

Discovery Charter

California Department of Education School Accountability Report Card Reported Using Data from the 2016-17 School Year

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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.

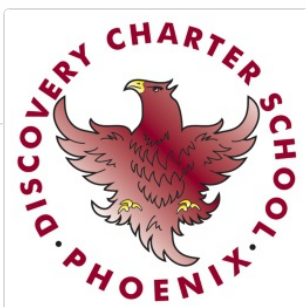
- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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



Debby Perry, Director

Principal, Discovery Charter

About Our School

Contact

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

Phone: 408-243-9800
E-mail: dperry@discoveryk8.org

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	Santa Clara County Office of Education
Phone Number	(408) 453-6500
Superintendent	Jon Gundry
E-mail Address	jon_gundry@sccoe.org
Web Site	http://www.sccoe.org

School Contact Information (School Year 2017-18)	
School Name	Discovery Charter
Street	4021 Teale Ave.
City, State, Zip	San Jose, Ca, 95117-3433
Phone Number	408-243-9800
Principal	Debby Perry, Director
E-mail Address	dperry@discoveryk8.org
Web Site	http://www.discoveryk8.org
County-District-School (CDS) Code	43104390111880

Last updated: 12/5/2017

School Description and Mission Statement (School Year 2017-18)

Through strong family involvement, community learning, and developmentally based teaching, Discovery Charter Schools will support the whole child and develop lifelong learners prepared to meet the challenges of the future.

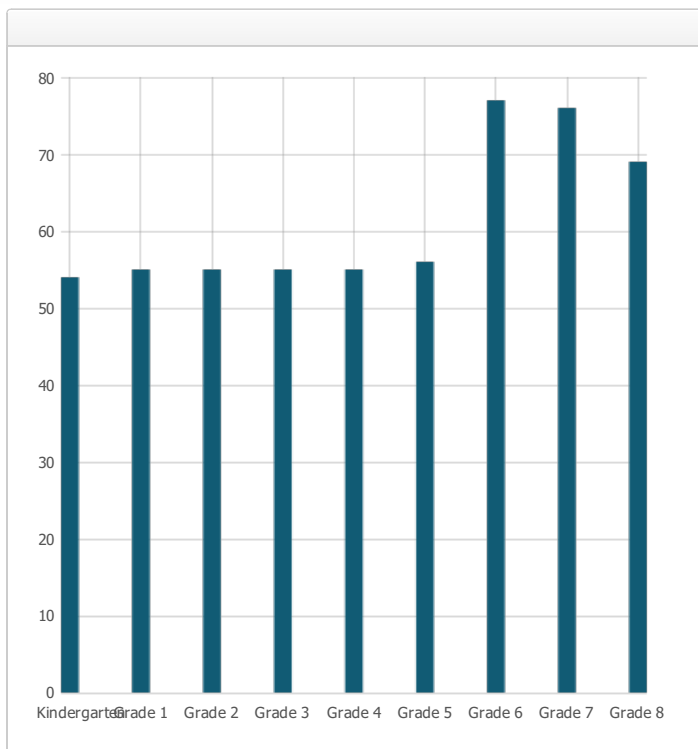
We are committed to:

- Building an educational environment where developing, building, and engaging families and communities will provide a common vision for lifelong learning and student success;
- Respecting the cognitive, emotional, social, and physical development of each child;
- Partnering staff, students, parents, and community to create a unique, challenging, and individualized learning environment with high academic standards and expectations;
- Building programs that foster thinking which is original, critical, collaborative, and reflective;
- Developing students who are self-motivated, self-disciplined, and socially responsible; and Continuous improvement of teaching and learning techniques based on supporting research.

Last updated: 1/23/2018

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	54
Grade 1	55
Grade 2	55
Grade 3	55
Grade 4	55
Grade 5	56
Grade 6	77
Grade 7	76
Grade 8	69
Total Enrollment	552



Last updated: 1/22/2018

Student Enrollment by Student Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	5.8 %
American Indian or Alaska Native	2.2 %
Asian	37.3 %
Filipino	0.7 %
Hispanic or Latino	11.1 %
Native Hawaiian or Pacific Islander	0.5 %
White	38.4 %
Two or More Races	4.0 %
Other	0.0 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	6.0 %
English Learners	9.6 %
Students with Disabilities	10.5 %
Foster Youth	0.0 %

Last updated: 1/22/2018

A. Conditions of Learning

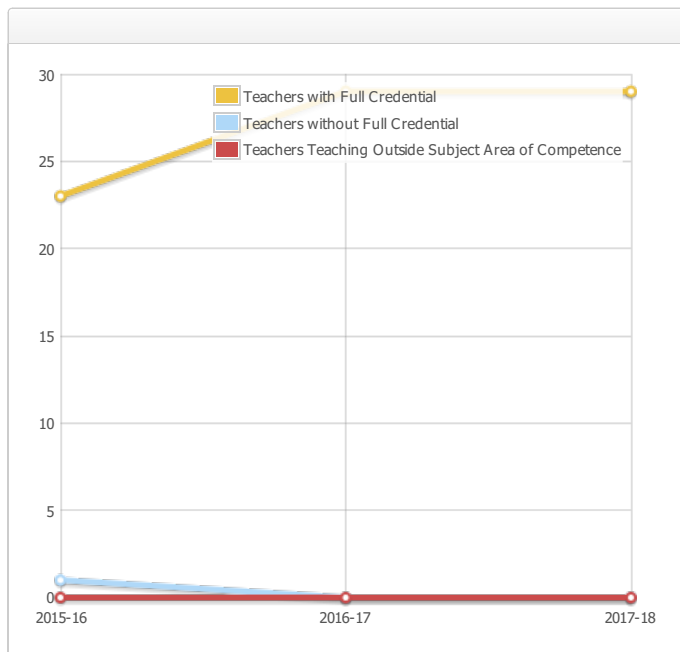
State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials

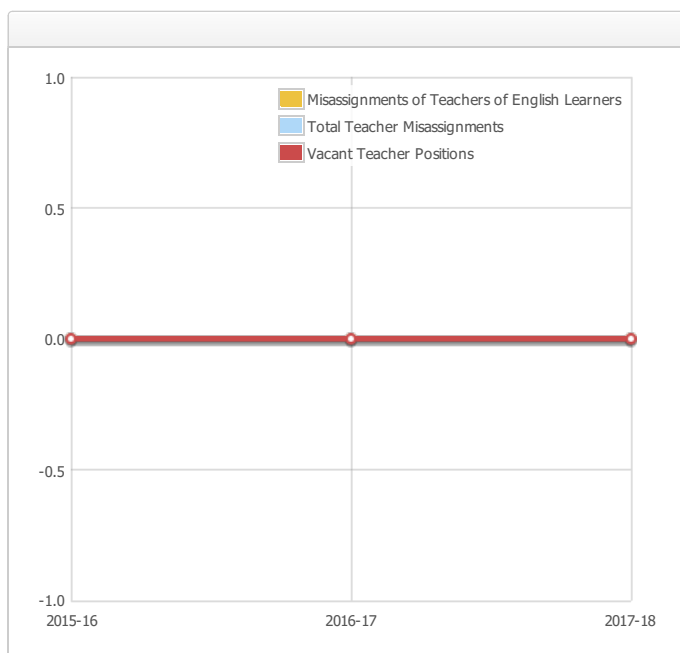
Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	23	29	29	29
Without Full Credential	1	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0



Last updated: 1/22/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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: 1/22/2018

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which the data were collected: January 2018

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.</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: 1/22/2018

School Facility Conditions and Planned Improvements

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.

Last updated: 1/22/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2018

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

Overall Facility Rate

Year and month of the most recent FIT report: January 2018

Overall Rating	Good
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Last updated: 1/22/2018

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 (School Year 2016-17)

Subject	Percentage of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts / Literacy (grades 3-8 and 11)	71%	68%	47%	46%	48%	48%
Mathematics (grades 3-8 and 11)	72%	72%	44%	45%	36%	37%

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: 1/23/2018

CAASPP Test Results in ELA by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	389	374	96.14%	68.45%
Male	209	201	96.17%	62.69%
Female	180	173	96.11%	75.14%
Black or African American	25	25	100.00%	52.00%
American Indian or Alaska Native	--	--	--	
Asian	133	130	97.74%	80.00%
Filipino	--	--	--	
Hispanic or Latino	52	49	94.23%	42.86%
Native Hawaiian or Pacific Islander	--	--	--	
White	155	147	94.84%	70.75%
Two or More Races	13	12	92.31%	66.67%
Socioeconomically Disadvantaged	27	27	100.00%	29.63%
English Learners	61	60	98.36%	46.67%
Students with Disabilities	56	51	91.07%	19.61%
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: 1/23/2018

CAASPP Test Results in Mathematics by Student Group**Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	389	373	95.89%	71.85%
Male	209	201	96.17%	72.64%
Female	180	172	95.56%	70.93%
Black or African American	25	25	100.00%	56.00%
American Indian or Alaska Native	--	--	--	
Asian	133	130	97.74%	83.08%
Filipino	--	--	--	
Hispanic or Latino	52	49	94.23%	48.98%
Native Hawaiian or Pacific Islander	--	--	--	
White	155	145	93.55%	72.41%
Two or More Races	13	13	100.00%	69.23%
Socioeconomically Disadvantaged	27	27	100.00%	33.33%
English Learners	61	60	98.36%	60.00%
Students with Disabilities	56	51	91.07%	21.57%
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: 1/23/2018

CAASPP Test Results in Science for All Students**Grades Five, Eight and Ten**

Subject	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	78.0%	76.0%	8.0%	52.0%	56%	54%

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

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

Note: The 2016-17 data are not available. The California Department of Education 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 piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Last updated: 1/19/2018

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 2016-17)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	14.3%	39.3%	39.3%
7	20.0%	30.7%	29.3%

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: 1/19/2018

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite

Opportunities for Parental Involvement (School Year 2017-18)

Parent participation at Discovery Charter Schools is vital to the success of a program based on small group developmental instruction. Such a program's effectiveness is dependent on the commitment of every family to the philosophy of the school and the integrity of the parent participation commitment. Specialized school programs are a choice.

Each family makes a decision to enroll their child based on an understanding and belief in the philosophy of the school and careful consideration of the family commitment required to successfully implement the Discovery program. Each family is asked to complete a commitment form, which specifies how the family will contribute to the success of the program.

Parents represent a wealth of skills, interests, talents, and resources that add to the breadth and depth of students' learning. Discovery has created a culture of parent involvement with high expectations of our students' families, just as we want them to hold the school's professional staff to the highest expectations. We believe this formula of high expectations of all members of the learning community is crucial to the success of each student entrusted to our school.

The benefits of parent participation are numerous. Parents working side-by-side with teachers fosters mutual understanding and respect, which leads to more positive home-to-school relationships. Teachers act as role models in every aspect of teaching.

Children see their parents at school, aiding in the classroom, at lunch, on field trips, and on the playground, and without a word being spoken they know that being at school is a valuable place to be. The effect is like a pebble dropped in water, the ripples spread out indefinitely.

State Priority: Pupil Engagement

Last updated: 1/23/2018

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

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

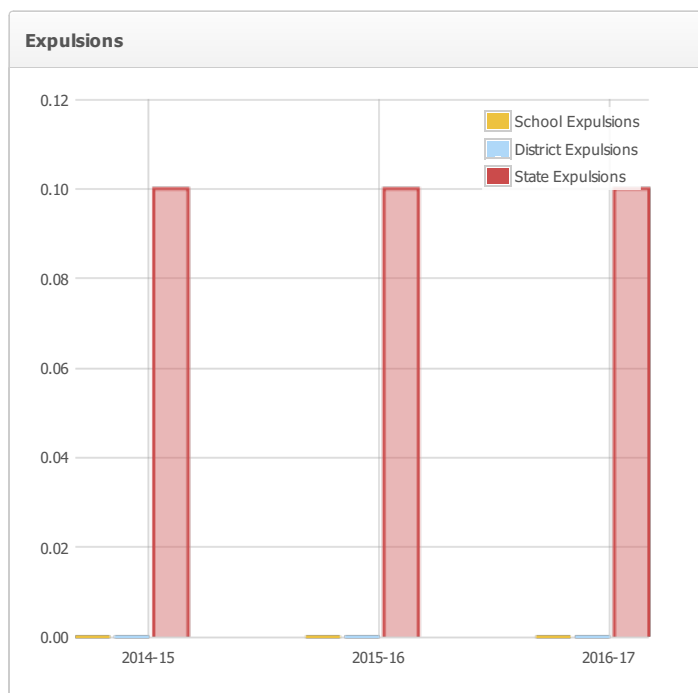
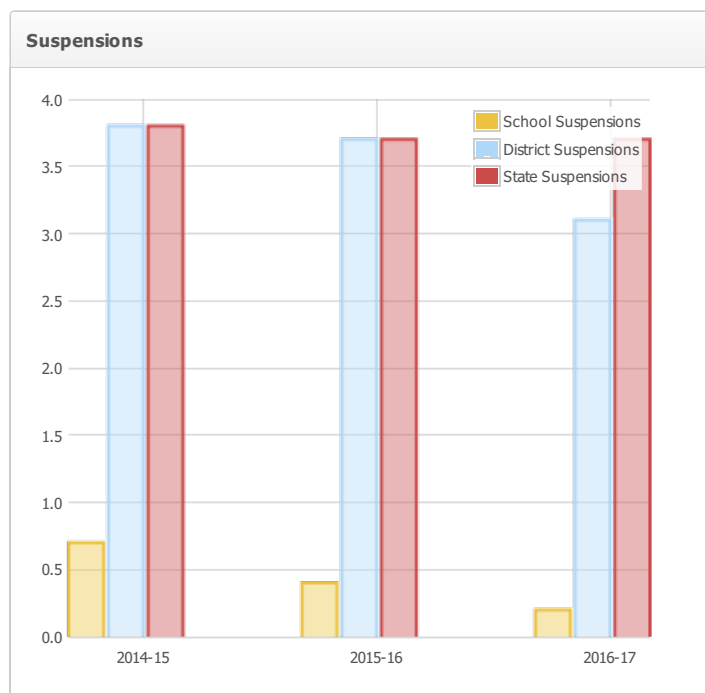
State Priority: School Climate

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	0.7%	0.4%	0.2%	3.8%	3.7%	3.1%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



Last updated: 1/22/2018

School Safety Plan (School Year 2017-18)

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 2017. 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: 1/23/2018

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	47.4%

Last updated: 1/22/2018

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15			2015-16			2016-17					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	22.0	0	3	0	22.0	0	3	0	22.0	0	3	0
1	22.0	0	3	0	22.0	0	3	0	22.0	0	3	0
2	22.0	0	3	0	22.0	0	3	0	22.0	0	3	0
3	22.0	0	3	0	22.0	0	3	0	22.0	0	3	0
4	28.0	0	2	0	28.0	0	2	0	28.0	0	2	0
5	28.0	0	2	0	28.0	0	2	0	28.0	0	2	0
6	27.0	0	3	0	26.0	0	3	0	27.0	0	3	0
Other	0.0	0	0	0			0	0	0.0	0	0	0

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

Last updated: 1/22/2018

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	25.0	0	6	0	25.0	0	6	0	25.0	0	6	0
Mathematics	23.0	0	6	0	25.0	0	6	0	25.0	0	6	0
Science	25.0	0	6	0	25.0	0	6	0	25.0	0	6	0
Social Science	25.0	0	6	0	25.0	0	6	0	25.0	0	6	0

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

Last updated: 1/22/2018

Academic Counselors and Other Support Staff (School Year 2016-17)

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)	1.8	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)	2.0	N/A
Other		N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Last updated: 1/22/2018

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9868.0	\$1083.0	\$8785.0	\$64328.0
District	N/A	N/A	\$0.0	\$0.0
Percent Difference – School Site and District	N/A	N/A	200.0%	200.0%
State	N/A	N/A	\$6574.0	\$69964.0
Percent Difference – School Site and State	N/A	N/A	28.8%	200.0%

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

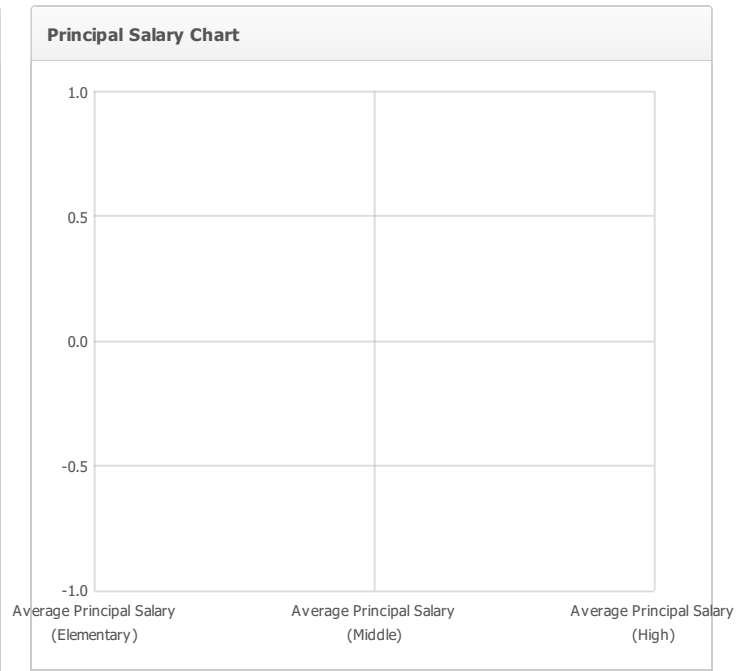
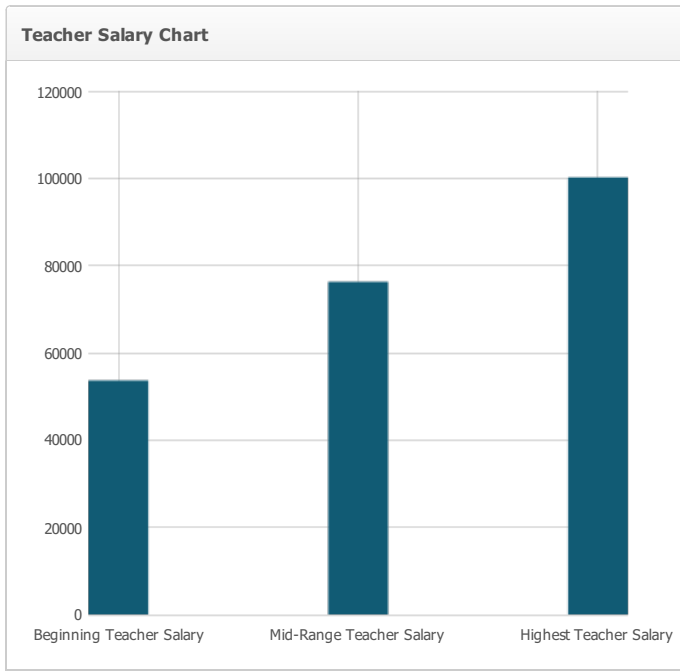
Last updated: 1/22/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$53,656	\$45,374

Mid-Range Teacher Salary	\$76,270	\$67,188
Highest Teacher Salary	\$100,198	\$91,637
Average Principal Salary (Elementary)	\$	\$102,366
Average Principal Salary (Middle)	\$	\$107,289
Average Principal Salary (High)	\$	\$123,947
Superintendent Salary	\$	\$132,751
Percent of Budget for Teacher Salaries	0.0%	28.0%
Percent of Budget for Administrative Salaries	0.0%	6.0%

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



Last updated: 1/22/2018

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 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.

2015-2016, staff members are provided with a budget to pursue professional development of their choosing and bring what they learned to the teaching staff. Offered by Harvard-Making Learning Visible: The Power of Group Learning and Documentation in Classrooms and Communities. Exploration of technology use and its effect on developing minds. Extensive TERC training for K-5 teachers implementing new math curriculum. Review of the Special Education Model for K-5 and middle school.

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 Novarre Training and Implementation, The Outdoor Classroom, CAASPP Results and Next Steps, English Language Learners-Learning Differences and the Differentiated Classroom.

Last updated: 1/23/2018