab
Eqpmt (Grades 9-
12)

Discovery Charter School II is a TK-8 grade school.

0.0 %

Last updated: 1/28/2016

School Facility Conditions and Planned Improvements - Most Recent Year

Discovery Charter School II is located on the Randol school site, in the San Jose Unified School District. Discovery rents the property from San Jose Unified. In 2014 walls were added to the classroom pods in order to reduce noise and 1 modular unit/portable was added to house the additional classroom.

Two modular units will be added for the 2015/2016 school. No other improvements are planned at this time.

Last updated: 1/28/2016

School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2016

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Fair	Discovery II continues to have wasp issues and is working with San Jose Unified to rectify the problem.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Fountains and restroom door locks were replaced in 2014.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate - Most Recent Year

Year and month in which data were collected: January 2016

Overall Rating	Good
----------------	------

Last updated: 1/26/2016

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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	57.0%	4.0%	44.0%
Mathematics (grades 3-8 and 11)	44.0%	2.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/26/2016

CAASPP Assessment Results - English Language Arts (ELA)**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	57	41	71.9%	29.0%	27.0%	24.0%	20.0%
Male	57	24	42.1%	38.0%	17.0%	17.0%	29.0%
Female	57	17	29.8%	18.0%	41.0%	35.0%	6.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	57	10	17.5%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	57	6	10.5%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	57	17	29.8%	47.0%	35.0%	12.0%	6.0%
Two or More Races	57	3	5.3%	--	--	--	--
Socioeconomically Disadvantaged	57	0	0.0%	--	--	--	--
English Learners	57	3	5.3%	--	--	--	--
Students with Disabilities	57	5	8.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/26/2016

ELA - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	40	30	75.0%	10.0%	27.0%	43.0%	20.0%
Male	40	15	37.5%	7.0%	20.0%	53.0%	20.0%
Female	40	15	37.5%	13.0%	33.0%	33.0%	20.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	40	3	7.5%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	40	6	15.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	40	9	22.5%	--	--	--	--
Two or More Races	40	3	7.5%	--	--	--	--
Socioeconomically Disadvantaged	40	2	5.0%	--	--	--	--
English Learners	40	2	5.0%	--	--	--	--
Students with Disabilities	40	2	5.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/26/2016

ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	35	30	85.7%	10.0%	7.0%	47.0%	37.0%
Male	35	20	57.1%	15.0%	5.0%	45.0%	35.0%
Female	35	10	28.6%	--	--	--	--
Black or African American	35	1	2.9%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	35	4	11.4%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	35	7	20.0%	--	--	--	--
Native Hawaiian or Pacific Islander	35	1	2.9%	--	--	--	--
White	35	11	31.4%	9.0%	9.0%	45.0%	36.0%
Two or More Races	35	4	11.4%	--	--	--	--
Socioeconomically Disadvantaged	35	1	2.9%	--	--	--	--
English Learners	35	1	2.9%	--	--	--	--
Students with Disabilities	35	1	2.9%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/26/2016

ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	19	13	68.4%	38.0%	46.0%	8.0%	8.0%
Male	19	11	57.9%	45.0%	45.0%	9.0%	0.0%
Female	19	2	10.5%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	19	1	5.3%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	19	3	15.8%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	19	6	31.6%	--	--	--	--
Two or More Races	19	0	0.0%	--	--	--	--
Socioeconomically Disadvantaged	19	2	10.5%	--	--	--	--
English Learners	19	1	5.3%	--	--	--	--
Students with Disabilities	19	5	26.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/26/2016

ELA - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	2	1	50.0%	--	--	--	--
Male	2	0	0.0%	--	--	--	--
Female	2	1	50.0%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	2	1	50.0%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	2	1	50.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/26/2016

CAASPP Assessment Results - Mathematics**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	57	41	71.9%	29.0%	27.0%	22.0%	22.0%
Male	57	24	42.1%	33.0%	21.0%	17.0%	29.0%
Female	57	17	29.8%	24.0%	35.0%	29.0%	12.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	57	10	17.5%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	57	6	10.5%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	57	17	29.8%	47.0%	35.0%	12.0%	6.0%
Two or More Races	57	3	5.3%	--	--	--	--
Socioeconomically Disadvantaged	57	0	0.0%	--	--	--	--
English Learners	57	3	5.3%	--	--	--	--
Students with Disabilities	57	5	8.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/26/2016

Mathematics - Grade 4

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	40	30	75.0%	10.0%	47.0%	20.0%	23.0%
Male	40	15	37.5%	7.0%	40.0%	27.0%	27.0%
Female	40	15	37.5%	13.0%	53.0%	13.0%	20.0%
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	40	3	7.5%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	40	6	15.0%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	40	9	22.5%	--	--	--	--
Two or More Races	40	3	7.5%	--	--	--	--
Socioeconomically Disadvantaged	40	2	5.0%	--	--	--	--
English Learners	40	2	5.0%	--	--	--	--
Students with Disabilities	40	2	5.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/26/2016

Mathematics - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	35	30	85.7%	13.0%	33.0%	23.0%	30.0%
Male	35	20	57.1%	15.0%	25.0%	35.0%	25.0%
Female	35	10	28.6%	--	--	--	--
Black or African American	35	1	2.9%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	35	4	11.4%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	35	7	20.0%	--	--	--	--
Native Hawaiian or Pacific Islander	35	1	2.9%	--	--	--	--
White	35	11	31.4%	9.0%	36.0%	18.0%	36.0%
Two or More Races	35	4	11.4%	--	--	--	--
Socioeconomically Disadvantaged	35	1	2.9%	--	--	--	--
English Learners	35	1	2.9%	--	--	--	--
Students with Disabilities	35	1	2.9%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/26/2016

Mathematics - Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	19	13	68.4%	54.0%	23.0%	15.0%	8.0%
Male	19	11	57.9%	55.0%	27.0%	18.0%	0.0%
Female	19	2	10.5%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	19	1	5.3%	--	--	--	--
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	19	3	15.8%	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	19	6	31.6%	--	--	--	--
Two or More Races	19	0	0.0%	--	--	--	--
Socioeconomically Disadvantaged	19	2	10.5%	--	--	--	--
English Learners	19	1	5.3%	--	--	--	--
Students with Disabilities	19	5	26.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/26/2016

Mathematics - Grade 7

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	2	1	50.0%	--	--	--	--
Male	2	0	0.0%	--	--	--	--
Female	2	1	50.0%	--	--	--	--
Black or African American	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Filipino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Hispanic or Latino	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	2	1	50.0%	--	--	--	--
Two or More Races	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Socioeconomically Disadvantaged	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	2	1	50.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

* Level 1 = Standard not met
 Level 2 = Standard nearly met
 Level 3 = Standard met
 Level 4 = Standard exceeded

Last updated: 1/26/2016

California Standards Tests for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	--	52.0%	86.0%	--	3.0%	8.0%	--	60.0%	56.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/26/2016

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	8.0%
All Students at the School	86.0%
Male	78.0%
Female	--
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	--
Native Hawaiian or Pacific Islander	--
White	81.0%
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

Last updated: 1/26/2016

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 areas of English, mathematics, and physical education

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.2%	27.3%	33.3%

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: 1/28/2016

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement - Most Recent Year

Parent participation at Discovery Charter Schools 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.

State Priority: Pupil Engagement

Last updated: 1/28/2016

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

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

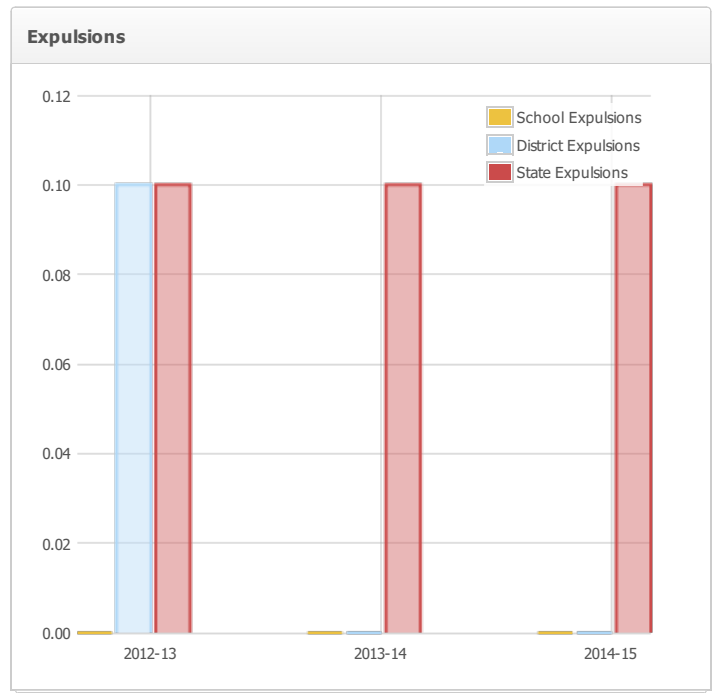
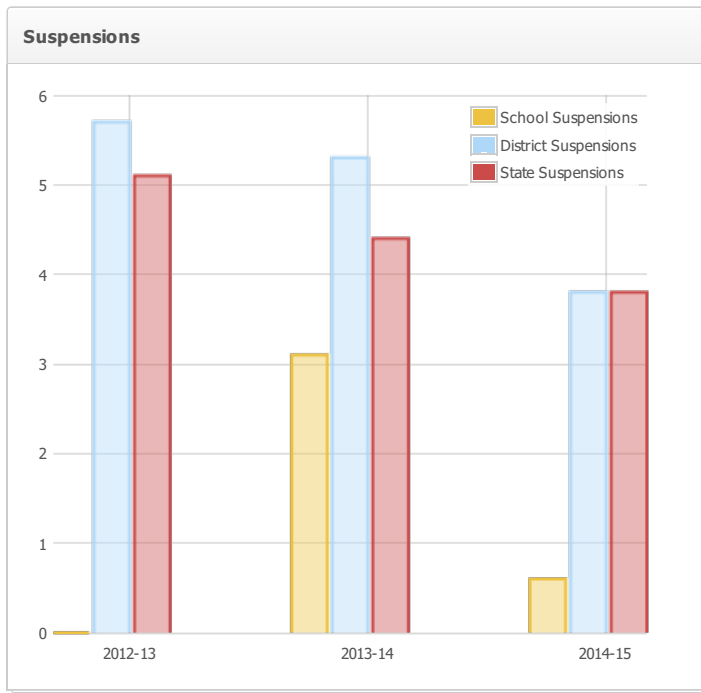
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.0	3.1	0.6	5.7	5.3	3.8	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1



Last updated: 1/26/2016

School Safety Plan - Most Recent Year

The safety of students and staff is a primary concern of Discovery Charter School II. 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 August 2015. 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 monthly rotating basis.

Last updated: 1/28/2016

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	No	No	
Met Participation Rate - English Language Arts	No	No	
Met Participation Rate - Mathematics	No	No	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate	Yes		
Met Graduation Rate	N/A	No	

Last updated: 1/28/2016

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	10
Percent of Schools Currently in Program Improvement	N/A	66.7%

Note: Cells with NA values do not require data.

Last updated: 1/26/2016

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21.0	1	3		20.0	3	1		20.0	3	1	
1	24.0		3		20.0	2	1		20.0	2	1	
2	24.0		3		20.0	3			20.0	3		
3	22.0	2	1		19.0	3			19.0	3		
4	27.0		3		21.0	1	1		21.0	1	1	
5	29.0		3		26.0		1		26.0		1	
6	22.0	1			17.0	1	1		17.0	1	1	
Other												

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

Last updated: 1/28/2016

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)	0.6	N/A
Library Media Teacher (librarian)		N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist	0.8	N/A
Resource Specialist (non-teaching)	1.0	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: 1/26/2016

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$8942.0	\$988.0	\$7954.0	\$55091.0
District	N/A	N/A	\$9401.0	\$67386.0
Percent Difference – School Site and District	N/A	N/A	-16.7%	-20.0%
State	N/A	N/A	\$5348.0	\$0.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/28/2016

Types of Services Funded (Fiscal Year 2014-15)

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.

Last updated: 1/26/2016

Professional Development – Most Recent Three Years

As part of the growth process, opportunities for training and staff development are provided to administrators, teachers, and classified staff. Discovery Charter School staff members participate in 5 staff development days annually where they are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. For 2014-2015, staff development topics included: differentiation, small group instructional strategies, utilizing data to drive instruction, benchmark assessments, Positive Discipline, intervention strategies for struggling students including strategies for English Learners.

In 2015 the teaching staff attended a seminar presented at Opal School in Portland, Oregon to learn about their program. Staff members also receive funds each year to attend seminars and workshops of their choosing.

Teachers had the opportunity to take classes on Thinking Maps training throughout the year. On site staff development is determined by teacher need and interest. Support is given throughout the year by the on staff Curriculum Specialist.

Last updated: 1/28/2016