

Executive Summary School Accountability Report Card, 2010–11

For Discovery Charter School

Address: 4021 Teale Ave

Principal: Dale Jones, Executive Director

Phone: 408 243-9800

Grade Span: K-8

This executive summary of the School Accountability Report Card (SARC) is intended to provide parents and community members with a quick snapshot of information related to individual public schools. Most data presented in this report are reported for the 2010–11 school year. School finances and school completion data are reported for the 2009–10 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2011–12 school year. For additional information about the school, parents and community members should review the entire SARC or contact the school principal or the district office.

About This School

Discovery Charter School is a kindergarten through eighth grade school based on developmentally appropriate teaching methods that successfully integrate the whole child with respect to individual learning styles, developmental readiness, and rates of achievement. Multi-age classrooms, small class sizes, team teaching, a high level of parent participation, and community involvement greatly contribute to developing Discovery Charter School into a world class learning community.

We have built an educational environment where developing student achievement, building innovative programs, and engaging families and communities provide a common vision for lifelong learning and student success. Discovery Charter School's innovative programs are designed to accommodate the diverse needs of all students, including those who are historically underachieving or academically disadvantaged, to challenge and engage students to master state academic content and to meet or exceed state achievement standards.

Student Enrollment

Group	Enrollment
Number of students	570
Black or African American	1.9%
American Indian or Alaska Native	1.1%
Asian	33.5%
Filipino	1.4%
Hispanic or Latino	10.5%
Native Hawaiian or Pacific Islander	0.5%
White	42.5%
Two or More Races	3.3%
Socioeconomically Disadvantaged	10.9%
English Learners	18.2%
Students with Disabilities	7.9%

Teachers

Indicator	Teachers
Teachers with full credential	26
Teachers without full credential	0
Teachers Teaching Outside Subject Area of Competence	0
Misassignments of Teachers of English Learners	0
Total Teacher Misassignments	0

Student Performance

Subject	Students Proficient and Above on STAR ¹ Program Results
English-Language Arts	80%
Mathematics	82%
Science	92%
History-Social Science	81%

Academic Progress²

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	913
Statewide Rank (from 2010 Base API Report)	10
Met All 2011 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 15 of 15
2011–12 Program Improvement Status (PI Year)	

School Facilities

Summary of Most Recent Site Inspection

The school was inspected before the start of school – 08/23/2010

Repairs Needed

None

Corrective Actions Taken or Planned

None

Curriculum and Instructional Materials

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

School Finances

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

¹ Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

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

School Completion

Indicator	Result
Graduation Rate (if applicable)	100%

Postsecondary Preparation

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

School Accountability Report Card **Reported Using Data from the 2010–11 School Year** *Published During 2011–12*

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.

- 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 additional information about the school, parents and community members should contact the Executive Director.

I. Data and Access

Ed-Data Partnership Web Site

Ed-Data is a partnership of the CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that provides extensive financial, demographic, and performance information about California's public kindergarten through grade twelve school districts and schools.

DataQuest

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

Internet Access

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

II. About This School

Contact Information (School Year 2011–12)

School		District	
School Name	Discovery Charter	District Name	Santa Clara County Office of Education
Street	4021 Teale Ave.	Phone Number	(408) 453-6500
City, State, Zip	San Jose, CA 95117	Web Site	www.sccoe.org
Phone Number	(408) 243-9800	Superintendent	Charles Weis
Principal	Dale Jones, Executive Director	E-mail Address	Charles_weis@sccoe.org
E-mail Address	djones@discoveryk8.org	CDS Code	43104390111880

School Description and Mission Statement (School Year 2010–11)

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

Opportunities for Parental Involvement (School Year 2010–11)

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

Student Enrollment by Grade Level (School Year 2010–11)

Grade Level	Number of Students	Grade Level	Number of Students
Kindergarten	55	Grade 8	80
Grade 1	55	Ungraded Elementary	0
Grade 2	55	Grade 9	0
Grade 3	55	Grade 10	0
Grade 4	55	Grade 11	0
Grade 5	54	Grade 12	0
Grade 6	81	Ungraded Secondary	0
Grade 7	80	Total Enrollment	570

Student Enrollment by Subgroup (School Year 2010–11)

Group	Percent of Total Enrollment
Black or African American	1.9%
American Indian or Alaska Native	1.1%
Asian	33.5%
Filipino	1.4%
Hispanic or Latino	10.5%
Native Hawaiian or Pacific Islander	0.5%
White	42.5%
Two or More Races	3.3%
Socioeconomically Disadvantaged	10.9%
English Learners	18.2%
Students with Disabilities	7.9%

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	11		5		11		5		11		5	
1	11		5		11		5		11		5	
2	11		5		11		5		11		5	
3	11		5		11		5		11		5	
4	24		2		27		2		27		2	
5	25		2		27		2		27		2	
6	26		3		27		3		27		3	
Other												

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

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2008–09 Number of Classes*			Avg. Class Size	2009–10 Number of Classes*			Avg. Class Size	2010–11 Number of Classes*		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Science	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

* 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.

III. School Climate

School Safety Plan (School Year 2010–11)

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

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

The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Safety drills, including fire, earthquake and intruder drills, are held on a rotating basis.

Suspensions and Expulsions

Rate*	School 2008–09	School 2009–10	School 2010–11	District 2008–09	District 2009–10	District 2010–11
Suspensions	0%	1%	5%	N/A	N/A	N/A
Expulsions	0%	0%	0%	N/A	N/A	N/A

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment.

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2011–12)

Discovery Charter School is housed on the back of the Leroy Anderson School site. The school consists of 28 modular buildings. The modular units are used as classrooms; break out space, library and lunchroom. There is one play structure, and a field shared with the Anderson campus. Plans to renovate the field are under consideration with the Moreland School District.

School Facility Good Repair Status (School Year 2011–12)

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer		x			
Interior: Interior Surfaces		x			

Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		x			
Electrical: Electrical		x			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		x			
Safety: Fire Safety, Hazardous Materials		x			
Structural: Structural Damage, Roofs		x			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		x			
Overall Rating		X			

Note: Cells shaded in black do not require data.

V. Teachers

Teacher Credentials

Teachers	School 2008–09	School 2009–10	School 2010–11	District 2010–11
With Full Credential	22	23	26	n/a
Without Full Credential	1	1	0	n/a
Teaching Outside Subject Area of Competence (with full credential)	2	1	0	n/a

Teacher Misassignments and Vacant Teacher Positions

Indicator	2009–10	2010–11	2011–12
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010–11)

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	93.58%	6.42%
All Schools in District	93.58%	6.42%

High-Poverty Schools in District	0	0
Low-Poverty Schools in District	0	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 25 percent or less in the free and reduced price meals program.

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	1	
Library Media Teacher (librarian)	0	
Library Media Services Staff (paraprofessional)	0	
Psychologist	1	
Social Worker	0	
Nurse	0	
Speech/Language/Hearing Specialist	1	
Resource Specialist (non-teaching)	2	
Other	1	

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010–11)

Note: Cells shaded in black 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.

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011–12)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: January 2012

Core Curriculum Area	Textbooks and instructional materials/year of adoption	From most recent adoption?	Percent students lacking own assigned copy
Reading/Language Arts	Zoo Phonics (K-1), fiction and non-fiction books for guided reading, Novel and non-fiction book sets for literature circles,	Y	

	Making Meaning comprehension series (grades 2-5), Author studies, Prentice Hall Literature Anthology (grades 6-8)		
Mathematics	Scott Foresman (grades 2-5), Marcy Cook program and activities (K-1), Kathy Richardson program (K-1), TERC Investigations (K-5), Holt Mathematics (6-8), Numbers to Algebra, Pre-Algebra, Algebra, Geometry	Y	
Science	Foss Kits (K-8), Gems (6), Holt Life Science and Physical Science (7-8)	Y	
History-Social Science	History Alive	Y	
Foreign Language	Rosetta Stone	Y	
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)	N/A	Y	

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009–10)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic / Unrestricted)	Average Teacher Salary
School Site				
District				
Percent Difference – School Site and District				
State				
Percent Difference – School Site and State				

Note: Cells shaded in black do not require data.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. **Basic/unrestricted** expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the *CDE Current Expense of Education & Per-pupil Spending* Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the *CDE Certificated Salaries & Benefits* Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Types of Services Funded (Fiscal Year 2010–11)

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

Teacher and Administrative Salaries (Fiscal Year 2009–10)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,010.00	\$49,588.00
Mid-Range Teacher Salary	\$69,137.00	\$69,163.00
Highest Teacher Salary	\$87,782.00	\$92,603.00
Average Principal Salary (Elementary)		\$102,340.00
Average Principal Salary (Middle)		\$109,435.00
Average Principal Salary (High)		\$158,484.00
Superintendent Salary		

Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, see the CDE STAR Results Web site at <http://star.cde.ca.gov>.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	79%	83%	80%	49%	53%	55%	50%	52%	54%
Mathematics	71%	81%	82%	46%	52%	55%	46%	48%	50%
Science	92%	83%	92%	42%	48%	51%	50%	53%	56%
History-Social Science	74%	70%	81%	19%	34%	30%	41%	44%	48%

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.

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

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	55%	55%	51%	30%
All Students at the School	80%	82%	92%	81%
Male	76%	83%	90%	79%
Female	85%	81%	95%	85%
Black or African American	0%	0%	0%	0%
American Indian or Alaska Native	0%	0%	0%	0%
Asian	89%	90%	10%	89%
Filipino	0%	0%	0%	0%
Hispanic or Latino	67%	65%	92%	0%
Native Hawaiian or Pacific Islander	0%	0%	0%	0%
White	78%	82%	87%	79%
Two or More Races	86%	86%	10%	0%
Socioeconomically Disadvantaged	58%	63%	82%	0%
English Learners	27%	56%	0%	0%
Students with Disabilities	49%	59%	0%	0%
Students Receiving Migrant Education Services				

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.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB.

For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at <http://cahsee.cde.ca.gov/>.

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		
	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11	2008–09	2009–10	2010–11
English-Language Arts	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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.

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

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

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.

California Physical Fitness Test Results (School Year 2010–11)

The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE *PFT* Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	11.30	30.20	35.80
7	21.50	24.10	43.00
9	N/A	N/A	N/A

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.

X. Accountability

Academic Performance Index

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

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state.

The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	10	9	10
Similar Schools	9	5	7

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

Group	Actual API Change 2008–09	Actual API Change 2009–10	Actual API Change 2010–11
All Students at the School	-5	20	-7
Black or African American			
American Indian or Alaska Native			
Asian	11	4	-11
Filipino			
Hispanic or Latino			
Native Hawaiian or Pacific Islander			
White	-11	13	-8
Two or More Races	N/D		
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Academic Performance Index Growth by Student Group – 2011 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2011 Growth API at the school, LEA, and state level.

Group	2011 Growth API					
	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	451	913	161	420	4,683,676	778
Black or African American	6		11	419	317,856	696
American Indian or Alaska Native	6		2		33,774	733
Asian	134	958	12	525	398,869	898
Filipino	8		1		123,245	859
Hispanic or Latino	48	835	116	410	2,406,749	729
Native Hawaiian or Pacific Islander	3		2		26,953	764
White	213	902	14	436	1,258,831	845
Two or More Races	11	935	2		76,766	836
Socioeconomically Disadvantaged	52	786	123	407	2,731,843	726
English Learners	68	861	58	404	1,521,844	707
Students with Disabilities	47	715	51	510	521,815	595

595

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

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

For detailed information about AYP, including participation rates and percent proficient results by student group, see the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010–11)

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

Federal Intervention Program (School Year 2011–12)

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

Indicator	School	District
Program Improvement Status	N/A	In PI
First Year of Program Improvement	N/A	2007-2008
Year in Program Improvement	N/A	Year 3
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		30.8%

Note: Cells shaded in black do not require data.

XI. School Completion and Postsecondary Preparation

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the *UC Admissions Information* Web page at <http://www.universityofcalifornia.edu/admissions/>. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU Web page at <http://www.calstate.edu/admission/admission.shtml>. (Outside source)

Dropout Rate and Graduation Rate

Indicator	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Dropout Rate (1-year)	0	0	0	26.6	29.6	31.9	4.9	5.7	4.6
Graduation Rate	100	100	100	81.90	81.51	84.71	80.21	78.59	80.44

Note: The 2009-10 graduation data are calculated using the 4-year cohort graduation rate. The new cohort rate should not be compared to the 2007-08 and 2008-09 NCES graduation rates.

Completion of High School Graduation Requirements

This table displays, by student group, the percent of students who began the 2010-11 school year in grade twelve and were a part of the school's most recent graduating class, meeting all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Group	Graduating Class of 2011		
	School	District	State
All Students	N/A	N/A	N/D
Black or African American	N/A	N/A	N/D
American Indian or Alaska Native	N/A	N/A	N/D
Asian	N/A	N/A	N/D
Filipino	N/A	N/A	N/D
Hispanic or Latino	N/A	N/A	N/D
Native Hawaiian or Pacific Islander	N/A	N/A	N/D
White	N/A	N/A	N/D
Two or More Races	N/A	N/A	N/D
Socioeconomically Disadvantaged	N/A	N/A	N/D
English Learners	N/A	N/A	N/D
Students with Disabilities	N/A	N/A	N/D

Note: "N/D" means that no data were available to the CDE or LEA to report.

Career Technical Education Programs (School Year 2010-11)

N/A

Career Technical Education Participation (School Year 2010–11)

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

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2010-11 Students Enrolled in Courses Required for UC/CSU Admission	N/A
2009-10 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

Advanced Placement Courses (School Year 2010–11)

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

Note: Cells shaded in black do not require data.

*Where there are student course enrollments.

XII. Instructional Planning and Scheduling

Professional Development

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

As part of the growth process, opportunities for training and staff development are administrators, teachers, and classified staff. Discovery Charter School staff participates in 5 staff development days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. For 2010/2011, staff development topics included: differentiation, small group instructional strategies, utilizing data to drive instruction, benchmark assessments, intervention strategies for struggling students including strategies for English Learners. Two six-week seminars in six trait writing, reading comp strategies were presented in 2010/2011. On site staff development is determined by teacher need and interest.