

# Urban Discovery Academy

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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/fq/aa/lc/>.
- For additional information about the school, parents/guardians, and community members should contact the school principal or the district office.

### DataQuest

DataQuest is an online data tool located on the [CDE DataQuest Web page](#) that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## About This School

### Contact Information (School Year 2016-17)

District Contact Information (School Year 2016-17)	
<b>District Name</b>	San Diego Unified
<b>Phone Number</b>	(619) 725-8000
<b>Superintendent</b>	Cindy Marten
<b>E-mail Address</b>	<a href="mailto:cmarten@sandi.net">cmarten@sandi.net</a>
<b>Web Site</b>	<a href="http://www.sandi.net">www.sandi.net</a>

School Contact Information (School Year 2016-17)	
<b>School Name</b>	Urban Discovery Academy
<b>Street</b>	840 14th St.
<b>City, State, Zip</b>	San Diego, Ca, 92101-6608
<b>Phone Number</b>	619-788-4668
<b>Principal</b>	Jenni Owen, Chief Executive Officer
<b>E-mail Address</b>	<a href="mailto:inquiries@urbandiscoveryacademy.com">inquiries@urbandiscoveryacademy.com</a>
<b>Web Site</b>	<a href="http://www.urbandiscoveryacademy.com">http://www.urbandiscoveryacademy.com</a>
<b>County-District-School (CDS) Code</b>	37683380118000

*Last updated: 1/30/2017*

### School Description and Mission Statement (School Year 2016-17)

**Mission:** The mission of Urban Discovery Academy is to provide a rigorous education that develops the whole child as a scholar, athlete, artist and democratic member of society.

**Guiding Philosophies:** Urban Discovery Academy aims to provide students with a high-quality, education that is tailored to individual needs and inspires student inquiry. Through a triad of support, parents, teachers and students establish a community of learners that encourages exploration and growth. We believe it is our responsibility as a school to ensure that we make learning meaningful, hands-on, and exciting. We use project-based learning as our primary teaching methodology. Project-based learning is the use of classroom projects, intended to bring about deep learning, where students use technology and inquiry to engage with issues and questions that are relevant to their lives. These classroom projects are used to assess student's subject matter competence compared to traditional testing.

**Project-Based Learning:** Project-based learning is an instructional approach built upon authentic learning activities that engage student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom. A well-designed project provokes students to encounter (and struggle with) the central concepts and principles of a discipline, and is interdisciplinary in nature. Project-based learning is generally done in groups of students working together towards a common goal. Performance is assessed on an individual basis, and takes into account the quality of the product produced, the depth of content understanding demonstrated, and the contributions made to the ongoing process of project realization. Project-based learning allows students to reflect upon their own ideas and opinions, exercise voice and choice, and make decisions that affect project outcomes and the learning process in general.

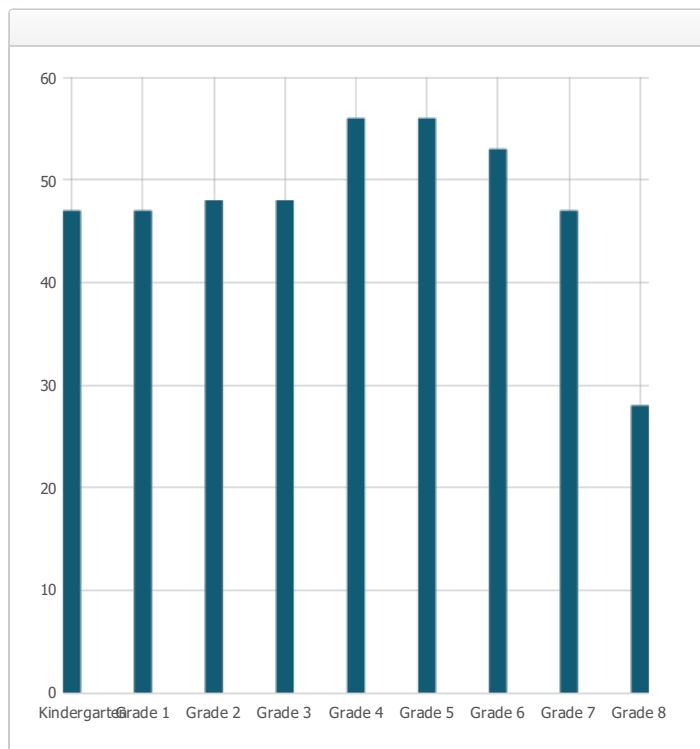
**Enrichment Programming:** In congruence with project-based learning, UDA's general programmatic approach teaches the whole child while still maintaining our rigorous academic program across the core disciplines. In addition, UDA helps students deepen learning through an interdisciplinary approach. Each student participates in rich enrichment program courses, including visual arts, performing arts, STEAM, Spanish, as well as physical education. The enrichment courses are intentionally aligned with core courses, to help students bridge concepts and hone skills over the varying disciplines, including the arts, and to help students become creative problem solvers in the 21st Century. Throughout their coursework, students also learn important life-skills such as civility, trustworthiness, respect, responsibility, fairness, caring and citizenship.

**Learning Beyond the Classroom:** UDA encourages teachers and students to explore the community around us. Our classrooms extend into the local community so students can solve important problems in the real world. Teachers incorporate frequent field trips into the curriculum and work closely with community partners to ensure learning is relevant, meaningful, and applied. Students utilize design-thinking strategies to problem-solve, innovate, and contribute beyond the classroom walls.

*Last updated: 1/30/2017*

### Student Enrollment by Grade Level (School Year 2015-16)

Grade Level	Number of Students
Kindergarten	47
Grade 1	47
Grade 2	48
Grade 3	48
Grade 4	56
Grade 5	56
Grade 6	53
Grade 7	47
Grade 8	28
<b>Total Enrollment</b>	<b>430</b>



Last updated: 1/30/2017

### Student Enrollment by Student Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	5.6 %
American Indian or Alaska Native	0.0 %
Asian	3.0 %
Filipino	0.7 %
Hispanic or Latino	36.0 %
Native Hawaiian or Pacific Islander	0.0 %
White	46.5 %
Two or More Races	7.4 %
Other	0.8 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	28.4 %
English Learners	8.6 %
Students with Disabilities	9.5 %
Foster Youth	0.0 %

Last updated: 1/30/2017

## A. Conditions of Learning

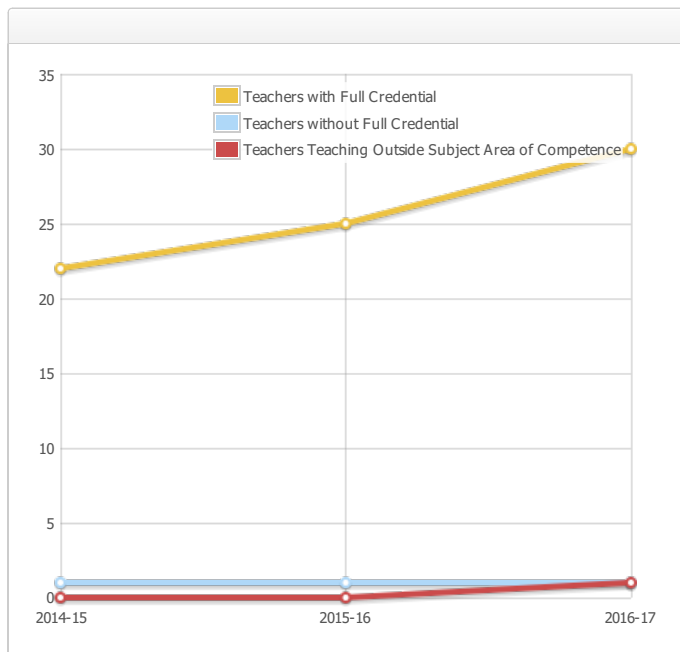
### State Priority: Basic

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	22	25	30	4243
Without Full Credential	1	1	1	30
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	1	349



Last updated: 1/30/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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: 1/30/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

<b>Location of Classes</b>	<b>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</b>	<b>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</b>
This School	97.0%	3.0%
All Schools in District	96.0%	4.0%
High-Poverty Schools in District	96.0%	4.0%
Low-Poverty Schools in District	97.0%	3.0%

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.

*Last updated: 1/30/2017*

## School Facility Conditions and Planned Improvements

Urban Discovery Academy is located in a beautiful new facility in the East Village of downtown San Diego. The building is in excellent condition throughout, with new construction as of 2015. UDA's building is full of vibrant colors, modern classrooms, and technology infused throughout. We have a janitorial crew that cleans and maintains upkeep daily, after lunch and in the evenings. Because the building is new, it is easy to keep up with necessary building improvements to ensure a top-notch school building for our children.

*Last updated: 1/30/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: January 2017

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	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: January 2017

Overall Rating	Exemplary
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*Last updated: 1/30/2017*

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	51.0%	57.0%	49.0%	54.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	44.0%	41.0%	39.0%	42.0%	34.0%	36.0%

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.

*Last updated: 1/30/2017*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	48	48	100.0%	54.2%
Male	24	24	100.0%	54.2%
Female	24	24	100.0%	54.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	12	12	100.0%	16.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	26	100.0%	73.1%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	11	11	100.0%	45.5%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/30/2017*



**ELA - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	56	56	100.0%	71.4%
Male	28	28	100.0%	75.0%
Female	28	28	100.0%	67.9%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	17	17	100.0%	52.9%
Native Hawaiian or Pacific Islander	--	--	--	--
White	27	27	100.0%	81.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	13	13	100.0%	46.2%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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*Last updated: 1/30/2017*

**ELA - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	56	55	98.2%	32.7%
Male	29	28	96.6%	21.4%
Female	27	27	100.0%	44.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	24	23	95.8%	17.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	24	100.0%	45.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	21	21	100.0%	14.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/30/2017*

**ELA- Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	56	54	96.4%	59.3%
Male	24	23	95.8%	39.1%
Female	32	31	96.9%	74.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	26	25	96.2%	56.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	22	95.7%	63.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	19	19	100.0%	42.1%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/30/2017*

**ELA - Grade 7**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	50	46	92.0%	67.4%
Male	25	22	88.0%	54.6%
Female	25	24	96.0%	79.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	19	17	89.5%	58.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	19	90.5%	73.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	14	14	100.0%	50.0%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/30/2017*

**ELA - Grade 8**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	27	27	100.0%	55.6%
Male	15	15	100.0%	46.7%
Female	12	12	100.0%	66.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	16	16	100.0%	37.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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*Last updated: 1/30/2017*

**ELA - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	--	--	--	--
Male	--	--	--	--
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	--	--	--	--
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/30/2017*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	48	48	100.0%	52.1%
Male	24	24	100.0%	54.2%
Female	24	24	100.0%	50.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	12	12	100.0%	16.7%
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	26	100.0%	69.2%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	11	11	100.0%	27.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/30/2017*

**Mathematics - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	56	56	100.0%	51.8%
Male	28	28	100.0%	53.6%
Female	28	28	100.0%	50.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	17	17	100.0%	41.2%
Native Hawaiian or Pacific Islander	--	--	--	--
White	27	27	100.0%	55.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	13	13	100.0%	23.1%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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*Last updated: 1/30/2017*



**Mathematics - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	56	55	98.2%	30.9%
Male	29	28	96.6%	25.0%
Female	27	27	100.0%	37.0%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	24	23	95.8%	17.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	24	24	100.0%	41.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	21	21	100.0%	14.3%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/30/2017*

**Mathematics - Grade 6**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	56	54	96.4%	40.7%
Male	24	23	95.8%	26.1%
Female	32	31	96.9%	51.6%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	26	25	96.2%	40.0%
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	22	95.7%	45.5%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	19	19	100.0%	36.8%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/30/2017*

**Mathematics - Grade 7**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	50	47	94.0%	34.0%
Male	25	23	92.0%	26.1%
Female	25	24	96.0%	41.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	19	18	94.7%	33.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	21	19	90.5%	36.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	14	14	100.0%	7.1%
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/30/2017*

**Mathematics - Grade 8**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	27	27	100.0%	37.0%
Male	15	15	100.0%	33.3%
Female	12	12	100.0%	41.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	16	16	100.0%	18.8%
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/30/2017*

**Mathematics - Grade 11**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	--	--	--	--
Male	--	--	--	--
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	--	--	--	--
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

*Last updated: 1/30/2017*

**CAASPP Test Results in Science for All Students**

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	80.0%	84.0%	61.0%	68.0%	65.0%	59.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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: 1/30/2017*

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	83	83	100.0%	61.5%
Male	44	44	100.0%	56.8%
Female	39	39	100.0%	66.7%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	0	0	0.0%	0.0%
Hispanic or Latino	40	40	100.0%	52.5%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	32	32	100.0%	68.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	31	31	100.0%	45.2%
English Learners	11	11	100.0%	18.2%
Students with Disabilities	14	14	100.0%	35.7%
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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: 1/30/2017*

**Career Technical Education Programs (School Year 2015-16)**

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N/A

# State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

## California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.1%	23.2%	51.8%
7	14.3%	32.7%	46.9%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/30/2017



## 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 (School Year 2016-17)

**Parent Involvement:** Parental involvement is highly encouraged at Urban Discovery Academy, with plentiful opportunities for family involvement. Volunteer opportunities may include: helping with school events, classroom support, chaperoning field trips, helping at lunch, volunteering on our School Advisory Council, and much more. The UDA Network (open to all parents) focuses on building community, culture and a spirit of volunteerism across our dynamic school. We invite you to come to meetings to help plan upcoming events. Parents receive information about community involvement through our weekly school communications. Events and activities include but are not limited to: Golf Tournament, Fall Festival, Arts Festival and Skate Night. Any money raised through school events goes towards current school goals or initiatives, such as increasing technology access and sustaining our rich and varied extracurricular programming and supplies, including: STEAM resources, project-based learning, physical education, performing arts, visual arts, and library.

**General Meetings and Coffee Social:** Our Coffee Socials take place on the first Friday of each month from 8:15am-9:00am: The Parent Network General Meeting takes place during Coffee Socials following the monthly Stellar Student awards ceremony. All families are welcome and encouraged to attend.

### State Priority: Pupil Engagement

Last updated: 1/30/2017

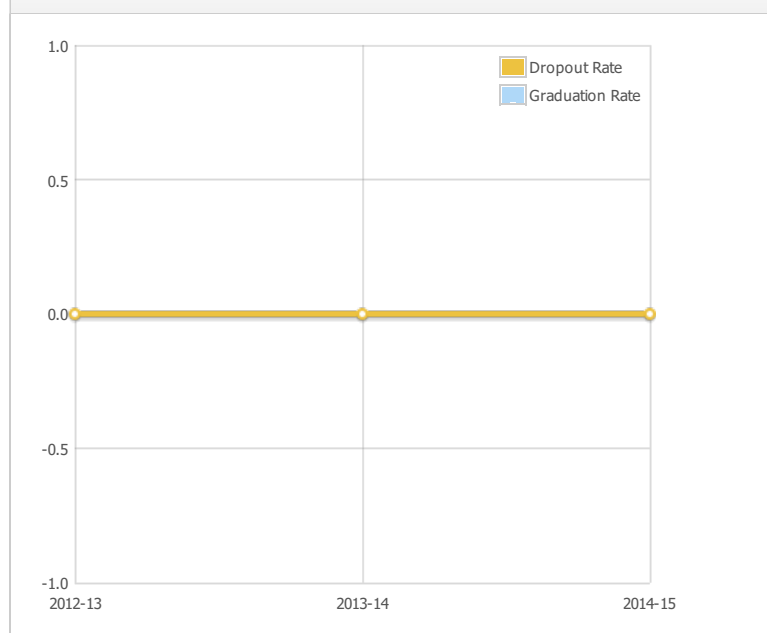
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

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

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

Indicator	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.4%	11.5%	10.7%
Graduation Rate				87.90	89.70	89.40	80.44	80.95	82.27

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart





**Completion of High School Graduation Requirements - Graduating Class of 2015****(One-Year Rate)**

<b>Student Group</b>	<b>School</b>	<b>District</b>	<b>State</b>
All Students	--	79	85
Black or African American	--	73	77
American Indian or Alaska Native	--	75	75
Asian	--	89	99
Filipino	--	90	97
Hispanic or Latino	--	74	84
Native Hawaiian or Pacific Islander	--	82	85
White	--	85	87
Two or More Races	--	85	91
Socioeconomically Disadvantaged	--	77	77
English Learners	--	42	51
Students with Disabilities	--	47	68
Foster Youth	--	--	--

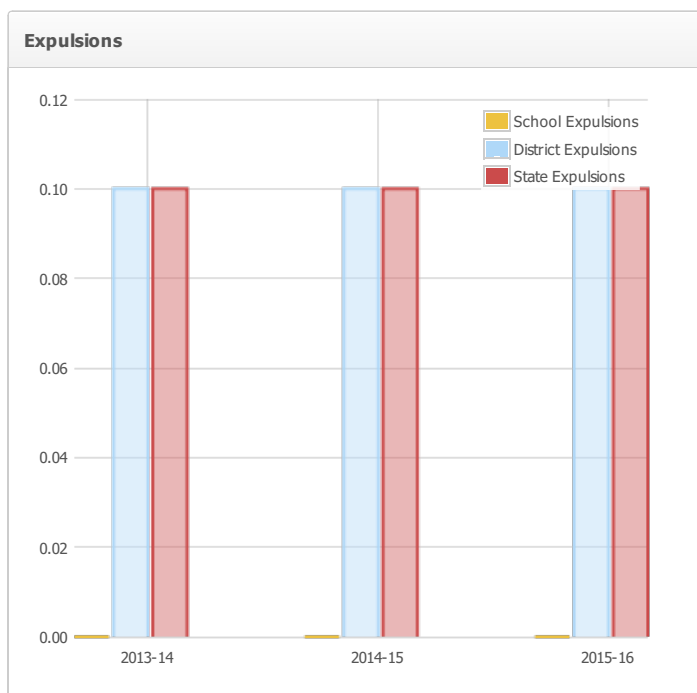
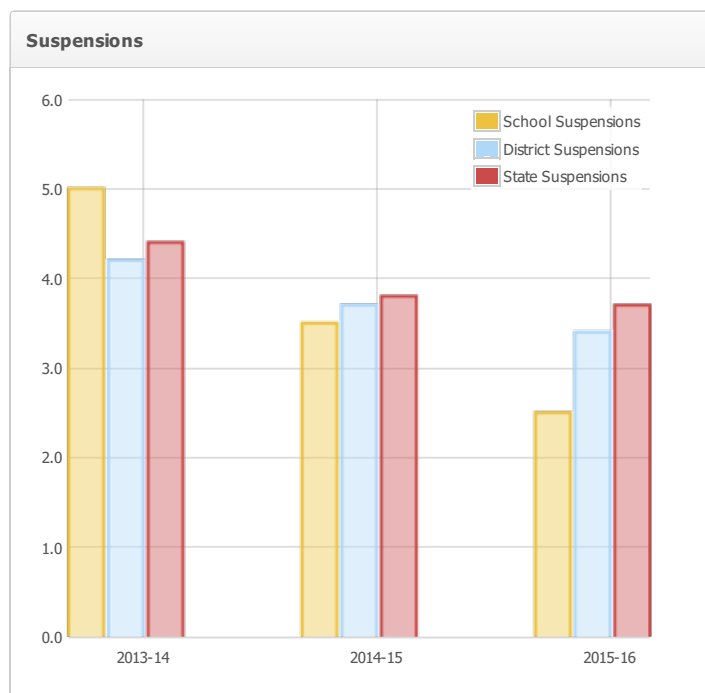
# State Priority: School Climate

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

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

## Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	5.0	3.5	2.5	4.2	3.7	3.4	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1



Last updated: 1/30/2017

## School Safety Plan (School Year 2016-17)

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

UDA opens its school doors for supervision beginning at 7:15 in the morning for our K-8 students. We contract with a licensed after-school care organization to provide a safe and enriching program for students after school day. We work with additional contracted service providers to provide additional options for afterschool programming, including: theater, arts, music, athletics, STEAM, and more. In addition to after-school care, UDA offers several sports teams, including volleyball and basketball. Many teachers also stay after school to support students with academic work and to sponsor student clubs.

Last updated: 1/30/2017

## 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 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	145
Percent of Schools Currently in Program Improvement	N/A	75.1%

Note: Cells with NA values do not require data.

Last updated: 1/30/2017

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

Grade Level	2013-14			2014-15			2015-16					
	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	20.0	2	0	0	17.0	2	0	0	24.0	0	2	0
1	21.0	1	1	0	23.0	0	2	0	24.0	0	2	0
2	21.0	0	2	0	24.0	0	2	0	24.0	0	2	0
3	21.0	1	1	0	23.0	0	2	0	24.0	0	2	0
4	25.0	0	2	0	24.0	0	2	0	28.0	0	2	0
5	24.0	0	2	0	25.0	0	2	0	28.0	0	2	0
6	21.0	0	4	0	19.0	8	7	0	27.0	0	2	0
Other	0.0	0	0	0	0.0	0	0	0	25.0	0	3	0

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

Last updated: 1/30/2017

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

Subject	2013-14				2014-15				2015-16			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	22.0	0	0	0	20.0	2	1	0	27.0	0	5	0
Mathematics	22.0	1	1	0	20.0	2	1	0	27.0	0	5	0
Science	22.0	1	1	0	20.0	3	1	0	27.0	0	5	0
Social Science	22.0	1	1	0	20.0	1	1	0	27.0	0	5	0

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/30/2017

**Academic Counselors and Other Support Staff (School Year 2015-16)**

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.4	N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist (non-teaching)	2.0	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: 1/30/2017

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$6930.0	\$1547.0	\$5383.0	\$42235.0
District	N/A	N/A	--	--
Percent Difference – School Site and District	--	--	--	--
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 1/30/2017

**Types of Services Funded (Fiscal Year 2015-16)**

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

- Two physical education teachers
- One Spanish teacher (with a second teacher through contracted programming)
- One performing arts teacher
- One fine arts teacher
- One STEAM teacher

Our teachers use project-based learning and an interdisciplinary approach to integrated arts, and STEAM concepts throughout core courses.

In addition to general education programming, we have a comprehensive special education program with two ed specialists, four aides, and a variety of contracted service providers to service students with IEPs.

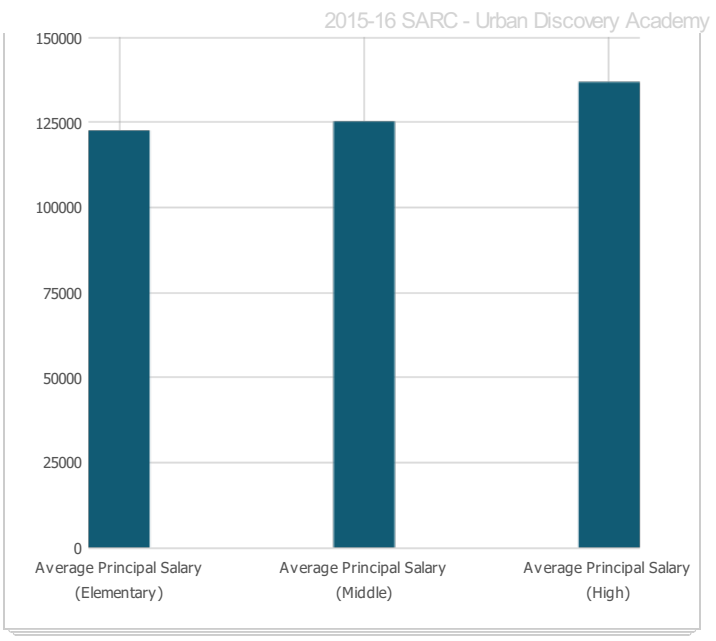
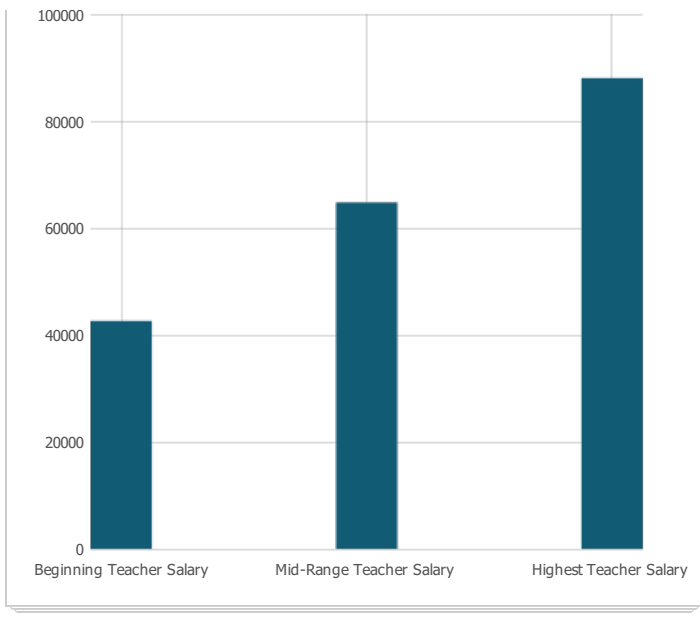
*Last updated: 1/30/2017*

**Teacher and Administrative Salaries (Fiscal Year 2014-15)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,632	\$45,092
Mid-Range Teacher Salary	\$64,780	\$71,627
Highest Teacher Salary	\$88,049	\$93,288
Average Principal Salary (Elementary)	\$122,585	\$115,631
Average Principal Salary (Middle)	\$125,249	\$120,915
Average Principal Salary (High)	\$136,833	\$132,029
Superintendent Salary	\$261,667	\$249,537
Percent of Budget for Teacher Salaries	37.0%	37.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/> .

**Teacher Salary Chart****Principal Salary Chart**



*Last updated: 1/30/2017*



## Professional Development

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Urban Discovery Academy has a minimum day each Wednesday for teacher professional development. In addition, teachers and staff meet for more than one week before school starts to participate in professional development and collaborative planning. Some of the activities our staff participate in include Common Core State Standards training, project-based learning, creating a positive school culture, restorative practices, behavior/classroom management, safety training, English language development strategies, close reading, specific assessment training and data analysis, goal-setting, as well as grade-specific and content-specific workshops. Teachers also participate in extended professional learning externally throughout the year. In addition to trainings, our teachers spend a significant amount of time on vertical and horizontal collaboration, including innovative interdisciplinary project design.

*Last updated: 1/30/2017*