

# Executive Summary School Accountability Report Card, 2012–13

## *For Discovery Charter School*

**Address:** 4021 Teale Ave. San Jose, CA 95117  
**Principal:** Dale Jones

**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 2012–13 school year. School finances and school completion data are reported for the 2011–12 school year. Contact information, facilities, curriculum and instructional materials, and select teacher data are reported for the 2013–14 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**

<b>Group</b>	<b>Enrollment</b>
Number of students	566
Black or African American	3%
American Indian or Alaska Native	1%
Asian	32%
Filipino	1%
Hispanic or Latino	13%
Native Hawaiian or Pacific Islander	1%
White	39%
Two or More Races	10%
Socioeconomically Disadvantaged	5%
English Learners	14%
Students with Disabilities	10%

### **Teachers**

<b>Indicator</b>	<b>Teachers</b>
Teachers with full credential	25
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 <sup>1</sup> Program Results
English-Language Arts	84%
Mathematics	86%
Science	83%
History-Social Science	89%

## Academic Progress<sup>2</sup>

Indicator	Result
2013 Growth API Score (from 2013 Growth API Report)	907
Statewide Rank (from 2012 Base API Report)	9
Met All 2013 AYP Requirements	No
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 12 of 17
2013–14 Program Improvement Status (PI Year)	N/A

## School Facilities

### Summary of Most Recent Site Inspection

The school was inspected prior to the start of school – 08/20/2012. There were no findings

### 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)	0%

## School Finances

Level	Expenditures Per Pupil (Unrestricted Sources Only)
School Site	\$8,128.00
District	\$4,353.00
State	\$5,537.00

<sup>1</sup> Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards

<sup>2</sup> 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	N/A

California Department of Education  
**School Accountability Report Card**  
**Reported Using Data from the 2012–13 School Year**  
*Published During 2013–14*

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 school principal or the district office.

## **I. Data and Access**

### **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.

### **Additional Information**

For further information regarding the data elements and terms used in the SARC see the *2012–13 Academic Performance Index Reports Information Guide* located on the CDE API Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

## II. About This School

### District Contact Information (School Year 2013–14)

District Name	Santa Clara County Office of Education
Phone Number	(408) 453-6500
Web Site	www.sccoe.org
Superintendent	Xavier De La Torre
E-mail Address	Xavier_delatorre@sccoe.org

### School Contact Information (School Year 2013–14)

School Name	Discovery Charter School
Street	4021 Teale Ave.
City, State, Zip	San Jose, CA 95117
Phone Number	(408) 243-9800
Principal	Dale Jones
E-mail Address	djones@discoveryk8.org
County-District-School (CDS) Code	43-10439-0111880

### School Description and Mission Statement (School Year 2012–13)

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 2012–13)

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 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.

### III. 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		
	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13	2010–11	2011–12	2012–13
<b>English-Language Arts</b>	80%	83%	84%	55%	58%	71%	54%	56%	55%
<b>Mathematics</b>	82%	83%	86%	55%	57%	74%	50%	51%	50%
<b>Science</b>	92%	89%	83%	51%	65%	71%	57%	60%	59%
<b>History-Social Science</b>	81%	86%	89%	30%	46%	60%	48%	49%	49%

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	84%	86%	83%	89%
All Students at the School	84%	86%	83%	89%
Male	78%	73%	91%	62%
Female	82%	83%	83%	58%
Black or African American	-	-	-	-
American Indian or Alaska Native	-	-	-	-
Asian	88%	91%	97%	64%
Filipino	-	-	-	-
Hispanic or Latino	61%	46%	-	14%
Native Hawaiian or Pacific Islander	-	-	-	-
White	80%	80%	87%	76%
Two or More Races	77%	77%	-	-
Socioeconomically Disadvantaged	-	-	-	-
English Learners	65%	78%	-	-
Students with Disabilities	63%	33.5%	-	44%
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 Physical Fitness Test Results (School Year 2012–13)

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 Four of Six Fitness Standards	Percent of Students Meeting Five of Six Fitness Standards	Percent of Students Meeting Six of Six Fitness Standards
5	80.0%	63.6%	30.9%
7	74.4%	61.6%	37.2%
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.

## IV. 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	2010	2011	2012
Statewide	10	9	9
Similar Schools	7	6	5

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

Group	Actual API Change 2010–11	Actual API Change 2011–12	Actual API Change 2012–13
All Students at the School	-7	1	-11
Black or African American	-	-	-
American Indian or Alaska Native	-	-	-
Asian	-11	2	-8
Filipino	-	-	-
Hispanic or Latino	-	-	-
Native Hawaiian or Pacific Islander	-	-	-
White	-8	5	1
Two or More Races	-	-	-
Socioeconomically Disadvantaged	-	-	-
English Learners	-	-	-8
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 – 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API at the school, LEA, and state level.

Group	Number of Students	School	Number of Students	LEA	Number of Students	State
All Students at the School	447	446	175	162	4,655,780	790
Black or African American	9	11	8	9	298,394	707
American Indian or Alaska Native	3	4	1	0	30,423	742
Asian	136	135	7	7	407,138	906
Filipino	6	5	6	1	121,231	867
Hispanic or Latino	51	58	135	129	2,446,247	743
Native Hawaiian or Pacific Islander	3	4	0	1	25,453	773
White	199	186	17	12	1,203,251	852
Two or More Races	14	32	1	3	112,819	845
Socioeconomically Disadvantaged	25	6	153	141	2,842,908	742
English Learners	74	79	78	64	1,463,551	717
Students with Disabilities	55	62	35	42	557,092	616

### 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 2012–13)

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

## Federal Intervention Program (School Year 2013–14)

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	2009-2010
Year in Program Improvement	N/A	Year 3
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	16.7

Note: Cells shaded in black or with N/A values do not require data.

## V. School Climate

### Student Enrollment by Grade Level (School Year 2012–13)

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

### Student Enrollment by Student Group (School Year 2012–13)

Group	Percent of Total Enrollment
Black or African American	16
American Indian or Alaska Native	4
Asian	180
Filipino	5
Hispanic or Latino	72
Native Hawaiian or Pacific Islander	5
White	224
Two or More Races	45
Socioeconomically Disadvantaged	23
English Learners	76
Students with Disabilities	65

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

Grade Level	Avg. Class Size	2010–11 Number of Classes*			Avg. Class Size	2011–12 Number of Classes*			Avg. Class Size	2012–13 Number of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22	-	5	-	22	-	5	-	22	-	5	-
1	22	-	5	-	22	-	5	-	22	-	5	-
2	22	-	5	-	22	-	5	-	22	-	5	-
3	22	-	5	-	22	-	5	-	22	-	5	-
4	27	-	2	-	27	-	2	-	27	-	2	-
5	27	-	2	-	27	-	2	-	27	-	2	-
6	27	-	3	-	27	-	3	-	27	-	3	-
Other	-	-	-	-	-	-	-	-	-	-	-	-

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

## School Safety Plan (School Year 2012–13)

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 August 2012. 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.

## Suspensions and Expulsions

Rate	School 2010–11	School 2011–12	School 2012–13	District 2010–11	District 2011–12	District 2012–13
Suspensions	14	11	15	203	203	166
Expulsions	0	0	0	10	3	0

## VI. School Facilities

### School Facility Conditions and Planned Improvements (School Year 2013–14)

Discovery Charter School is housed on the back of the Leroy Anderson School site. 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.

### School Facility Good Repair Status (School Year 2013–14)

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

System Inspected	Repair Needed and Action Taken or Planned		
	Good	Fair	Poor
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X		
<b>Interior:</b> Interior Surfaces	X		

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

### Overall Facility Rate (School Year 2013–14)

Overall Rating	Exemplary	Good	Fair	Poor
	X			

## VII. Teachers

### Teacher Credentials

Teachers	School 2010–11	School 2011–12	School 2012–13	District 2012–13
With Full Credential	25	25	25	185
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2011–12	2012–13	2013–14
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 2012–13)

The federal ESEA, also known as 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
<b>This School</b>	100%	-
<b>All Schools in District</b>	100%	-
<b>High-Poverty Schools in District</b>	-	-
<b>Low-Poverty Schools in District</b>	-	-

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.

## VIII. Support Staff

### Academic Counselors and Other Support Staff (School Year 2012–13)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
<b>Academic Counselor</b>	1	25
<b>Counselor (Social/Behavioral or Career Development)</b>	0	N/A
<b>Library Media Teacher (librarian)</b>	0	N/A
<b>Library Media Services Staff (paraprofessional)</b>	0	N/A
<b>Psychologist</b>	0	N/A
<b>Social Worker</b>	0	N/A
<b>Nurse</b>	0	N/A
<b>Speech/Language/Hearing Specialist</b>	1	N/A
<b>Resource Specialist (non-teaching)</b>	2	N/A
<b>OT</b>	.8	N/A

Note: Cells shaded in black or 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.

## IX. Curriculum and Instructional Materials

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013–14)

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:*

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, Making Meaning comprehension series (grades 2-5), Author studies, Prentice Hall Literature Anthology	Yes	0
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	Yes	0
Science	Foss Kits (K-8), Gems (6), Holt Life Science and Physical Science (7-8)	Yes	0
History-Social Science	History Alive	Yes	0
Foreign Language	Rosetta Stone	Yes	0
Health	Teacher Driven	Yes	0
Visual and Performing Arts	Plays, Singing	Yes	0

## X. School Finances

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011–12)

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

Note: Cells shaded in black or with N/A values 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 2012–13)

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 2011–12)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$47,390.00	\$41,327.00
Mid-Range Teacher Salary	\$72,754.00	\$63,903.00
Highest Teacher Salary	\$90,415.00	\$81,573.00
Average Principal Salary (Elementary)	\$125,000.00	\$103,887.00
Average Principal Salary (Middle)	-	\$107,439.00
Average Principal Salary (High)	-q	\$102,399.00
Superintendent Salary	-	\$155,551.00
Percent of Budget for Teacher Salaries	33%	41.0%
Percent of Budget for Administrative Salaries	3%	6.0%

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



## **XI. 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 provided to administrators, teachers, and classified staff. Discovery Charter School staff members participate in 5 staff development days annually where they are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. For 2012-2013, staff development topics included: differentiation, small group instructional strategies, utilizing data to drive instruction, benchmark assessments, Positive Discipline, intervention strategies for struggling students including strategies for English Learners.

Two six week seminars in six trait writing, reading comp strategies were presented. Teachers had the opportunity to take classes on Thinking Maps training throughout the year. On site staff development is determined by teacher need and interest. Support is given throughout the year by the on staff Curriculum Specialist.