

Discovery Charter II

California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school principal or the district office.

About This School

Contact Information - Most Recent Year

School	
School Name	Discovery Charter II
Street	762 Sunset Glen Dr.
City, State, Zip	San Jose, Ca, 95123
Phone Number	408-300-1358
Principal	Barbara Berman
E-mail Address	bberman@discoverytwo.org
Web Site	http://www.discoveryk8.org
County-District-School (CDS) Code	43104390127969

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

Last updated: 1/28/2015

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:

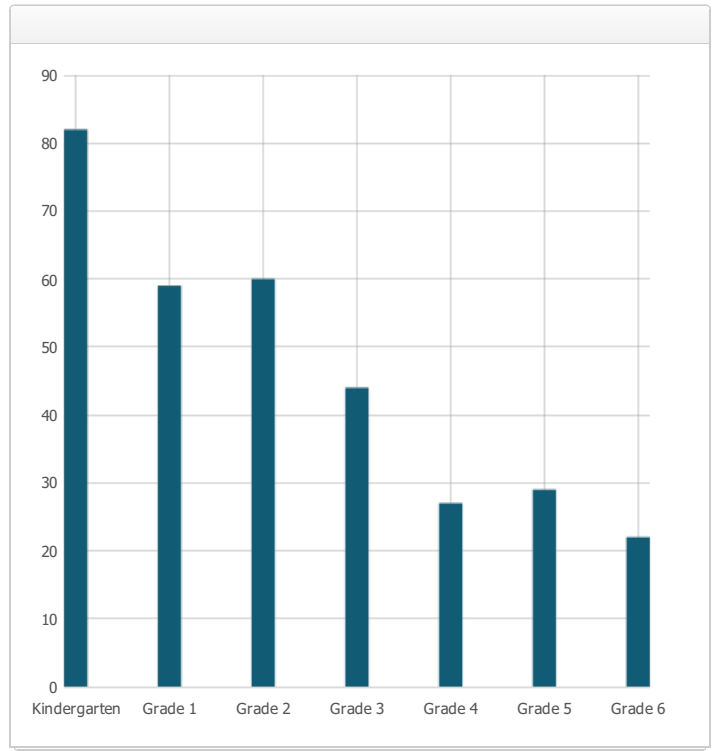
- Building an educational environment where developing, building, and engaging families and communities will provide a common vision for lifelong learning and student success;
- Respecting the cognitive, emotional, social, and physical development of each child;
- Partnering staff, students, parents, 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: 1/28/2015

Student Enrollment by Grade Level (School Year 2013-14)

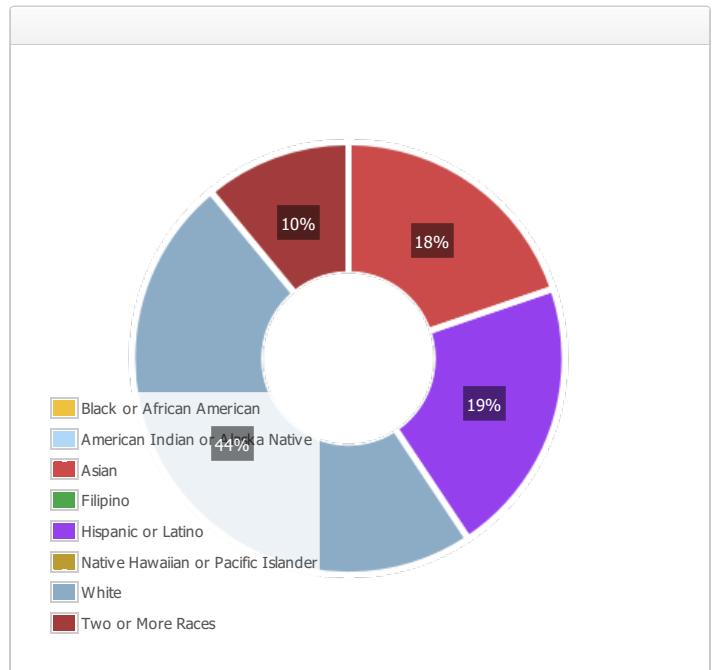
Grade Level	Number of Students
Kindergarten	82
Grade 1	59
Grade 2	60
Grade 3	44
Grade 4	27
Grade 5	29
Grade 6	22
Total Enrollment	323



Last updated: 1/28/2015

Student Enrollment by Student Group (School Year 2013-14)

Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.3
Asian	18.6
Filipino	0.0
Hispanic or Latino	19.2
Native Hawaiian or Pacific Islander	0.6
White	44.6
Two or More Races	10.8
Socioeconomically Disadvantaged	9.0
English Learners	9.9
Students with Disabilities	10.2



Last updated: 1/28/2015

A. Conditions of Learning

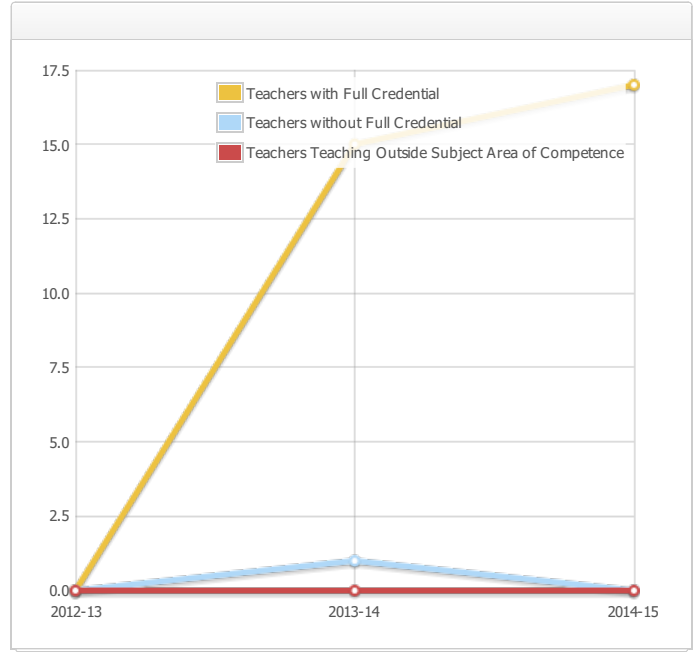
State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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

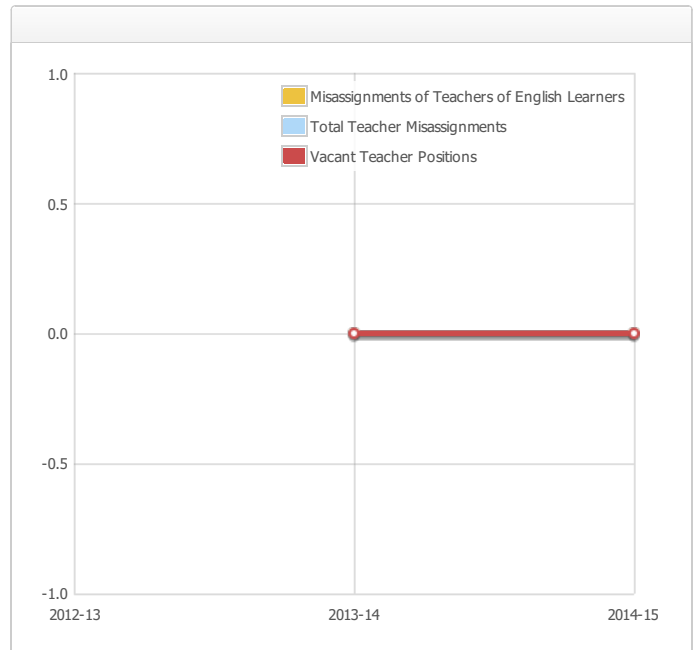
Teachers	School		District
	2012-13	2013-14	2014-15
With Full Credential	0	15	17
Without Full Credential	0	1	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0



Last updated: 1/28/2015

Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments*		0	0
Vacant Teacher Positions		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: 1/28/2015

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)

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
All Schools in District	89	11
High-Poverty Schools in District	81	19
Low-Poverty Schools in District	98	2

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.

Last updated: 1/28/2015

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

Year and month in which data were collected: January 2015

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 children 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 state standards.</p> <p>Science includes real-life experiences with gardening, cooking, and lab experiences 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 also ties in closely with other curriculum areas such as language arts and science. Content is based on the 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 grades 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>		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,</p>	Yes	0.0

two- and three- dimensional arts, puppetry, and applied arts.		
Science Laboratory Equipment (grades 9-12)	Discovery Charter School II is a TK-8 grade school.	0.0

Last updated: 1/28/2015

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, and in 2014 added walls to the classroom pods in order to reduce noise.

No other improvements are planned at this time.

Last updated: 1/28/2015

School Facility Good Repair Status - Most Recent Year

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 has had wasp issues in 2014. We are working with San Jose Unified to rectify the problem.
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair	Fountains and restroom door locks have been 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

Overall Rating	Good
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Last updated: 1/28/2015

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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/ Standardized Testing and Reporting Results 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		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)			50	62	61	60	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

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.

Last updated: 1/28/2015

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	60
All Students at the School	50
Male	50
Female	
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	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

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.

State Priority: Other Pupil Outcomes

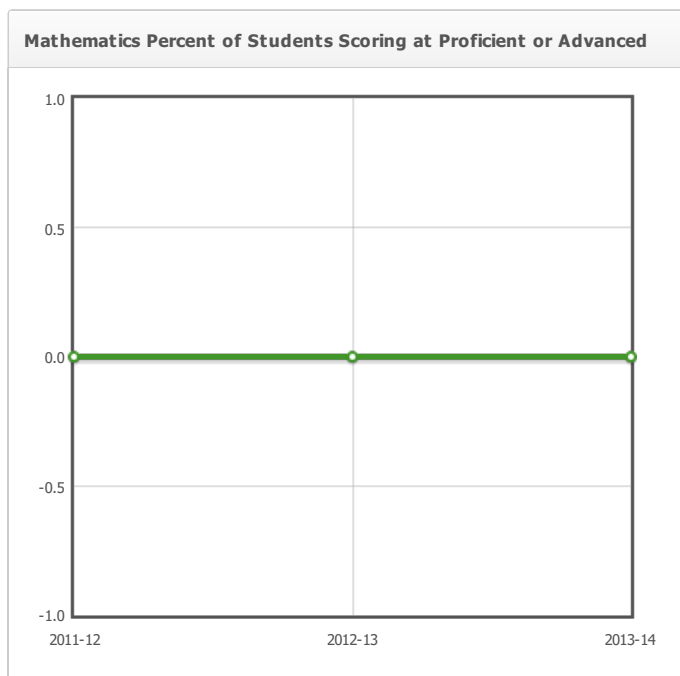
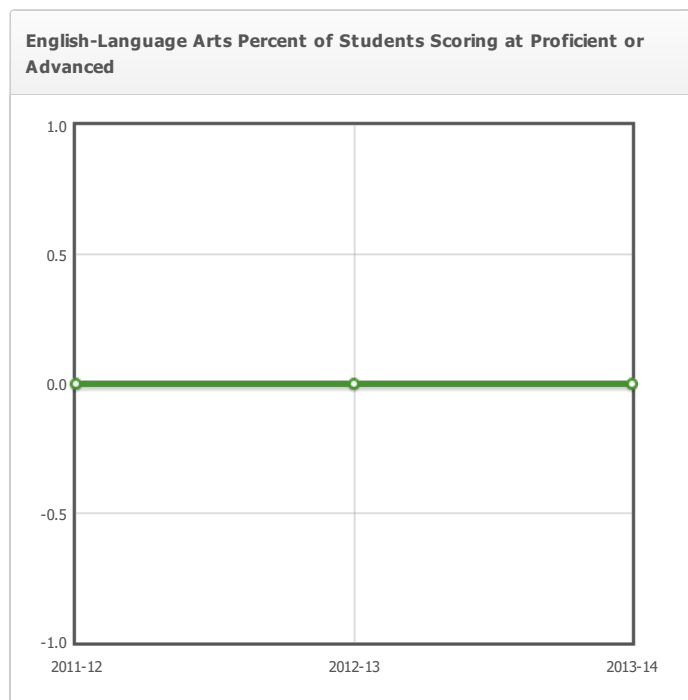
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

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

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	N/A	N/A	N/A	39%	45%	28%	56%	57%	56%
Mathematics	N/A	N/A	N/A	40%	47%	28%	58%	60%	62%

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: 1/28/2015

California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	11.1%	16.7%	50.0%
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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: 1/28/2015

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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: 1/28/2015

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

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

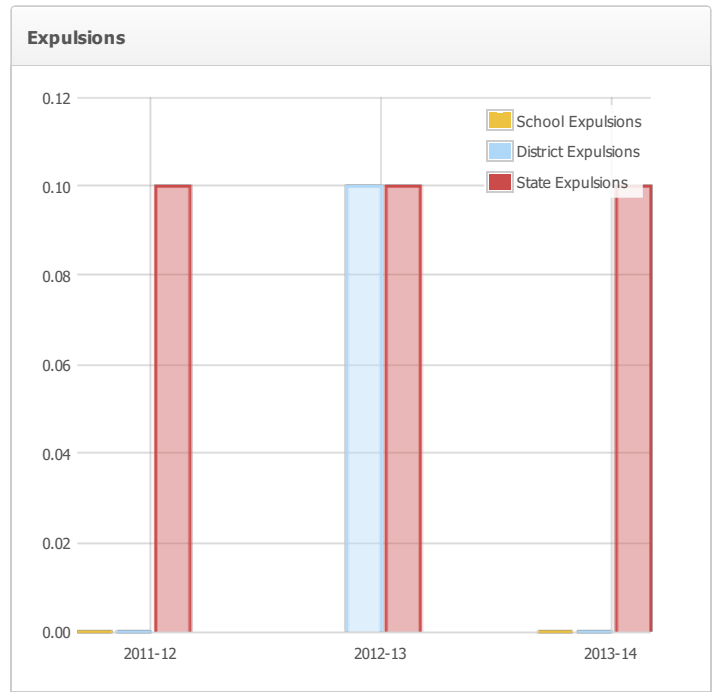
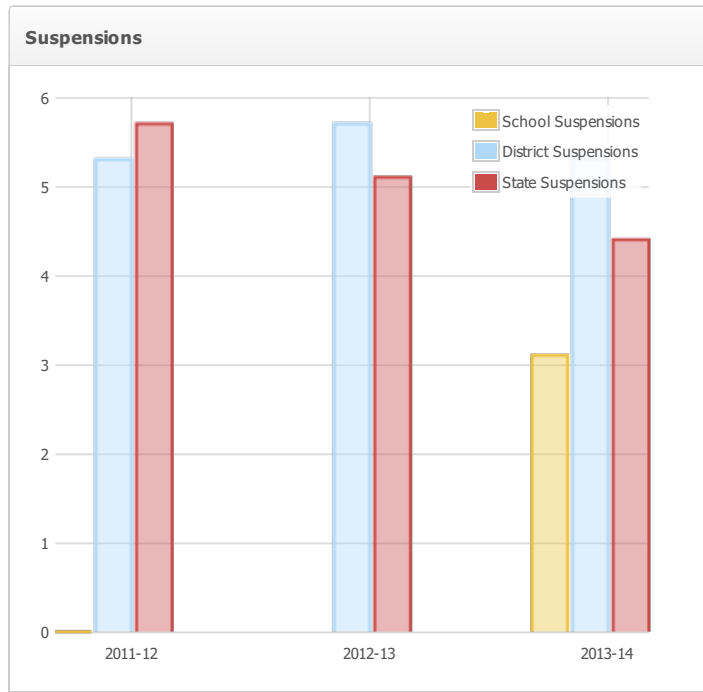
State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions			3.10	5.30	5.70	5.30	5.70	5.10	4.40
Expulsions			0.00	0.00	0.10	0.00	0.10	0.10	0.10



Last updated: 1/28/2015

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 2014. 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: 1/28/2015

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.

Federal Intervention Program (School Year 2014-15)

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.

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Last updated: 1/28/2015

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2011-12			2012-13			2013-14					
	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	12	4	0	
1								15.0	9	10	0	
2								18.0	5	5	0	
3								22.0		9	0	
4								27.0		3	0	
5								29.0		3	0	
6								22.0		4	0	
Other										0	0	

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

Last updated: 1/28/2015

Academic Counselors and Other Support Staff (School Year 2013-14)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.6	N/A
Library Media Teacher (librarian)	0.0	N/A
Library Media Services Staff (paraprofessional)	0.0	N/A
Psychologist	0.5	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.6	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: 1/28/2015

Types of Services Funded (Fiscal Year 2013-14)

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: 1/28/2015

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 2013-2014, 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 2014 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: 1/28/2015