

## Discovery Charter

# School Accountability Report Card Reported Using Data from the 2017—18 School Year California Department of Education

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 and 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 at <https://dq.cde.ca.gov/dataquest/> 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.



## Debby Perry, Superintendent/Director

Principal, Discovery Charter

### About Our School

### Contact

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

Phone: 408-243-9800  
E-mail: [ksalle@discoveryk8.org](mailto:ksalle@discoveryk8.org)

## About This School

### Contact Information (School Year 2018—19)

District Contact Information (School Year 2018—19)	
<b>District Name</b>	Santa Clara County Office of Education
<b>Phone Number</b>	(408) 453-6500
<b>Superintendent</b>	Mary Ann Dewan Ph.D.
<b>E-mail Address</b>	<a href="mailto:maryann_dewan@sccoe.org">maryann_dewan@sccoe.org</a>
<b>Web Site</b>	<a href="http://www.sccoe.org">http://www.sccoe.org</a>

School Contact Information (School Year 2018—19)	
<b>School Name</b>	Discovery Charter
<b>Street</b>	4021 Teale Ave.
<b>City, State, Zip</b>	San Jose, Ca, 95117-3433
<b>Phone Number</b>	408-243-9800
<b>Principal</b>	Debby Perry, Superintendent/Director
<b>E-mail Address</b>	<a href="mailto:ksale@discoveryk8.org">ksale@discoveryk8.org</a>
<b>Web Site</b>	<a href="http://www.discoveryk8.org">http://www.discoveryk8.org</a>
<b>County-District-School (CDS) Code</b>	43104390111880

*Last updated: 1/4/2019*

### School Description and Mission Statement (School Year 2018—19)

Discovery Charter Schools are dedicated to creating lifelong learners that are prepared to meet the challenges of the future by educating the whole child through family involvement, project-based learning, and respect for individual learning styles and developmental readiness.

We are committed to:

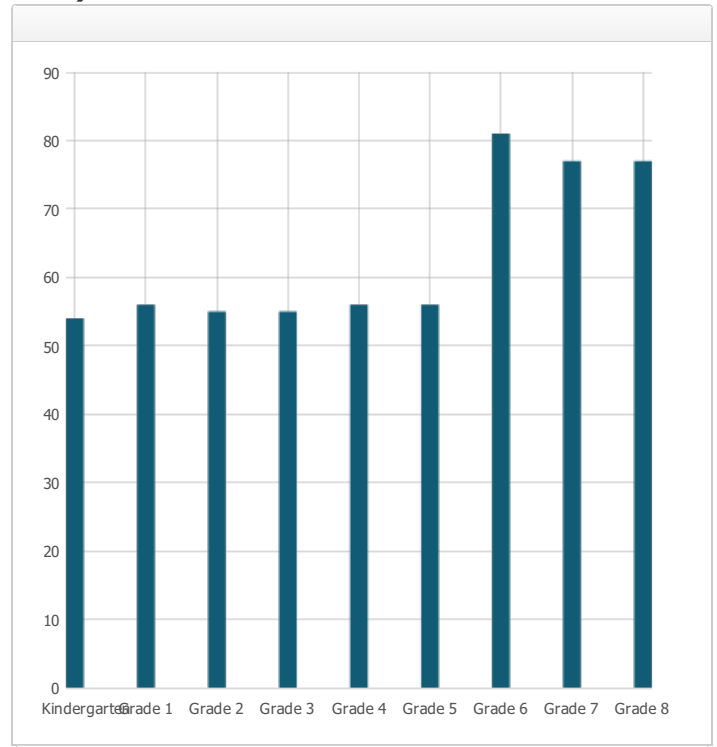
- Building an educational environment where developing, building, and engaging families and communities will provide a common vision for lifelong learning and student success;
- Respecting the cognitive, emotional, social, and physical development of each child;
- Partnering staff, students, parents,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

See our website at <https://www.discoveryk8.org/>

*Last updated: 1/4/2019*

**Student Enrollment by Grade Level (School Year 2017–18)**

Grade Level	Number of Students
Kindergarten	54
Grade 1	56
Grade 2	55
Grade 3	55
Grade 4	56
Grade 5	56
Grade 6	81
Grade 7	77
Grade 8	77
Total Enrollment	567



Last updated: 1/4/2019

**Student Enrollment by Student Group (School Year 2017–18)**

Student Group	Percent of Total Enrollment
Black or African American	4.9 %
American Indian or Alaska Native	1.2 %
Asian	36.9 %
Filipino	0.7 %
Hispanic or Latino	13.8 %
Native Hawaiian or Pacific Islander	0.4 %
White	36.0 %
Two or More Races	6.2 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	7.9 %
English Learners	6.7 %
Students with Disabilities	10.6 %
Foster Youth	%

## A. Conditions of Learning

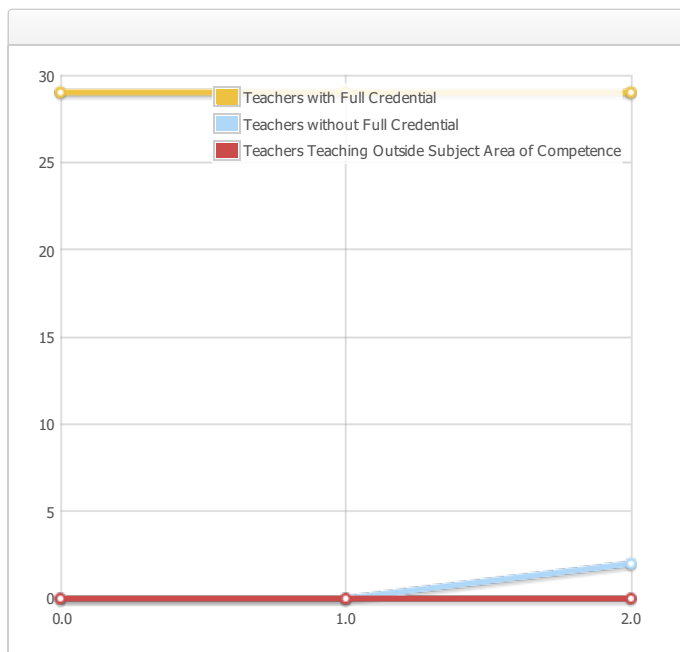
### State Priority: Basic

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

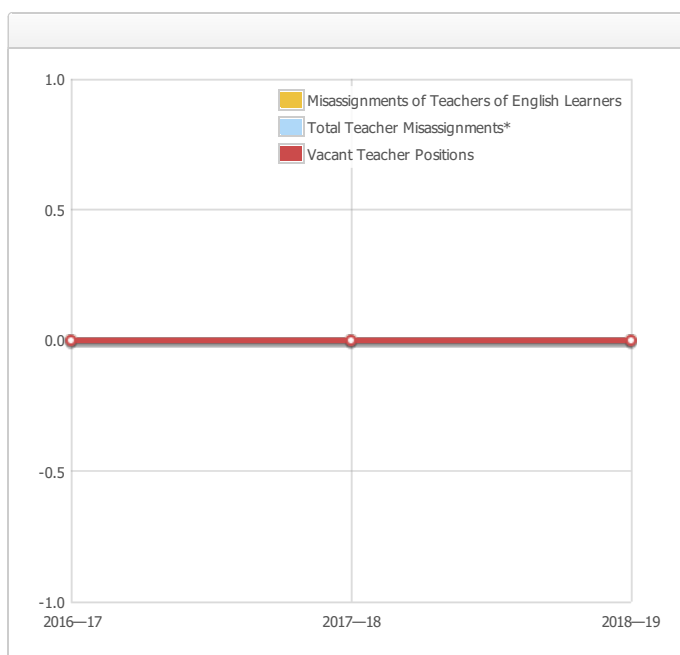
Teachers	School 2016—17	School 2017—18	School 2018—19	District 2018—19
With Full Credential	29	29	29	29
Without Full Credential	0	0	2	2
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/4/2019

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2016—17	2017—18	2018—19
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: 1/4/2019

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018—19)

Year and month in which the data were collected:

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>All students participate in an English/language arts program that is integrated across all curriculum areas and offers a rich diversity of activities and resources. The comprehensive curriculum includes daily opportunities for students to practice and improve reading, writing, listening and speaking skills.</p> <p>Students use Zoo Phonics (K-1), fiction and non-fiction books for guided reading, Novel and non-fiction book sets for literature circles, Making Meaning comprehension series (grades2-5), Author studies, Prentice Hall Literature Anthology.</p> <p>Students participate in Literature Circles, Reading Workshop and use Thinking Maps.</p>	Yes	0.0 %
Mathematics	<p>Students at all grade levels engage in challenging, hands-on math activities which involve critical thinking and reasoning, 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 Scott Foresman (grades 2-5), Marcy Cook program and activities (K-1), Kathy Richardson program (K-1), TERC Investigations (K-5), CPM Mathematics (6-8): Common Core 1, Common Core 2, Common Core 3;</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 us Foss Kits (K-8), Gems (6), Holt Life Science and Physical Science (7-8)</p>	Yes	0.0 %
History-Social Science	<p>The social studies curriculum ties in closely with other curriculum areas such as language arts and science. Teachers develop a meaningful curriculum that promotes discussion, debate, literacy, civic awareness and service learning. Field experiences to local points of interest and government offices connects learning to the real world. Content emphasizes living and working together in our diverse community.</p> <p>Students use History Alive!</p>	Yes	0.0 %
Foreign Language	<p>Students in grades K-5 are taught Spanish using Santillana in an engaging adventure in learning combining vocabulary with songs and dances while those in grades 6-8 have the option to take Spanish.</p>	Yes	0.0 %
Health	<p>Teachers drive the health curriculum utilizing current research and materials.</p>	Yes	0.0 %
Visual and Performing Arts	<p>The arts curriculum ties in closely with the other school curriculum. Students express ideas and emotions through participation in various forms of the visual and performing arts, which may include music, theater, song dance, two dimensional and three dimensional arts, puppetry and applied arts.</p>	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/4/2019

## School Facility Conditions and Planned Improvements

Discovery Charter School is housed on the back of the Leroy Anderson School site in the Moreland School District. The school consists of 29 modular buildings. The modular units are used as classrooms, break out space, library and lunch room. There is one play structure, and a field shared with the Anderson campus. A scheduled maintenance program is administered by Discovery Charter School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

*Last updated: 1/4/2019*

## School Facility Good Repair Status

Year and month of the most recent FIT report: January 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Good	
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good	
<b>Electrical:</b> Electrical	Good	
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good	
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate

Year and month of the most recent FIT report: January 2019

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

*Last updated: 1/4/2019*

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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 ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
English Language Arts / Literacy (grades 3-8 and 11)	68.0%	73.0%	46.0%	53.0%	48.0%	50.0%
Mathematics (grades 3-8 and 11)	72.0%	73.0%	45.0%	52.0%	37.0%	38.0%

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.

Note: ELA and 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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

*Last updated: 1/4/2019*

## CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	397	387	97.48%	72.87%
Male	207	200	96.62%	67.50%
Female	190	187	98.42%	78.61%
Black or African American	23	23	100.00%	65.22%
American Indian or Alaska Native	--	--	--	
Asian	140	138	98.57%	81.88%
Filipino	--	--	--	
Hispanic or Latino	51	49	96.08%	44.90%
Native Hawaiian or Pacific Islander	--	--	--	
White	157	151	96.18%	74.17%
Two or More Races	20	20	100.00%	85.00%
Socioeconomically Disadvantaged	17	17	100.00%	47.06%
English Learners	65	61	93.85%	55.74%
Students with Disabilities	56	52	92.86%	32.69%
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 1/4/2019*



## CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	398	387	97.24%	72.61%
Male	207	200	96.62%	75.00%
Female	191	187	97.91%	70.05%
Black or African American	23	23	100.00%	69.57%
American Indian or Alaska Native	--	--	--	
Asian	141	138	97.87%	84.78%
Filipino	--	--	--	
Hispanic or Latino	51	49	96.08%	42.86%
Native Hawaiian or Pacific Islander	--	--	--	
White	157	151	96.18%	70.86%
Two or More Races	20	20	100.00%	85.00%
Socioeconomically Disadvantaged	17	17	100.00%	58.82%
English Learners	65	60	92.31%	61.67%
Students with Disabilities	57	51	89.47%	31.37%
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 (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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: 1/4/2019*

**CAASPP Test Results in Science for All Students  
Grades Five, Eight and High School  
Percentage of Students Meeting or Exceeding the State Standard**

<b>Subject</b>	<b>School 2016–17</b>	<b>School 2017–18</b>	<b>District 2016–17</b>	<b>District 2017–18</b>	<b>State 2016–17</b>	<b>State 2017–18</b>
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

*Last updated: 1/4/2019*

# 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 2017–18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	13.0%	25.9%	42.6%
7	13.2%	26.3%	35.5%

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: 1/4/2019*

## 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 school site

### Opportunities for Parental Involvement (School Year 2018—19)

At Discovery, the word "community" describes more than a group of families whose children happen to attend the same school. Discovery parents share a common vision that includes lifelong learning and the importance of every parent's involvement in the school.

Families chose Discovery Charter School in part because of the strength that this commitment brings to its diverse community. Discovery's staff designs its curriculum around the partnership of teachers and parents. Teacher-led training helps parent volunteers to increase their understanding of teaching methodology and small group management skills.

Under the direction of the teacher, parents become valuable aides in the classroom. Discovery students complete the community. Discovery families have chosen the school because of a mutual commitment to the dynamic educational environment that it offers.

Parent volunteering 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. Specialized school programs are a choice in education.

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 to volunteer to help implement the Discovery 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 volunteerism 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 volunteers are numerous. Parents helping 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

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

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

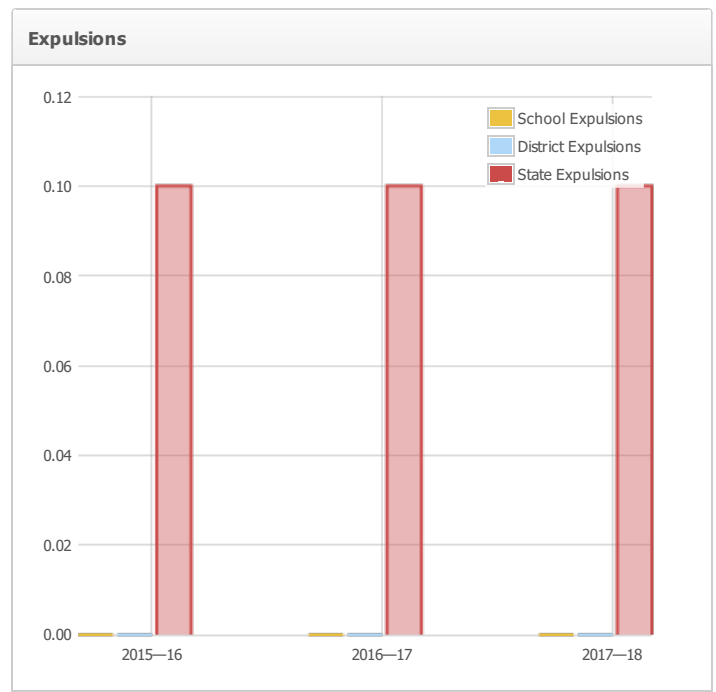
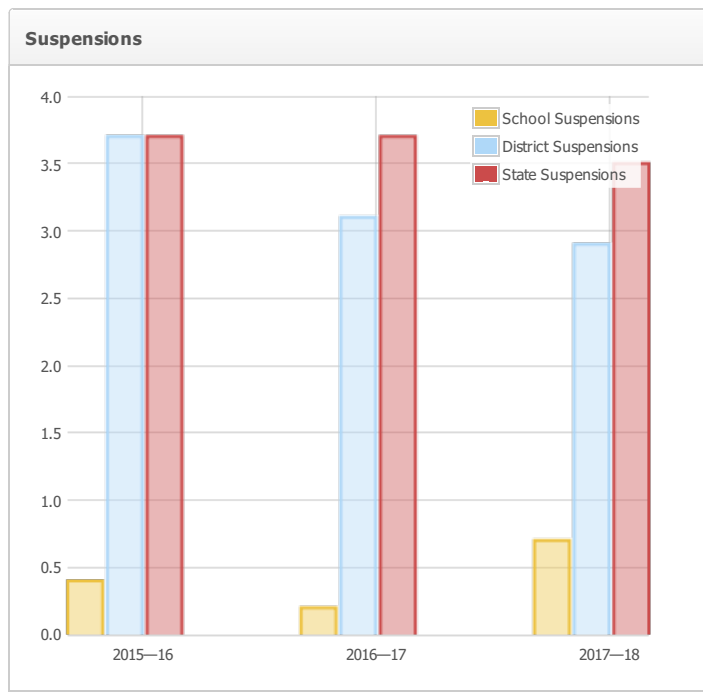
# State Priority: School Climate

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

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

## Suspensions and Expulsions

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	0.4%	0.2%	0.7%	3.7%	3.1%	2.9%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/4/2019

## School Safety Plan (School Year 2018—19)

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 2018. 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: 1/4/2019

## 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.

### Average Class Size and Class Size Distribution (Elementary) School Year (2015—16)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0	0	3	
1	22.0	0	3	
2	22.0	0	3	
3	22.0	0	3	
4	28.0	0	2	
5	28.0	0	2	
6	26.0	0	3	
Other**	0.0	0	0	

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0		3	
1	22.0		3	
2	22.0		3	
3	22.0		3	
4	28.0		2	
5	28.0		2	
6	27.0		3	
Other**				

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

\*\* "Other" category is for multi-grade level classes.

### Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	22.0		3	
1	22.0		3	
2	22.0		3	
3	22.0		3	
4	28.0		2	
5	28.0		2	
6	28.0		3	
Other**				

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

\*\* "Other" category is for multi-grade level classes.

Last updated: 1/4/2019

**Average Class Size and Class Size Distribution (Secondary) (School Year 2015—16)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	25.0		6	
Mathematics	25.0		6	
Science	25.0		6	
Social Science	25.0		6	

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2016—17)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	25.0		6	
Mathematics	25.0		6	
Science	25.0		6	
Social Science	25.0		6	

\* 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.

**Average Class Size and Class Size Distribution (Secondary) (School Year 2017—18)**

Subject	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
English	25.0		6	
Mathematics	25.0		6	1
Science	25.0		6	
Social Science	25.0		6	

\* 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: 1/4/2019*



**Academic Counselors and Other Support Staff (School Year 2017–18)**

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)	1.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.0	N/A
Psychologist	0.0	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	0.0	N/A
Other	0.0	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: 1/4/2019

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016–17)**

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$10836.5	\$1673.3	\$9163.2	\$87781.6
District	N/A	N/A	\$10836.5	\$87781.6
Percent Difference – School Site and District	N/A	N/A	--	--
State	N/A	N/A	\$6574.0	\$80764.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

Last updated: 1/4/2019

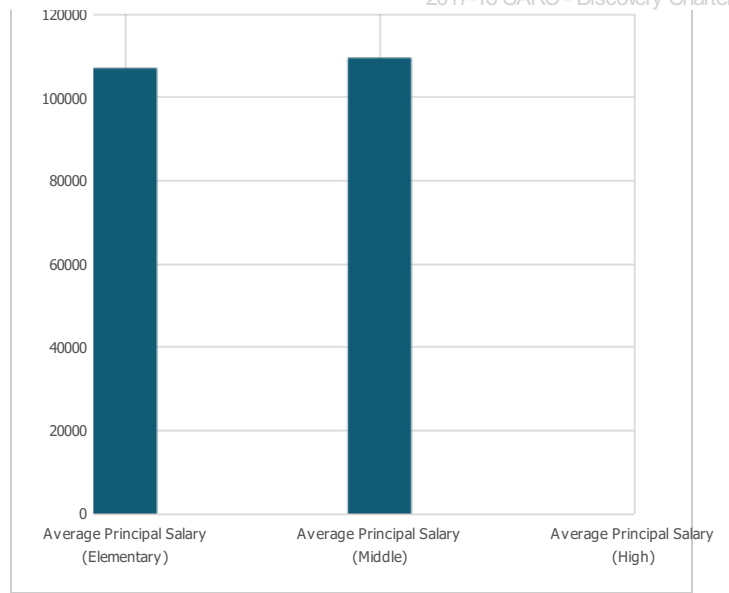
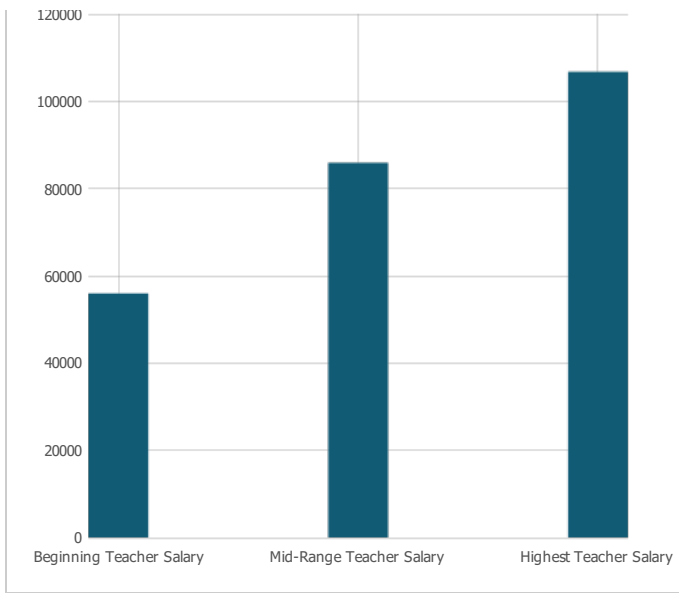
**Teacher and Administrative Salaries (Fiscal Year 2016–17)**

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$55,955	--
Mid-Range Teacher Salary	\$85,906	--
Highest Teacher Salary	\$106,761	--
Average Principal Salary (Elementary)	\$106,997	--
Average Principal Salary (Middle)	\$109,478	--
Average Principal Salary (High)	--	--
Superintendent Salary	\$121,000	--
Percent of Budget for Teacher Salaries	--	--
Percent of Budget for Administrative Salaries	--	--

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

Teacher Salary Chart

Principal Salary Chart



*Last updated: 1/4/2019*

## Professional Development

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 as well as a once a month afternoon Professional Development where they are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. On site staff development is determined by teacher need and interest. Support is given throughout the year by the grade level teams, leadership and administrator.

**2016-2017** Gender inclusion/spectrum conference, SMART Board training, Challenging Behaviors, Science NGSS training. Team Building, Building Consensus Through Team Building, Inclusive Classroom.

**2017-2018** Team Building, Novarre Training and Implementation, The Outdoor Classroom, CAASPP Results and Next Steps, English Language Learners-Learning Differences and the Differentiated Classroom. Data gathering and review for analysis of struggling students-on going.

**2018-2019** Team Building, Novarre Training and Support, LCAP Review and Goals, Differentiation, GATE-How to Differentiate for GATE Students. Student reading data analysis may determine changes in curriculum-on going.

*Last updated: 1/4/2019*