

Renewal Charter Petition



Discovery Charter Schools

Education Outside the Box



Discovery Charter School

4021 Teale Ave.

San Jose, CA 95117

Submitted to the Santa Clara County Board of Education on February 8, 2019
For the term July 1, 2019 through June 30, 2024

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Superintendent Dr. Mary Ann Dewan
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131

Dear Superintendent Dewan,

Discovery is requesting to renew its charter, first approved by the Santa Clara County Board of Education in 2006, following denial by the Moreland School District. The charter was successfully renewed in 2009 and 2014.

Our student population has grown considerably since we opened with a little more than 300 students twelve years ago. We now serve 568 students in grades K through eighth, and this year we received 823 applications across all grades. Parent demand for our program continues to remain steady.

Our program has also grown. Five years ago, we added our second campus, Discovery Charter School II. We continue to develop the whole student approach to teaching across all grades, including a focus on formative assessments and the Common Core Standards.

We look forward to working with you, your staff, and the Santa Clara County Board of Education in implementing this charter renewal.

Sincerely,

Debby Perry
Superintendent/ Executive Director
Discovery Charter Schools
4021 Teale Avenue
San Jose, CA 95117
(408) 243-9800

I. CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS

In 1992 the California Legislature enacted the Charter Schools Act of 1992. Section 47601 of the California Education Code states that:

It is the intent of the Legislature, in enacting this part, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

- (a) Improve pupil learning.
- (b) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
- (c) Encourage the use of different and innovative teaching methods.
- (d) Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
- (e) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.
- (f) Hold the schools established under this part accountable for meeting measurable pupil outcomes, and provide the schools with a method to change from rule-based to performance-based accountability systems.
- (g) Provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

The Charter Schools Act (or “the Act”) (Education Code Sections 47600 et seq.) requires each charter school to have a “charter” that outlines the mandatory items of the Act. The following provisions of this charter coincide with the requirements of a charter petition as required by Section 47605 of the Act.

II. AFFIRMATIONS AND DECLARATION

Discovery Charter School (“Discovery” or the “Charter School”), a California public charter school located within the boundaries of the Moreland School District (“Moreland” or “District”) and authorized by the Santa Clara County Board of Education (“County”), will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- Discovery Charter School declares that it shall be deemed the exclusive public school employer of the employees of the Charter School for purposes of the Educational Employment Relations Act, Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code including immigration status or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities, including but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to the location of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").

- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Ralph M. Brown Act. (See Attachment 1: Compliance with the Brown Act and the Public Records Act.)
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- To the extent the Charter School provides independent study programs, the Charter School shall comply with Education Code Section 51745 et seq. and all implementing regulations.

Debby Perry, Superintendent/Executive Director
Lead Petitioner

Date: _____

III. INTRODUCTION

School Founding

Discovery was first approved by the Santa Clara County Board of Education in 2006, after denial by the Moreland School District, and was renewed in 2009, and 2014. Our project based learning, whole child approach continues to resonate with families, with over 800 children applying each year.

Term of Charter Renewal

Discovery requests a charter renewal pursuant to Education Code Section 47607 for a term of five years from July 1, 2019 through June 30, 2024.

Students to Be Served

On approval of the charter petition by the Santa Clara County Board of Education, the Petitioners will continue to offer instruction for grades K-8. Students at Discovery attend school 180 days per year and attend for more than the required minutes. See: Attachment 30 Schedule of Instructional Time.

Notification upon approval

Upon approval of the charter petition, the County will provide a written notice of the approval and a copy of this document to the Superintendent of Public Instruction and the State Board of Education.

Facilities

Discovery is currently located at 4021 Teale Avenue, San Jose, CA 95117, within the boundaries of the Moreland School District in Santa Clara County. The Petitioners acknowledge that any additional sites will require a request for a material revision to the charter, notification of affected districts, if applicable, and approval by the County Board at a public meeting.

Leadership Team

The leadership team is comprised of teacher representatives from all grade levels and classified staff. The leadership team has been formed to facilitate shared governance and to serve as an advisory body to the Director, represent staff interests and employee relations, provide input to the school budget, and facilitate the execution of the Local Control and Accountability Plan (“LCAP”) for the school. For more information refer to Attachment 4: Leadership Team.

***Notes:**

- Throughout the charter, in order to avoid awkward grammatical constructions, the use of grammatically masculine singular words such as “he,” “his,” “him,” and “himself” are used in the generic sense and include both male and female.
- Throughout this document, the charter school will be referred to as “Discovery”. We will use the term “Discovery Charter Schools” when referring to all of the Discovery campuses.

IV. BACKGROUND

A central goal of Discovery Charter Schools is to build a vibrant learning community. We have created and we support a culture of parental empowerment and “ownership” of the school, of cooperation and regular communication between home and school, and of daily integration of a deep level of parent involvement in our program and the delivery of curricula. Parent education is a key to our success. Each parent who is new to our program receives training in Positive Discipline, the most widely used parenting program in the world that was created by Dr. Jane Nelsen. In addition to this training, parents receive ongoing training in classroom strategies for programs like Readers Workshop and Writers Workshop, training which helps focus on consistent offerings through all classrooms. These programs not only enable the parents to be effective classroom aides but also aid the parents as they work with their own children at home.

Our academic program involves frequent use of Project and Problem Based Learning, student choice regarding what and how they learn, and teachers who have the flexibility to adapt curricula to the interests and needs of individual students, groups, or their entire class.

Our program views a child as capable of driving his own learning with teachers who are trained to recognize and implement the “emergent curriculum” that grows from strong personal connections with each student and close attention to that student’s ideas and many ways of expressing questions about the world. Careful assessment and documentation is critical to the success of this program. One of the tools our teachers use to accomplish this is the “Novare” electronic assessment and portfolio system.

Discovery provides a strong academic program for all students and an early intervention program for students struggling with foundational skills in math and reading. Using a Response to Intervention (“RTI”) model of identification and remediation, we assess students who score below expected age and grade level norms or who have been identified as struggling by their parents or teachers. Struggling readers are given the Comprehensive Test of Phonological Processing (“CTOPP”) to assess their phonemic awareness skills. Lack of phonemic awareness is the most common cause of reading difficulties or dyslexia. Identified students are given intensive 1:1 tutoring with trained parents and community volunteers using the Barton Reading and Spelling System.

In math we provide a similar system of early identification and remediation in small groups. Developing number sense and basic computational skills is the focus of our interventions in math, and we use a variety of programs depending on the needs of the students, including Technical Education Research Center (“TERC”) Investigations, Singapore Math, Holt Math, College Preparatory Math (“CPM”), Greg Tang Math, Marcy Cook materials, and teacher-made lessons.

Our program for English Learners (“EL”) involves immersion in language based classrooms and individual and small group sessions with trained parent tutors. The instructional strategies that we use require the use of language as opposed to workbooks and worksheets.

These intervention programs are all successful examples of using trained parent volunteers to help provide intensive, personalized interventions for students under their teacher's direction. Again, training parents is the key to their success, and we provide intensive instruction for parents who wish to provide academic interventions. For example, Barton tutors attend a full day of training before beginning and then receive two or more additional trainings, coaching while tutoring, and additional video tutoring as they proceed with their student. Many parents of struggling students receive the training so that they can tutor their own children at home after school hours, so that their children don't have to miss any instructional time during the school day.

Our special education program has been very successful and accounts for why many families with special needs students enroll in Discovery. For the 2018-2019 school year, students with Individualized Education Programs ("IEP") made up 13% of our student population, and we anticipate that this percentage will continue to increase. We utilize a "Learning Center" model that provides integrated services to identified students. Our resource specialist, occupational therapist, speech and language pathologist, psychologist, a counselor, and specialized aides all work together to deliver services that address the total needs of the child. This comprehensive "whole child" approach is much different than the pull out, isolated services that most students receive.

Many families in San Jose and Santa Clara County are looking for a parent partnership school, but many are unable to enroll their children due to a lack of space. For the 2017-18 school year, Discovery had 800 applications for 83 openings.

In order to address the racial and ethnic balance disparity between Discovery and the Moreland School District, in particular our low percentage of Hispanic and low-socioeconomic status ("SES") students, we have revised our lottery policy. This revision will create a lottery admission preference for those who attend or reside in the boundaries of the elementary school where Discovery's schoolsite is located, as well as add a category for low-SES students. We have established a Diversity Task Force to identify address systemic issues that may be adversely affecting enrollment opportunities.

At Discovery, we have a proven record of success. Our California Board of Education ("CDE") California School "Dashboard" scores are in the green or blue range, and we have received accolades from County Office administrators who have been assigned to review our program for compliance with state regulations and the Memorandum of Understanding ("MOU") with the County. Our special education program has been called "the most inclusive of all the charter schools in Santa Clara County" by the previous County Director of Special Education. We have developed a successful, comprehensive, school-wide program that stands to benefit many children and families in Santa Clara County.

V. CHARTER RENEWAL

SUCSESSES AND ACCOMPLISHMENTS OF THE PRIOR CHARTER TERM: 2014-2019

- ★ We practice a shared leadership model with our staff being part of the decision making process for all instructional decisions.
- ★ The staff developed a school-wide assessment system using Novare, an electronic portfolio.
- ★ Our parents are actively engaged in our instructional program each day and also provide parent education to the entire school community, including the Positive Discipline parenting program.
- ★ We implemented our own after school care program, including an extensive offering of after school classes.
- ★ We have a growing population of special education students.
- ★ Discovery's Board of Directors consists of individuals with association to one or both school campuses.
- ★ Teaching and Administrative staff collaboration has increased between schools.
- ★ A diversity task force was established to pursue ways to increase diversity and community inclusion.
- ★ We have increased our Hispanic student population by 19.5%.
- ★ We have increased our Black or African American student population by 69%.
- ★ Students participate and place high in state Math, Geography and Tech competitions.
- ★ Fifth through Eighth grades competed in Student Spaceflight Experiment Programs ("SSEP") Space program sending an experiment to the International Space Station ("ISS"). Students in grades K-5 competed in a patch design contest, with two student chosen patches sent to the ISS.
- ★ All sixth through eighth grade students are provided Chromebooks for their academic needs.
- ★ All students in grades K through 5 have Chromebooks in their classrooms.
- ★ Maker Space created on site with access to all students.
- ★ All students participated in our annual schoolwide field trip to the Maker Faire.
- ★ Parents have the opportunity to attend Parent Academy in classroom and schoolwide trainings.
- ★ Nearly 90% of our parents participate in our Annual Fund Drive
- ★ Community events such as the Fall Festival, school picnics, dinners, Family Dance, and auction continue to increase in attendance.
- ★ Student voice is evident in the classroom and around campus.
- ★ Nearly 95% of our parents participate on a weekly basis.
- ★ Discovery celebrated ten years as a Charter School.
- ★ Discovery continues to maintain a strong teaching staff with low turnover rate.
- ★ Discovery offers strong offering of Parent Education classes.
- ★ Successfully opened our second school – Discovery Charter School II.
- ★ Our alumni return each year to discuss their high school success with middle school parents.
- ★ Negotiated a ten-year facility MOU with Moreland School District for 2019 – 2029.
- ★ Successfully completed 13 years of outside audits with no findings.

- ★ Students placed in local and state competitions including AMC8 math competition, Math Kangaroo, Tech Challenge, and The National Geo Bee.
- ★ For the past three years, Discovery has successfully held a school-wide musical where all students in grades K-8 participate in the production.
- ★ Students continue to participate in up to ten field trips per year, with overnight trips beginning in grade 4.
- ★ Brought the Anne Frank exhibit to Discovery with student docents.

FUTURE PLANS FOR NEXT CHARTER TERM

Through multi-pronged assessment, Discovery will strive to ensure our stakeholders (students, teachers, parents, staff and board) receive an experience that meets guidelines defined in the Discovery Charter Schools experience document. The Discovery Charter Schools Experience document identifies stakeholder levels (students, parents, teachers, classes, board members and administrators, and school) and essential elements of their participatory experience at any Discovery campus (See Attachment 29: Discovery Experience). Through multi-pronged assessment, Discovery will regularly measure and reflect upon the application of this organizational standard.

1. DCS shall ensure that the Discovery philosophy of child-centered education is applied in every classroom.
 2. DCS shall ensure that assessments in all classes shall be student-centered, portfolio based, and shall include student generated criteria.
 3. DCS will develop a comprehensive professional development plan that encourages and supports Discovery staff in practicing student-centered education in all classrooms.
- Continue diversity and inclusion development and outreach
 - Explore outreach of parenting and educational lectures for surrounding community (in both English and Spanish), collaborating with county and non-profit partners.
 - Evaluate facility improvements and updates as needed.
 - Look for additional ways to collaborate between both campuses, and other Charter Schools.
 - Use information from the Dashboard to improve instruction.

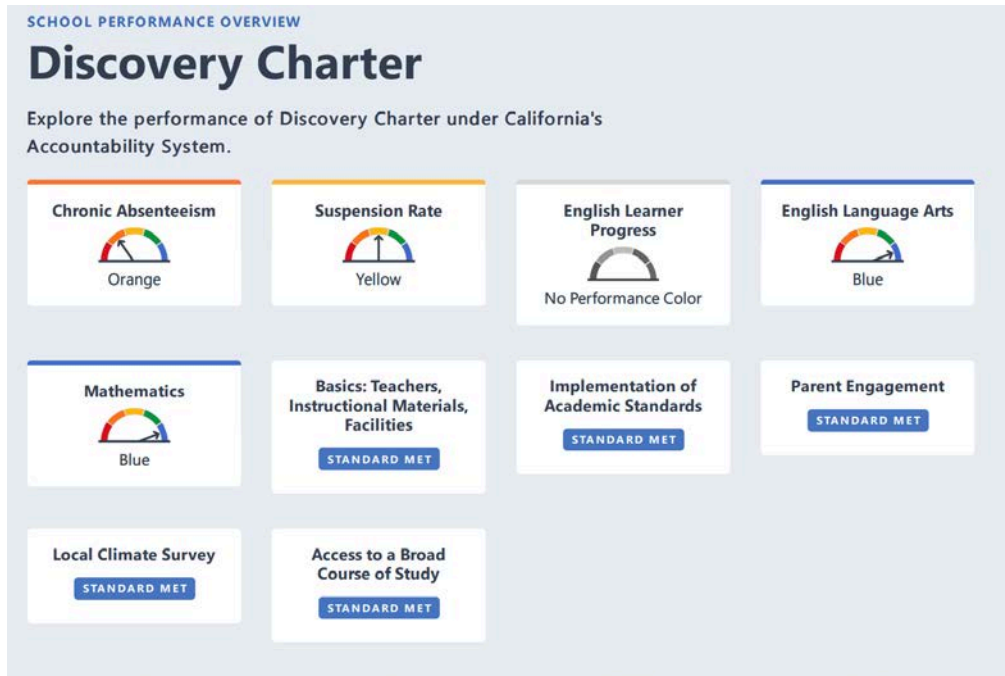
CHARTER RENEWAL CRITERIA

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(b)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
- (5) Has qualified for an alternative accountability system pursuant to Education Code Section 52052.

The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b)(4).



2018 California School Dashboard

Additional Justification for Charter Renewal

Analysis of Charter Renewal Criteria – Student Subgroups

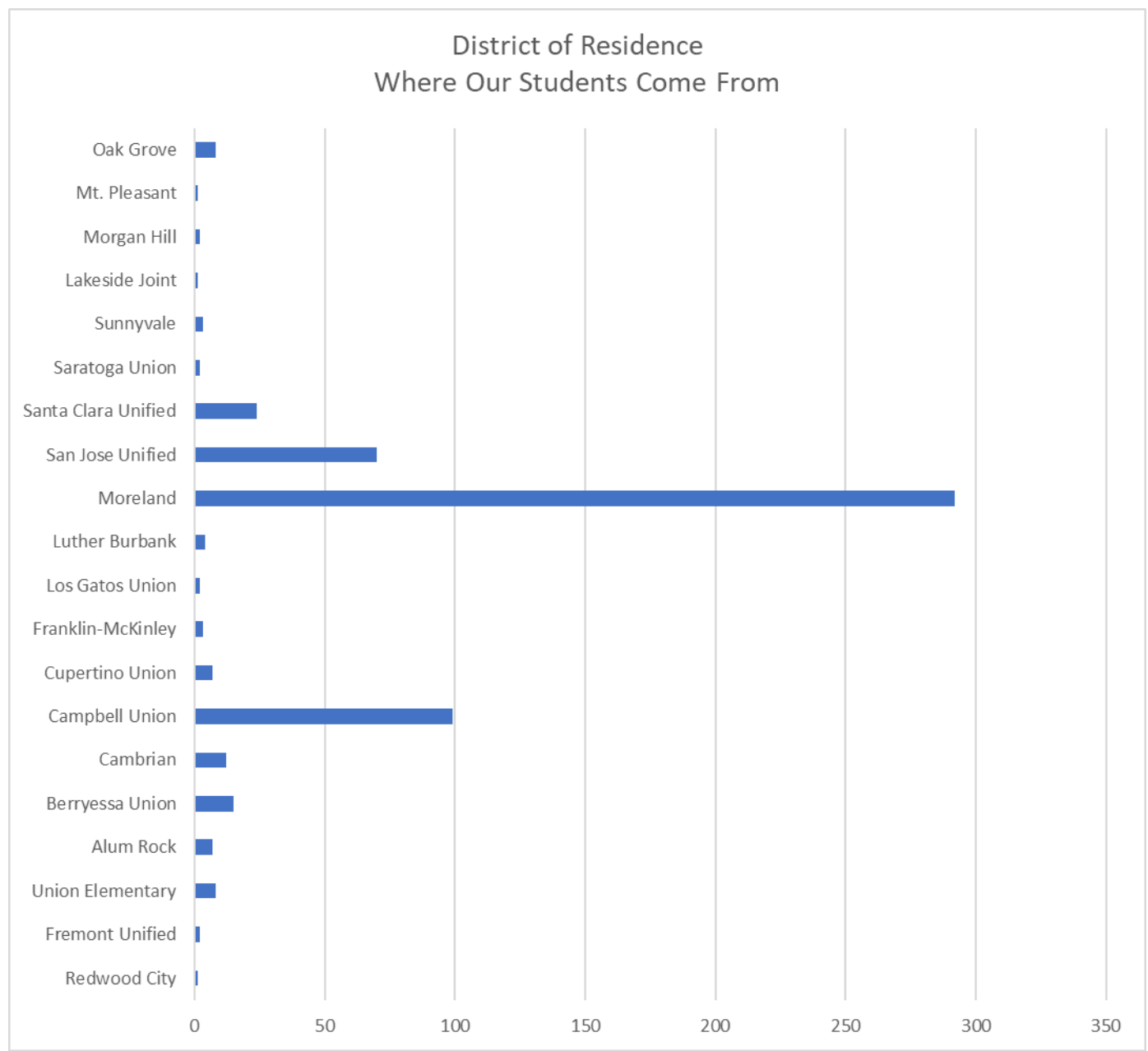
Education Code Section 47607(a)(3) states:

The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as “a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052.” EC §47607(a)(3)(B)) as the most important factor in determining whether to grant a charter renewal.

California Assessment of Student Performance and Progress (“CAASPP”) is the state’s system of mandated and optional assessments. It currently includes three types of mandated tests: Smarter Balanced Assessments, California Alternate Assessments, and California Science Test. The Smarter Balanced Assessments are in English language arts and mathematics for grades 3 through 8 and 11.

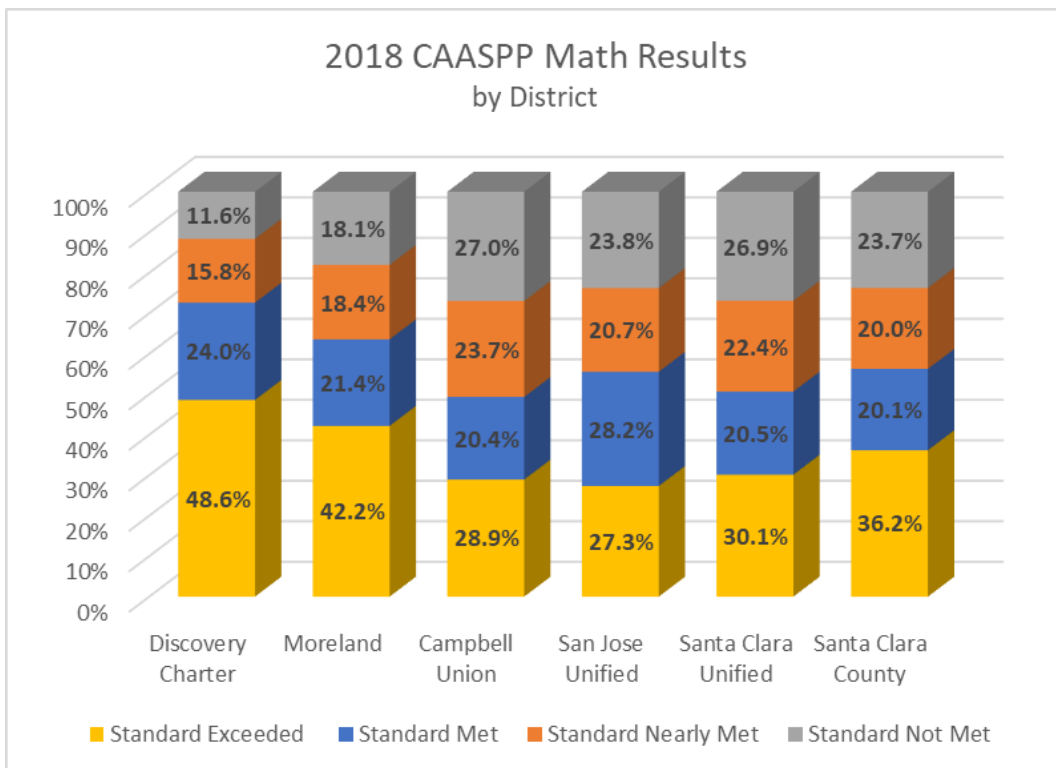
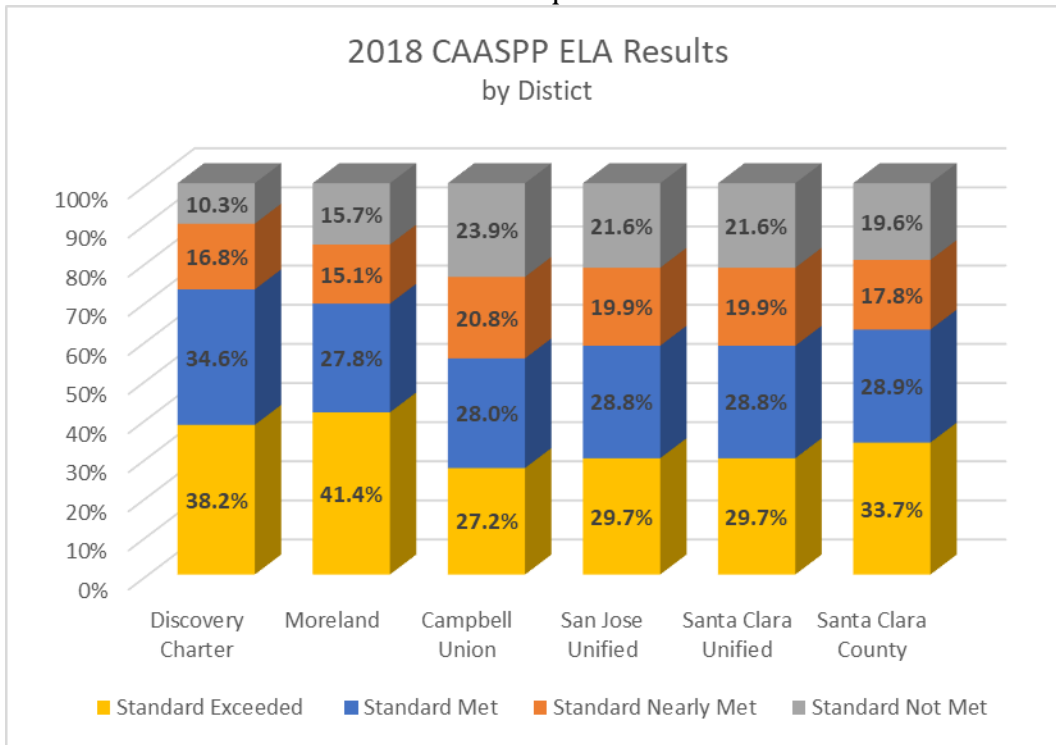
The CAASPP System was established on January 1, 2014. The CAASPP System replaced the Standardized Testing and Reporting (“STAR”) Program, which became inoperative on July 1, 2013.

Discovery students are representatives of twenty different school districts in the county. The majority come from Moreland School District (“Moreland”) followed by Campbell Union School District (“Campbell Union”), San Jose Unified School District (“San Jose Unified”) and Santa Clara Unified School District (“Santa Clara Unified”).

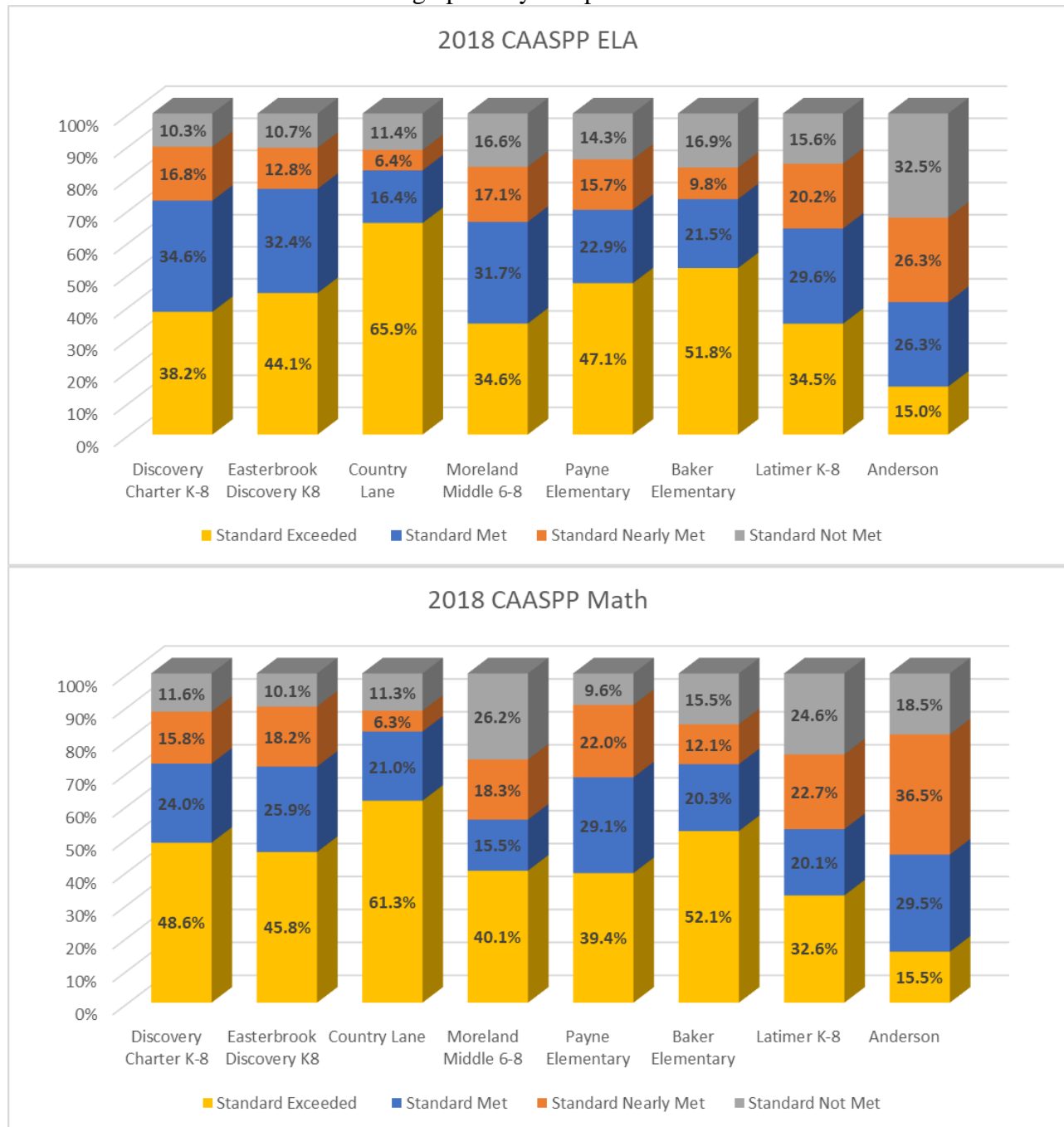


Source: PowerSchool extract, January 2, 2019

In accordance with Education Code Section 47607(b)(4), the academic performance of the Charter School is greater than the academic performance of the public schools that Discovery students would otherwise have been required to attend.

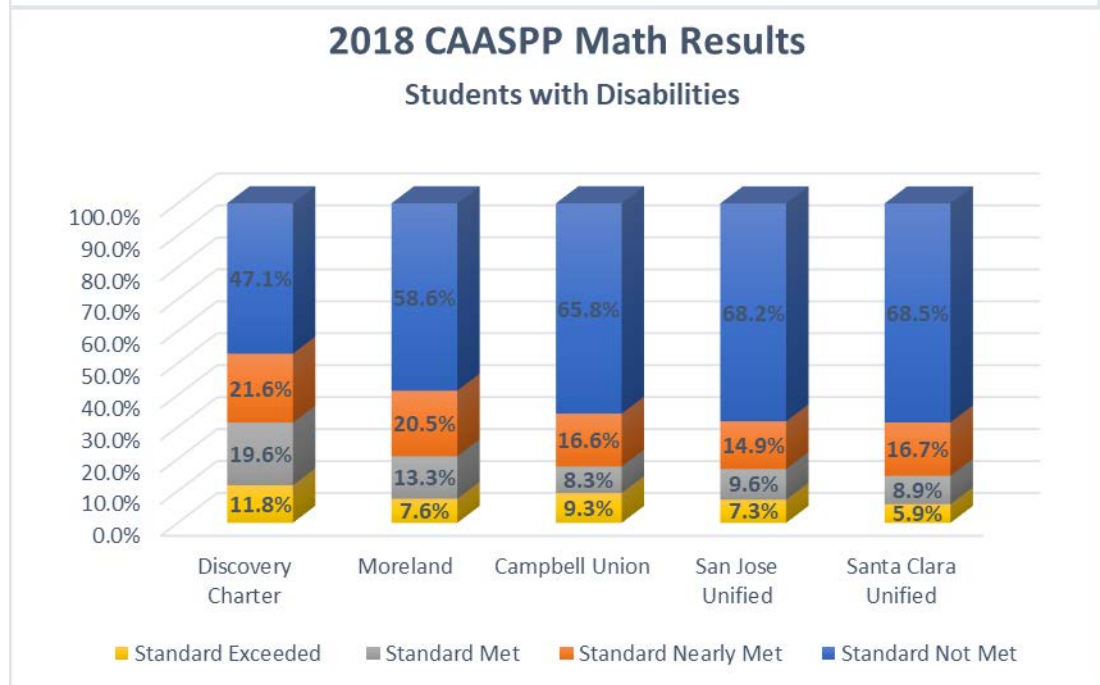
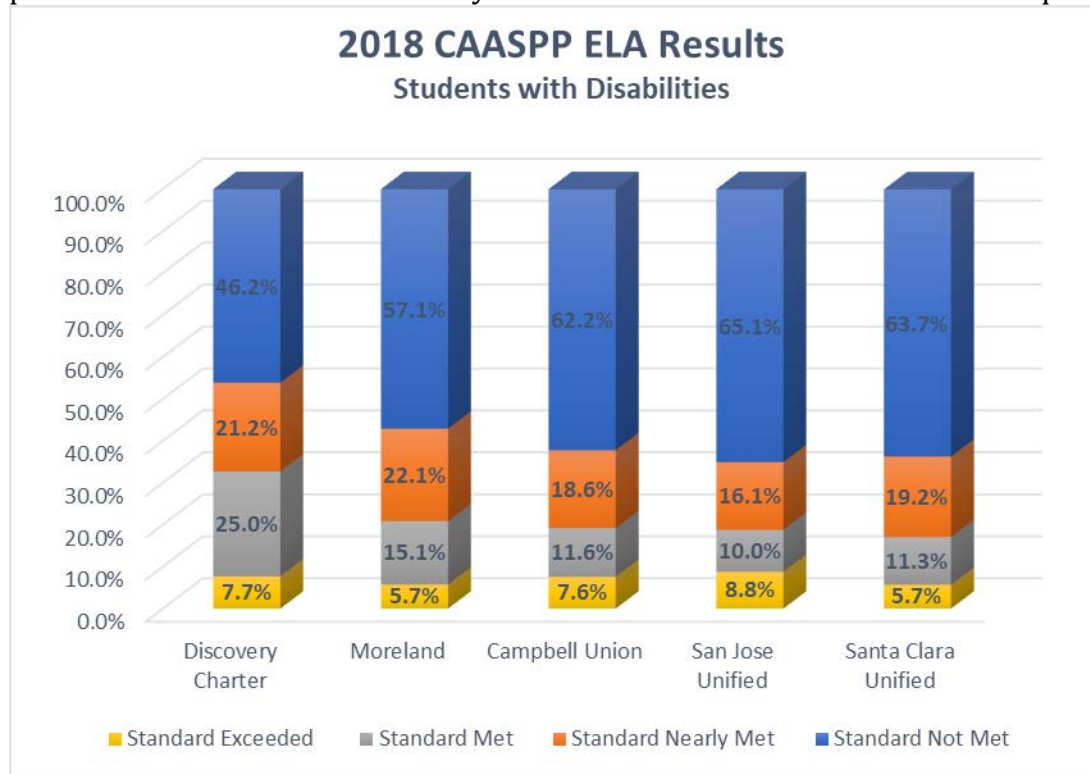


In accordance with Education Code Section 47607(b)(4), the academic performance of the Charter School is commensurate to the academic performance of the public schools that are demographically comparable to Discovery. In this case Discovery Charter School resides within the Moreland School District and is demographically comparable to those schools.

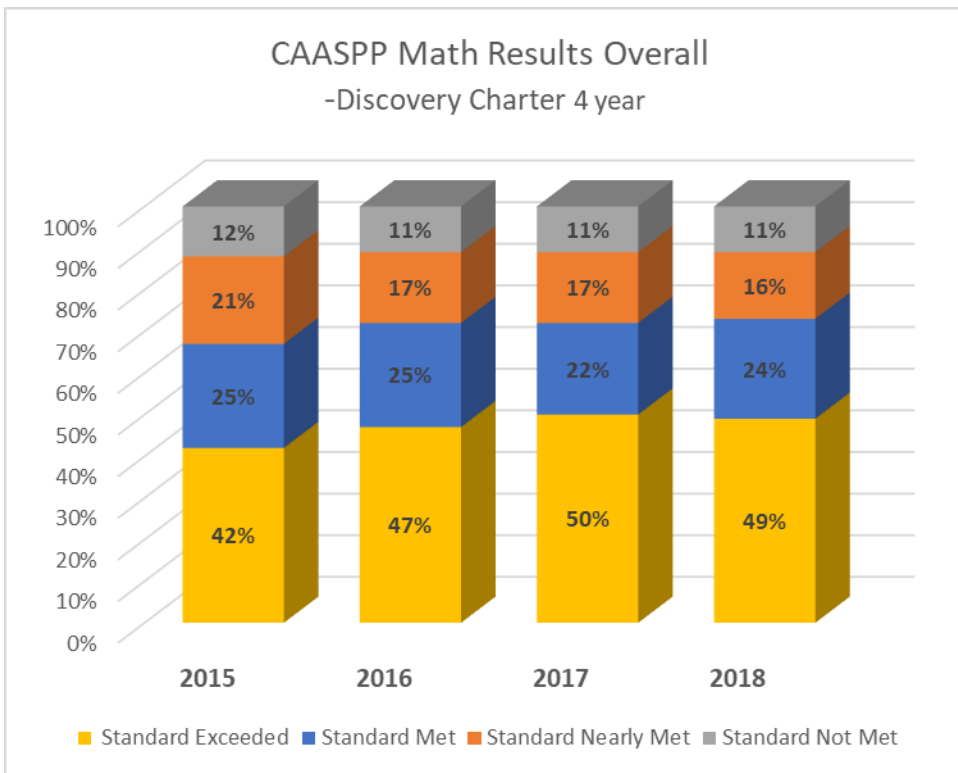
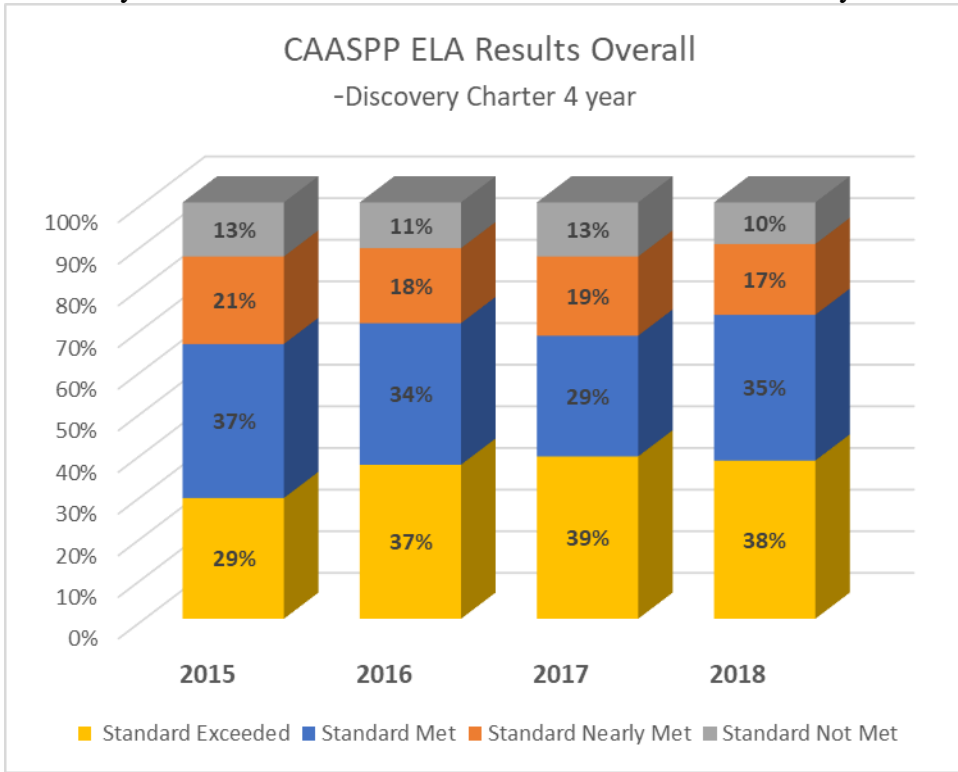


Source: <https://caaspp.cde.ca.gov>

Students with Disabilities 2018 CAASPP ELA results by district. The academic performance of students with disabilities at the Charter School is greater than the academic performance of the public schools that these Discovery students would otherwise have been required to attend.



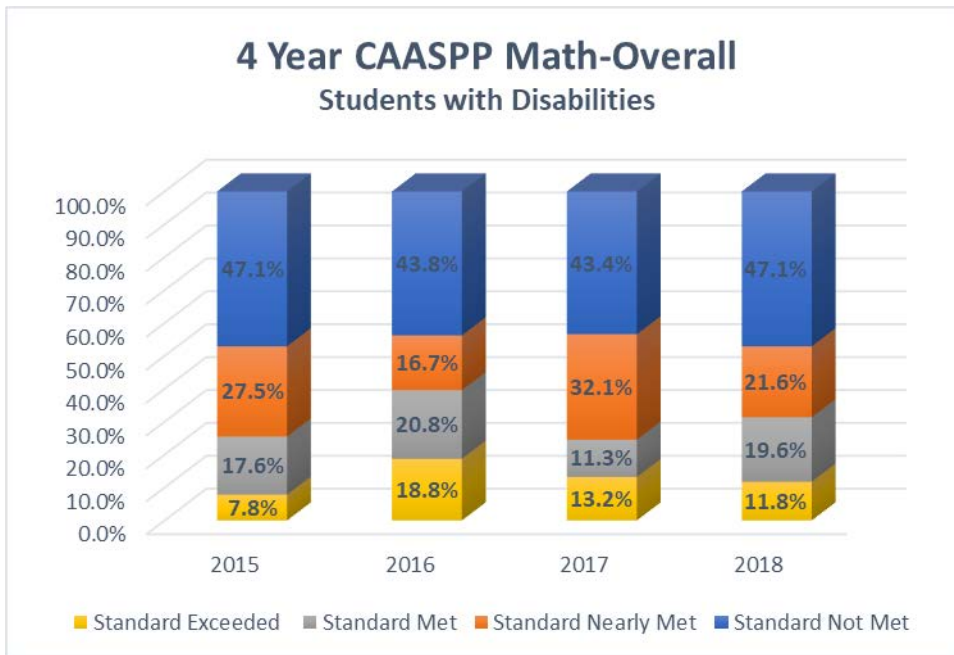
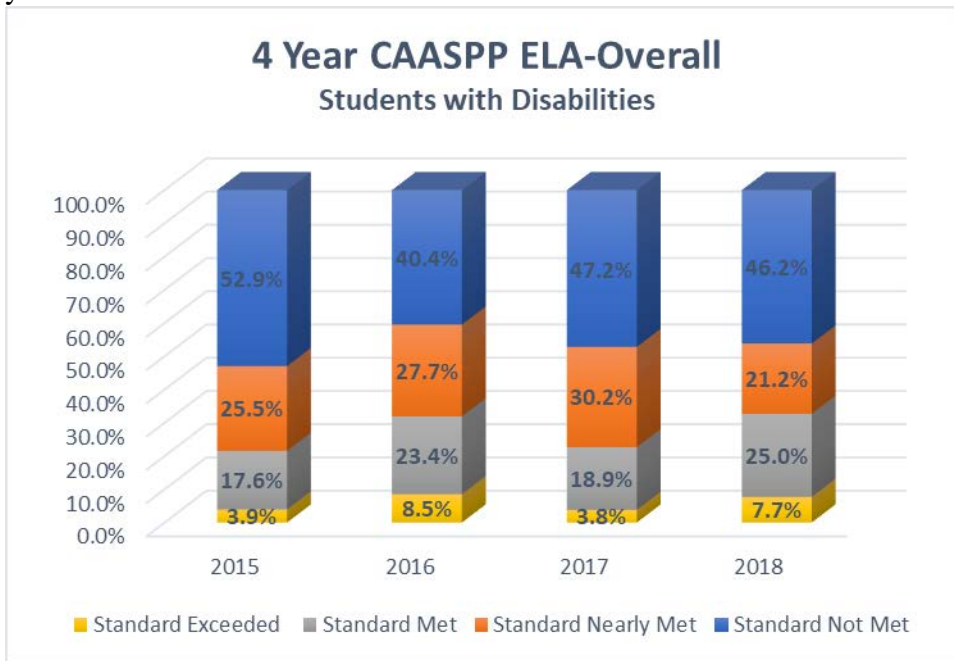
Discovery Charter School ELA and Math CAASPP Overall four year results.



Number of Discovery students with disabilities in grades 3 to 8, by year

2018	2017	2016	2015
52	53	49	52

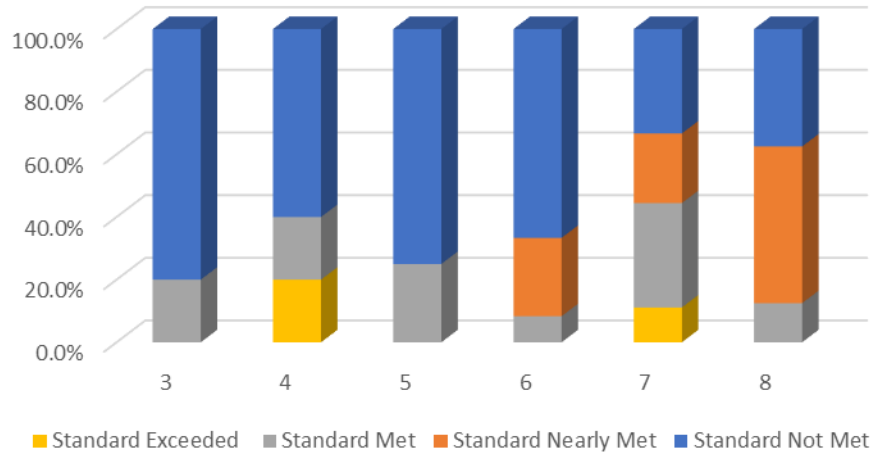
This chart reflects the performance of Discovery students with disabilities on the CAASPP test over 4 years.



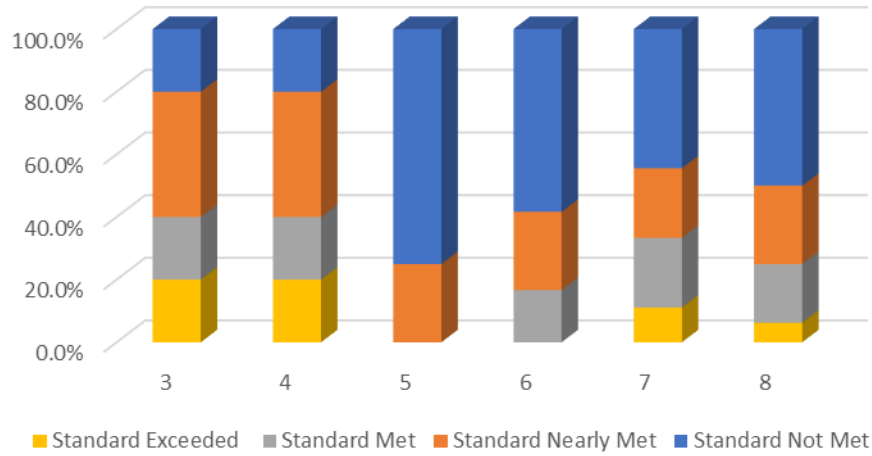
4 Year CAASPP ELA-Overall # of Disabilities by Designation



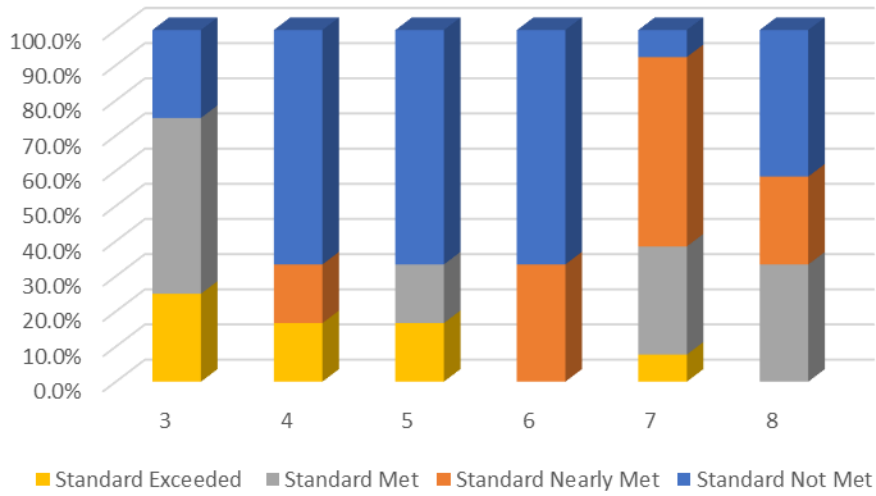
2015 CAASPP ELA Results-by grade
51 Students with Disabilities



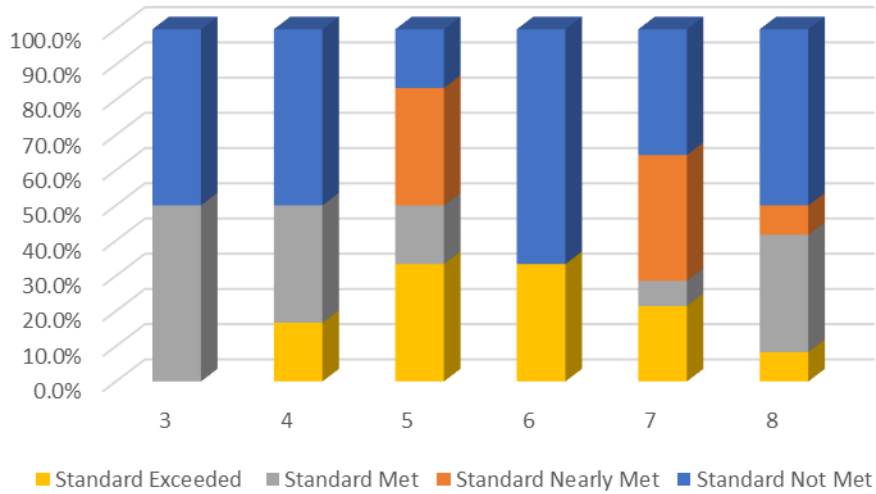
2015 CAASPP Math Results-by grade
51 Students with Disabilities



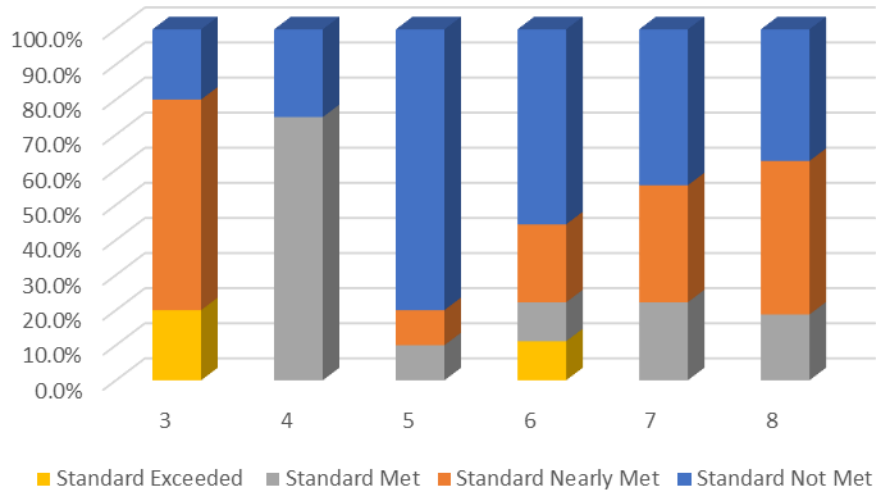
2016 CAASPP ELA Results-by grade
47 Students with Disabilities



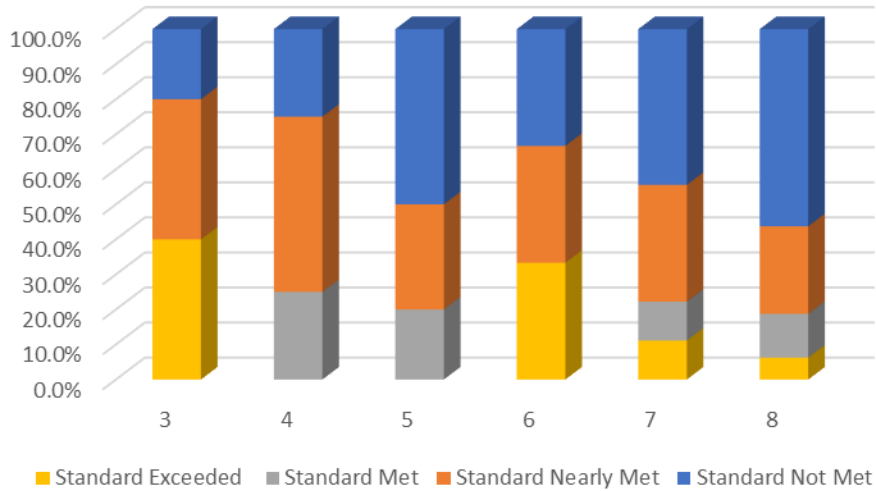
2016 CAASPP Math Results-by grade
48 Students with Disabilities



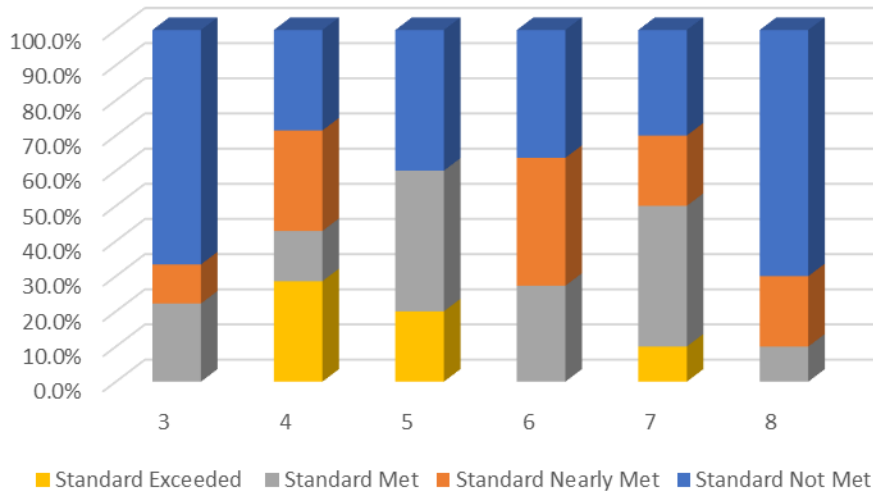
2017 CAASPP ELA Results-by grade
53 Students with Disabilities



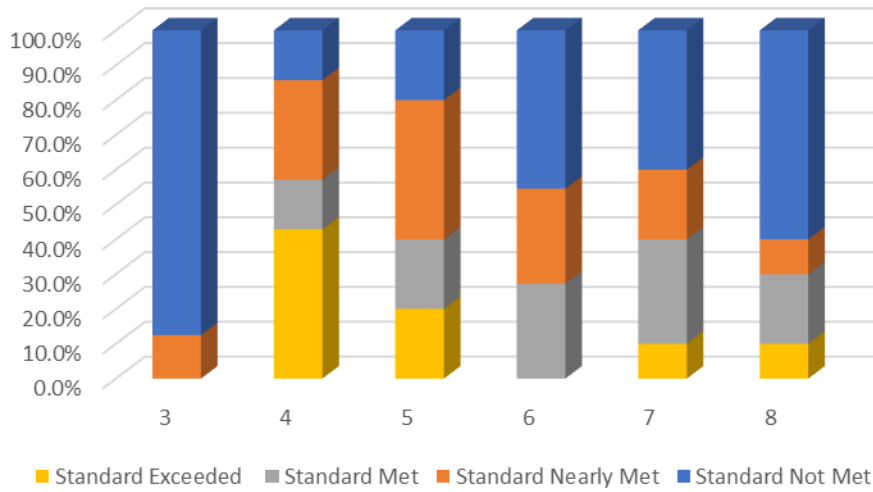
2017 CAASPP Math Results-by grade
53 Students with Disabilities



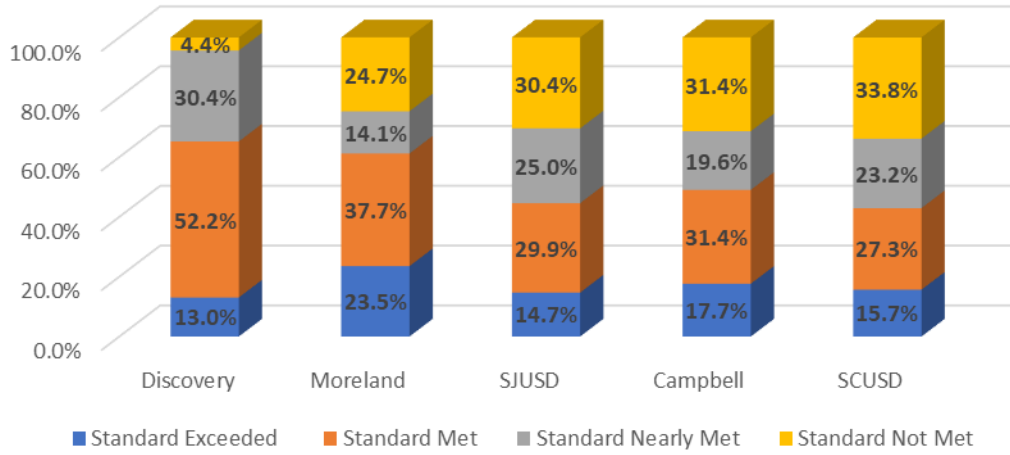
2018 CAASPP ELA Results-by grade
52 Students with Disabilities



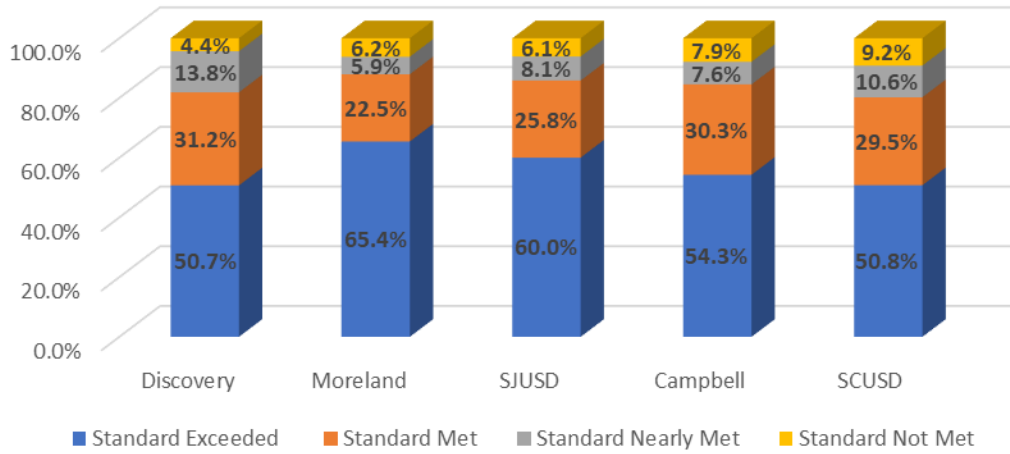
2018 CAASPP Math Results-by grade
51 Students with Disabilities



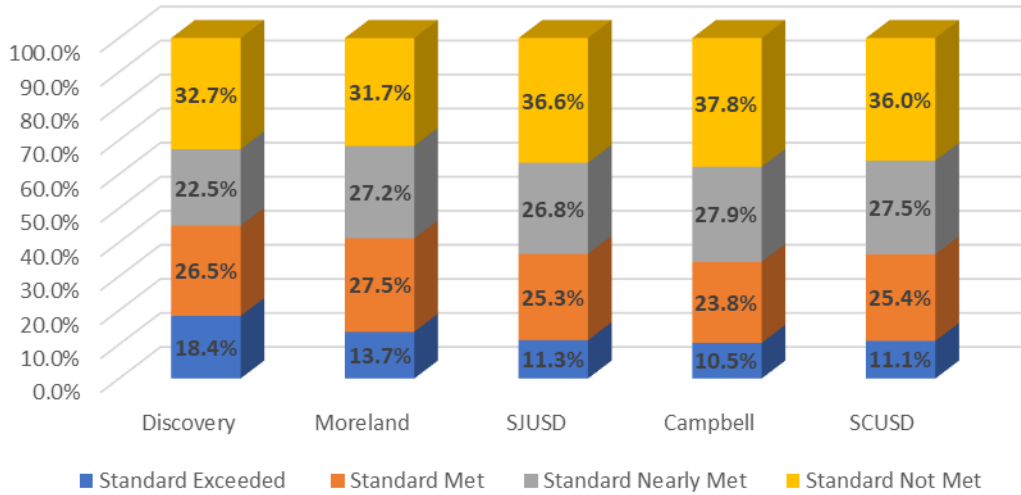
2018 CAASPP ELA Results by District, by Ethnicity -Black or African American



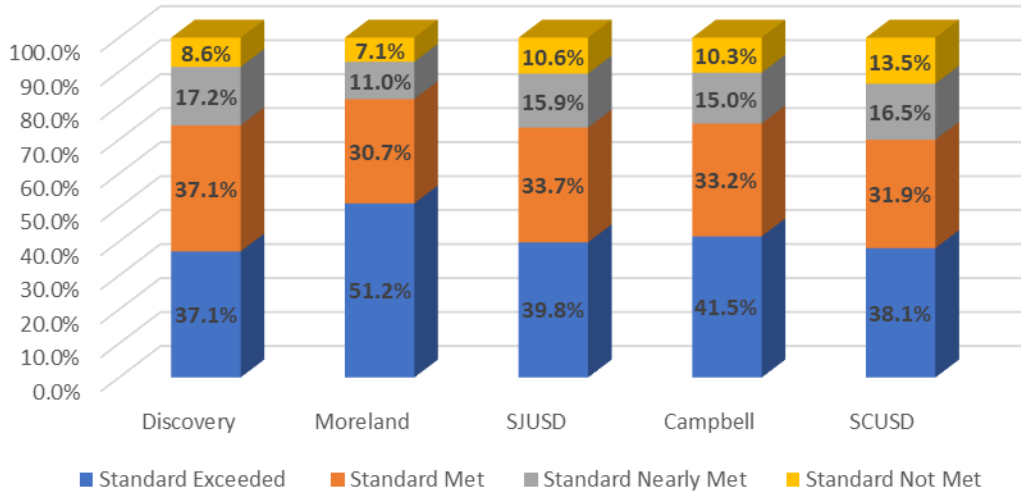
2018 CAASPP Math Results by District, by Ethnicity -Asian



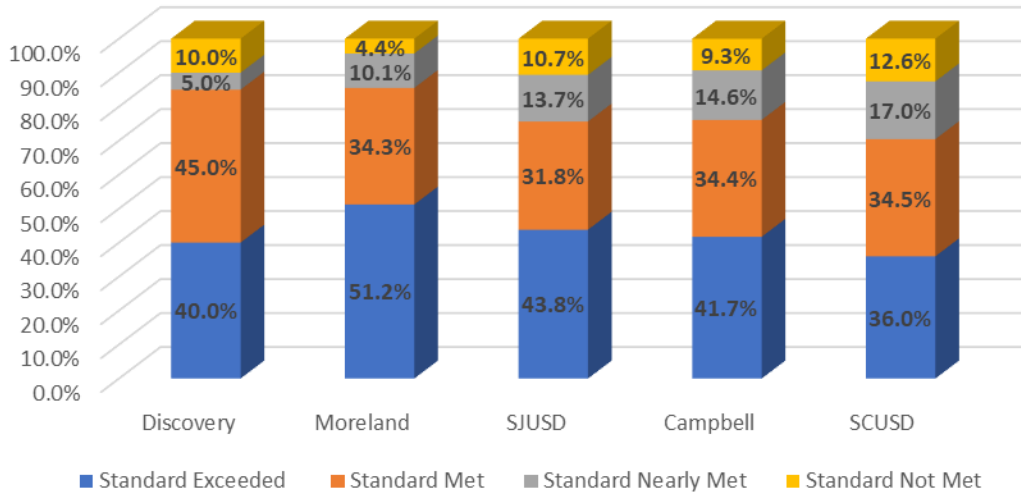
2018 CAASPP ELA Results by District by Ethnicity -Hispanic or Latino



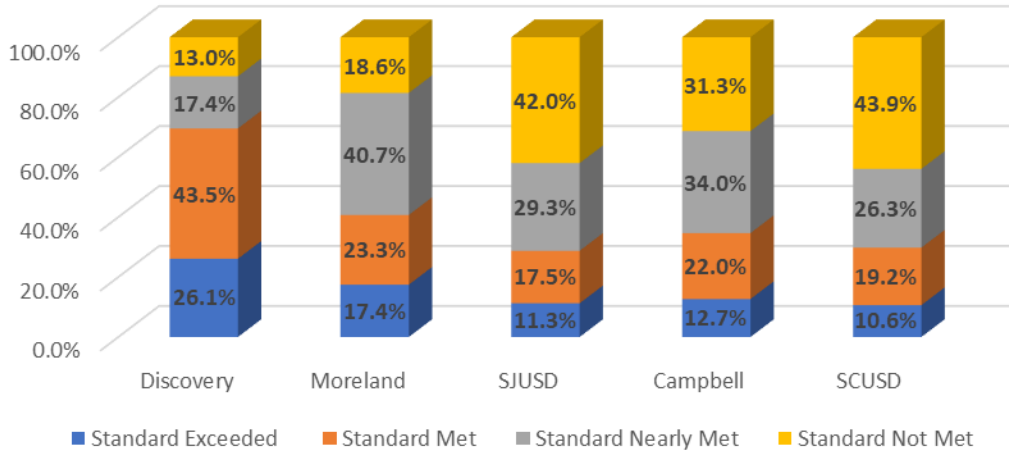
2018 CAASPP ELA Results by District, by Ethnicity -White



2018 CAASPP ELA Results by District, by Ethnicity -Two or more Races

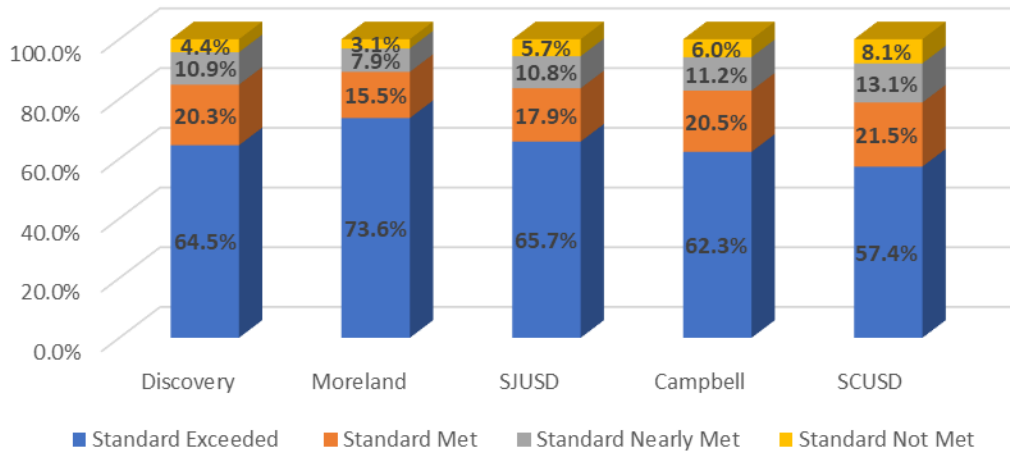


2018 CAASPP Math Results by District, by Ethnicity -Black or African American



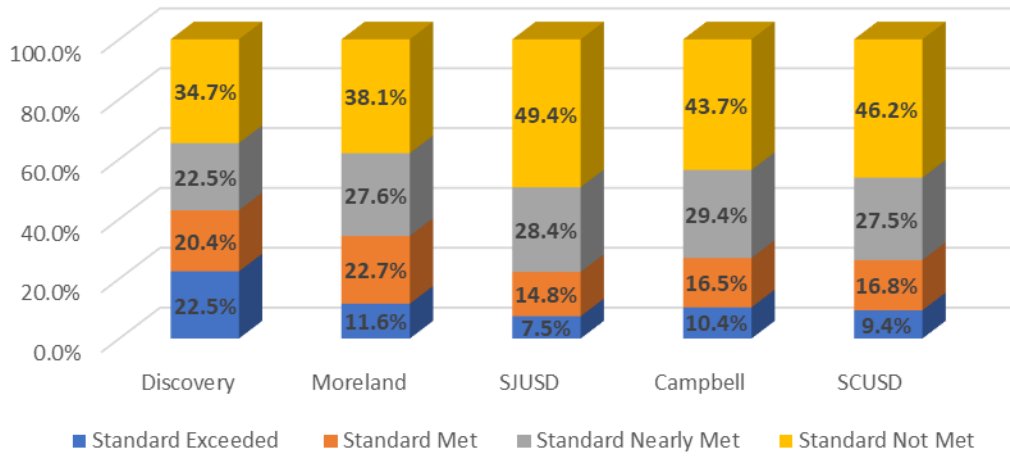
2018 CAASPP Math Results by District, by Ethnicity

-Asian



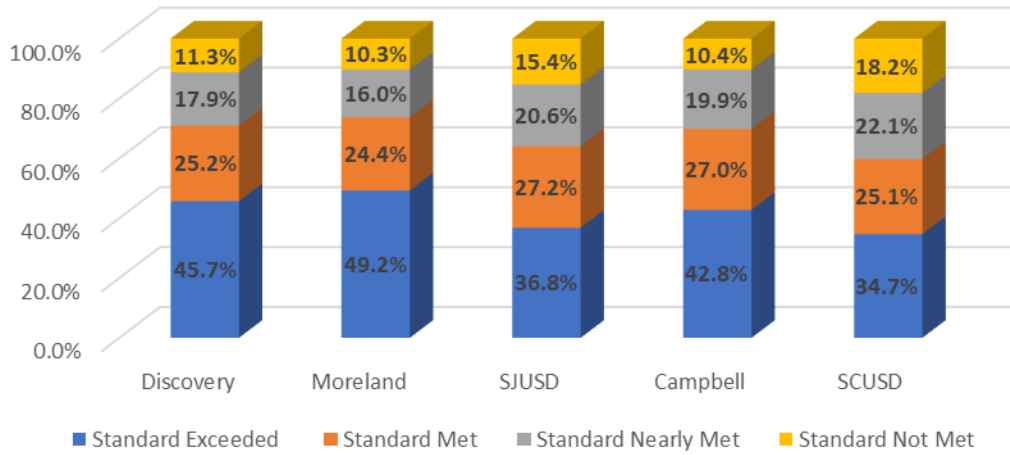
2018 CAASPP Math Results by District, by Ethnicity

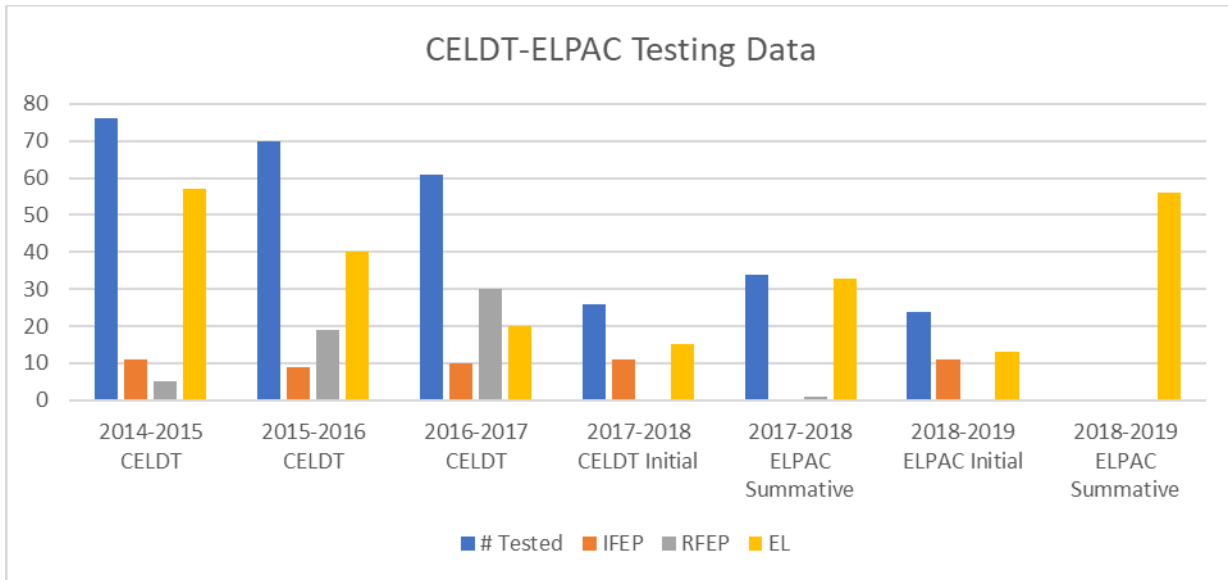
-Hispanic or Latino



2018 CAASPP Math Results by District, by Ethnicity

-White





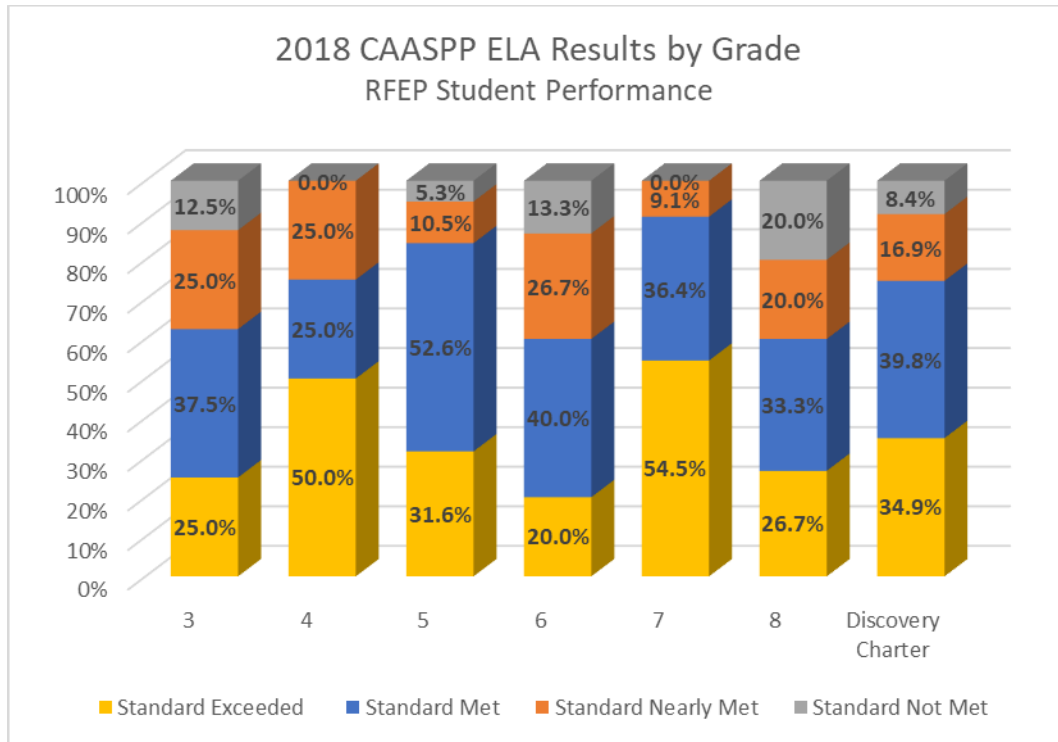
2017-2018 School year reflects the Initial Testing using the CELDT test. In February 2018, all students with the EL designation were tested using the ELPAC Summative Test for the first time.

*Students tested with the ELPAC Summative Test include students new to Discovery. They would have been designated EL by their previous school.

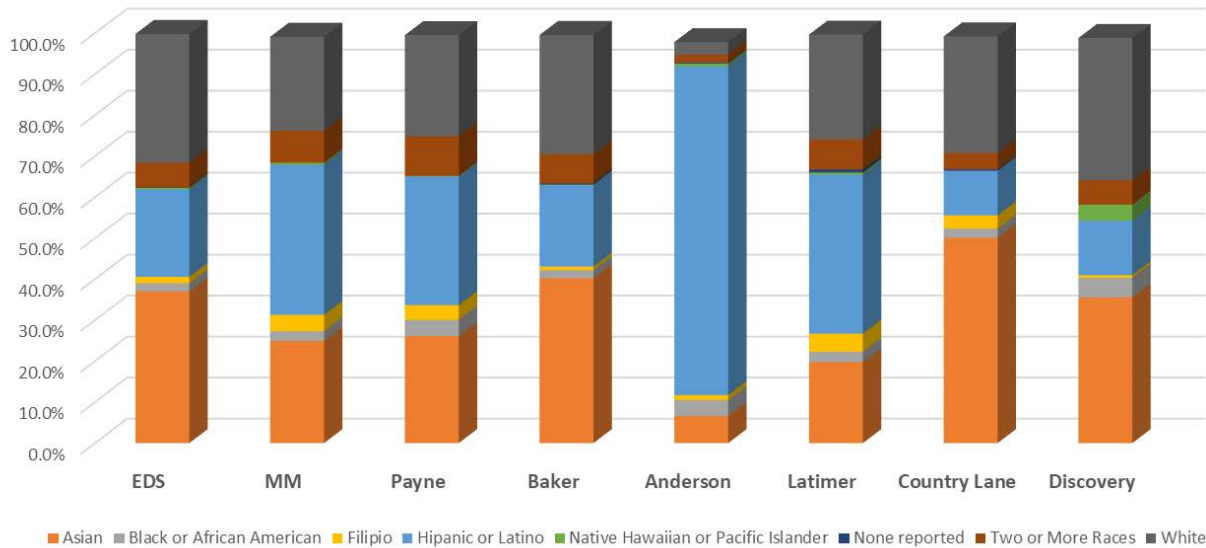
** of the 57 students designated EL in 2015, 6 remain designated EL in 2018; 2 of those are SPED students.

	2014-2015 CELDT	2015-2016 CELDT	2016-2017 CELDT	2017-2018 CELDT Initial	2017-2018 ELPAC Summative	2018-2019 ELPAC Initial	2018-2019 ELPAC Summative
# Tested	76	70	61	26	34	24	
IFEP	11	9	10	11		11	
RFEP	5	19	30	0	1		
EL	57	40	20	15	33	13	56
EL/SPED		11	10	10		10	

Analysis of RFEP student performance on the 2018 CAASPP test.



2017/2018 Enrollment by Ethnicity
Moreland Schools with Discovery



	EDS		MM		Payne		Baker		Anderson		Latimer		Country Lane		Discovery	
American Indian or Alaskan Native	2	0.2%	8	0.9%	3	0.5%	3	0.4%	9	2.2%	2	0.4%	5	0.8%	7	1.2%
Asian	355	37.0%	246	24.9%	159	26.1%	270	40.2%	27	6.6%	108	19.7%	312	50.1%	209	35.5%
Black or African American	19	2.0%	24	2.4%	24	3.9%	13	1.9%	16	3.9%	14	2.6%	14	2.2%	28	4.8%
Filipino	15	1.6%	39	4.0%	22	3.6%	6	0.9%	5	1.2%	24	4.4%	20	3.2%	4	0.7%
Hispanic or Latino	205	21.4%	361	36.6%	191	31.4%	133	19.8%	329	80.2%	212	38.8%	68	10.9%	78	13.3%
Native Hawaiian or Pacific Islander	3	0.3%	5	0.5%	1	0.2%	1	0.1%	3	0.7%	3	0.5%	0	0.0%	23	3.9%
None reported	1	0.1%	0	0.0%	0	0.0%	2	0.3%	1	0.2%	4	0.7%	2	0.3%	0	0.0%
Two or More Races	58	6.0%	77	7.8%	59	9.7%	48	7.2%	8	2.0%	40	7.3%	25	4.0%	35	6.0%
White	301	31.4%	226	22.9%	150	24.6%	195	29.1%	12	3.0%	140	25.6%	177	28.4%	204	34.7%
Total Enrollment	959		986		609		671		410		547		623		588	

Source: <https://www.ed-data.org>

<https://www.ed-data.org/article/Ethnic-Diversity-Index>

The Ethnic Diversity Index is intended to measure how much "diversity" or "variety" a school or district has among the ethnic groups in its student population. More specifically, the Index reflects how evenly distributed these students are among the race/ethnicity categories reported to the California Department of Education.

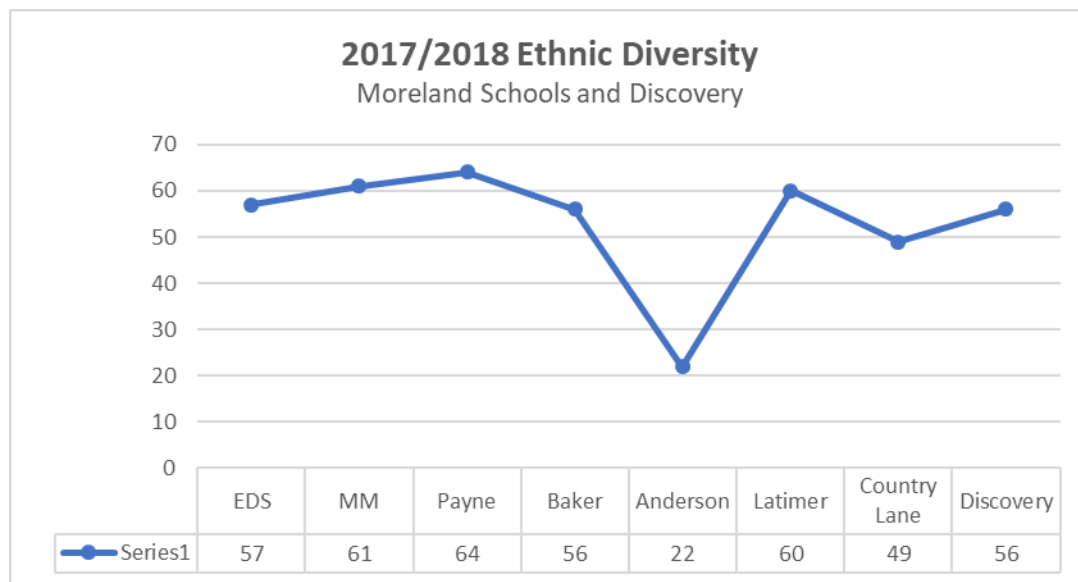
The more evenly distributed the student body, the higher the number. For example, a school that had exactly 1/8th of its students in each of the eight categories* would have an Ethnic Diversity Index of 100, and a school where all of the students are the same ethnicity would have an index of 0. In reality, of course, no school has an index of 100 (although a few have diversity indices of 0). Currently the highest index for a school is 76.

Two schools with the same Ethnic Diversity Index may have student bodies with quite different ethnic compositions. For example, a school with a student population that is half Hispanic/Latino and half Native American would have the same index as a school with a student population that is half Filipino and half African American because both schools have only two ethnic groups in their student populations that are roughly evenly divided at the school. The Index does not single out and give more weight to one ethnic group over another.

The Ethnic Diversity Index is not meant to indicate the magnitude of the challenges faced by a given school or district based upon student characteristics. Many student population characteristics present challenges: family socioeconomic conditions, parent education level, number of different native languages spoken, extent of community involvement, and others. This Index does not incorporate those other important student characteristics. Ed-Data viewers wanting to gauge school challenges should also consider the unduplicated pupil count of English Learners, students eligible for free and reduced-price meals (FRPM), and foster youth. The FRPM counts include homeless and migrant students.

That said, the Ethnic Diversity Index does show an important characteristic about a school's or district's student population (taking into account, for example, how many ethnic groups are part of the campus and community) that is not easily evident without the index. It can be a useful piece of information for understanding a school or district.

*Note: There are actually nine categories reported, but the "none reported" category is factored out of the Ethnic Diversity Index calculation.



VI. EDUCATIONAL PHILOSOPHY AND PROGRAM

“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in the program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.”- California Education Code Section 47605(b)(5)(A)(i)

“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” – California Education Code Section 47605(b)(5)(A)(ii)

A. Mission

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.

Discovery is 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; and
- Developing students who are self-motivated, self-disciplined, and socially responsible.

B. Educational Philosophy and Instructional Design

Discovery is a developmental school open to all students. The instructional program is designed so that teachers work together to promote a high level of academic and behavioral success for all students. The school’s instructional design is built on the following core elements:

Classes are developmental and based on the common core state standards.

There are various instructional models:

Primary classes are multi-age, developmental, hands-on, student-centered, and theme-based to accommodate individual learning styles and achievement levels.

Some primary and all middle school classes blend several instructional models – multi-age, looping (students stay with their teacher for 2 years) and self-contained core classrooms – to meet individual learning styles. Looping in particular, provides an opportunity for teachers and students to develop a strong sense of community.

Small group instruction allows teachers to differentiate the curriculum to meet the needs of each student.

Collaboration and partnership of teachers, parents, and students creates a sense of community that is supportive, nurturing, and student-centered.

Curriculum is designed by teachers in collaboration with students using common core state standards, brain based research, and best practices. Curriculum is constantly evaluated, adapted, and improved by teachers.

We are a community of lifelong learners comprised of teachers, parents, and students. Respect for one another as learners is a key component of our school. Students are encouraged to share their knowledge and expertise with others. Developing student independence is a priority, and students are valued as decision makers.

Assessment is done on a continual basis. Formative and summative on-going assessments are used to inform instruction. Students and teachers work to develop and monitor learning goals and share them with their parents during student-led conferences.

Enrichments and Selectives such as: gardening, art, cooking, drama, foreign language, and dance are strategically integrated to support the curriculum.

Technology is integrated in the curriculum and is used as a tool for teaching and learning. Students regularly utilize technology for research, analysis, communication, skill building, and self-expression.

Field trips extend the classroom experience by providing real-world experiential learning opportunities for each student.

A typical day for a kindergartener and for a sixth-grader at Discovery are described in Attachment 5: A Day in the Life of a Kindergartener and Attachment 6: A Day in the Life of a Sixth-Grader.

How Learning Best Occurs

Discovery believes that each and every child can be academically successful, and that each and every student is unique. Discovery believes that learning best occurs in self-contained classrooms led by teachers with the skills and knowledge of a variety of teaching techniques and methods, and specialized materials that can meet the instructional and social-emotional needs of every student.

Research shows that multi-age grouping promotes cognitive and social growth (Trevor Calkins) and the natural development of the child. The wider age spans promote an active learning environment where students are not expected to 'perform' at their 'age level,' but encouraged to perform to the best of their ability. The students learn from each other, from teachers, and from cross-age tutors.

Children learn by doing, and the hands-on learning approach gives students an opportunity to take learned skills and apply them to meaningful projects. These projects provide students opportunity to develop and demonstrate critical thinking skills, problem solving skills, and cooperative learning skills which will prepare them for the 21st century.

Research also shows that the brain is pattern-seeking and looks for connections between pieces of information (McBrien/Brandt, 1997). These connections lead to a stronger and more thorough understanding. Whenever possible, curriculum is designed around science, social studies, or literacy themes (Ostrow, 1995). Numerous studies by Glatthorn (1994) and others have shown the effectiveness of thematic instruction. To operationalize thematic instruction, teachers create project-based learning units that span multiple subjects and creatively use local resources.

Topics are studied from many different angles and viewpoints, allowing students to explore subjects deeply, employ higher level thinking skills, and make connections among various disciplines of thought (Jensen, 1998).

Children develop and grow at different rates in different skill areas. Teachers' strong understanding of child development and close working relationship with each child's parent allows them to design learning experiences so that each child's needs are met (Bingham, 1995). Curriculum is aligned with each child's developmental level to allow children to feel successful regardless of academic level.

Children also have different strengths and styles of learning. The teachers develop instructional programs incorporating the theory of multiple intelligences to build on each student's strengths and address diverse learning styles (Gardner, 1999).

We believe that the potential for learning best occurs in environments that include meaningful content with choices for learning: adequate time, space and materials, immediate and meaningful feedback and benchmarks of progress, enriched environment, and collaborative learning opportunities. Students have a higher motivation to learn when they have a real stake in their own learning. The teacher shares control of the classroom and students are allowed to explore, experiment, and discover on their own. The focus in these classrooms is on options, rather than uniformity. Learners are treated as co-creators in the learning process, as individuals with ideas and issues that deserve attention and consideration.

Working within grade level teams, our teachers use Discovery standards, a variety of assessment tools, and current research on educational practices to design dynamic curricula to meet our students' specific needs, ensuring that every student has equal access to the same delivery of content and opportunity for success. Although our curriculum is coherent and meets the state standards, it also reflects the thoroughness of our specific school vision and charter:

engagement, individualized learning, interdisciplinary inquiry-based learning, real world applications, and community supported learning and provide a framework for the '4Cs' of 21st century learning: critical thinking and problem-solving; communication; collaboration; creativity and innovation.

One of the key factors in the success of Discovery is our overwhelming level of parental and community involvement. Parents and community members volunteer over 5,000 hours a year. We believe that this level of support exists because of our commitment to a true partnership between school and family.

Because our parents are so knowledgeable about and committed to our school mission, they are often entrusted with responsibilities and will work side-by-side with staff on projects which directly impact learning opportunities for our students.

Programs must also facilitate flexible grouping strategies, accommodate a variety of instructional levels and learning styles, lend to integration to other subject matter, and include technology and quality, authentic assessment tools. Learning best occurs in a climate where there are measurable goals and accountability. As Schmoker (1996) so simply states: "What gets measured gets done". Discovery provides a continuous collection and application of data for students, parents, teachers, and administrators. Our educational program emphasizes experiential, hands-on, collaborative learning based on the assessed individual needs of students as envisioned in the school mission.

Research sources are listed in Attachment 7: Cited Curriculum References.

What it Means to be an Educated Person in the 21st Century

Advances in technology have touched everyone's lives. Today's youth are growing up in a world that is more technologically advanced than any other time in history. Through the Internet and television, our children quickly and easily learn about world events, its inhabitants, and its issues. The Internet literally brings a world of information right to our fingertips. The world our children will know as adults will undoubtedly be very different than the world we have today.

Learning and innovation skills increasingly are being recognized as the skills that separate students who are prepared for increasingly complex life and work environments in the 21st century, and those who are not.

In spite of the many changes in our world, many fundamental characteristics of a well-educated person remain. A vital part of being a well-educated person is mastery of fundamental skills, concepts, and knowledge in history, math, science, reading, writing, art, and music and an appreciation for what those who have come before us have learned. For such knowledge to be useful, it must be supported by the ability to think critically, the ability to use reasoning, and coherent argument supported by evidence. The educated person can evaluate, organize, and use information from various sources and disciplines of thought. He is able to make logical and flexible connections with the newly acquired information. He is able to reflect on experiences, revise his understanding, and solve new problems. The educated person is competent using a variety of technology tools for analysis, communication, and presentation - these tools, coupled with knowledge of history, provide the ability to process and evaluate the changes encountered.

To become an educated person, a child needs support and guidance that comes from having positive relationships with parents, teachers, other adults, and children. Growing up in California’s populous and diverse community, a child needs to experience new cultures and learn new languages. He must learn to communicate well and work effectively in groups and teams and to understand the moral responsibility to help others and the value of contributing to his community.

As a contributing citizen of the 21st century, an educated person is self-motivated and competent. Through years of working with teachers and other adults, he has learned how to assess his abilities and how to learn. The educated person has an appreciation for knowledge and views lifelong learning as an activity that is essential to keep pace with the constantly changing world. Discovery seeks to enable pupils to become self-motivated, competent, and lifelong learners.

C. Students to be Served

Discovery serves students in kindergarten through eighth grade. Discovery II is meeting the needs of Transitional Kindergarteners. Discovery meets the learning needs of approximately 571 students. The current student demographics are represented in the following table:

Discovery Student Demographics* 2018-2019		
	Enrollment	% of Enrollment
American Indian or Alaska Native	6	1.1
Asian	193	34
Native Hawaiian/Other Pacific Islander	3	0.5
Hispanic or Latino	86	15.3
Black or African American	27	4.8
White	197	35
Two or More Races	51	9.1
English Learners	57	10
Socioeconomically Disadvantaged	16	3
Students with Disabilities	74	13

Profile of English Learners* 2018-2019		
	Enrollment	% of Enrollment
Spanish	18	3.2
Other Non-English	0	0.2
Russian	5	0.9
Mandarin (Putonghua)	4	0.7
Japanese	7	1.2
Cantonese	1	0.2
Korean	5	0.9
Vietnamese	1	0.2
Punjabi	2	0.4

Hebrew	2	0.4
Farsi (Persian)	2	0.4
Amharic	1	0.2
Arabic	1	0.2
Hindi	1	0.2
Italian	1	0.2
Urdu	1	0.2
Tamil	1	0.2
Bengali	1	0.2
Marathi	1	0.2

* Source: California Department of Education (CALPADS), accessed November 16, 2018.

Students from within the District have preference in admission to Discovery with remaining openings available to any student in the State of California (See Admissions Section XI). Discovery attracts those who are seeking an alternative to their current educational system, desire an innovative approach, and share the vision of Discovery.

D. Curriculum

Discovery focuses on the education of the whole child through a core curriculum of English-language arts, mathematics, science, and history-social science including a complementary curriculum of performing arts, physical education, technology, and life skills education. State Standards are used as the foundation to build curriculum and guide instruction. The Discovery curriculum addresses the developmental needs of a diverse population. Students are encouraged to be active in the community through various community service projects. See Attachment 8: Sample Curriculum.

Language arts is integrated across all curricular areas and offers a rich diversity of activities and resources. The comprehensive curriculum includes daily opportunities for children to practice and improve reading, writing, listening, and speaking skills. A variety of teaching strategies are used to ensure that each student's needs are being met. Instruction is provided in large group, small group, and individual settings. Periodic classroom and school benchmark literacy assessments help teachers continue to align instruction with the needs of the students.

All students at all grade levels are engaged in challenging, hands-on math activities which involve thinking mathematically and using tools, techniques, and strategies to solve real world problems. Our program develops number sense and problem-solving skills through concrete experiences using manipulatives before moving on to more abstract concepts. Teachers use a variety of resources such as Holt, TERC Investigations, CPM (College Preparatory Math), Kathy Richardson, Marcy Cook and Greg Tang activities, and teacher-created materials. 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. Both skill and problem solving assessments based on Common Core Standards are used throughout the year to help teachers plan and implement appropriate and challenging math activities. Parent volunteers may be invited to lead concept or needs-based math learning centers.

The science program at Discovery uses Full Option Science System (“FOSS”) kits and Great Explorations in Math and Science (“GEMS”), hands-on science curriculum that integrates essential learning in the areas of earth, physical, and life sciences throughout the curriculum. Depth over breadth is emphasized in a thematic-based curriculum that is guided by student interest, as well as the Next Generation Science Standards. Science at Discovery includes real-life experiences with lab experiences, the scientific method, problem-solving, gardening, and cooking. Students also participate in field experiences off campus to supplement and solidify what they are learning in the classroom.

The social studies curriculum also ties in closely with other curricular areas such as language arts and science. Using the History Alive curriculum, content is based on the History-Social Science Framework and emphasizes living and working together in our diverse community.

Productive citizens of the 21st century must be able to work cooperatively as part of a team to accomplish a task. Cooperative learning techniques, used throughout the curricular areas, teach students to work collaboratively with others and allow them to develop their social and communication skills. Students learn to share their knowledge and skills, and respect the ideas and skills of others. Students at every grade level participate in service learning projects, which are integrated into the curriculum.

In addition to the core curriculum, students participate in activity-based physical education, health, Foreign Language, and visual and performing arts. Technology is used as a tool for teaching and learning. Students have access to technology for research, analysis, communication, skill building, and self-expression by using Chromebooks, which allow students to work independently or in a lab experience.

Through their work as part of the Discovery community of learners, students develop skills that will enable them to pursue their own path of learning throughout their adult lives and become self-motivated, competent, and lifelong learners. Students learn study skills such as note taking, research skills, and study strategies. Through self-evaluation and goal-setting, students learn to reflect on and evaluate their own learning and progress toward achieving a goal. During student-led conferences, students share their goals, class work, and activities that demonstrate their goals and reflect on their work with their parents. Project-based learning provides practice in reasoning, decision-making, and problem solving. Students learn to identify and use available resources and to articulate their thought processes to others.

Learning Environment

Discovery provides a productive, safe, enriching learning community in which children, parents, and teachers of different backgrounds, abilities, and needs work and learn together successfully. Discovery allows and encourages collaborative work between students and teachers and values cooperation and collaboration as important life skills. Learning at Discovery takes place in many settings during the day.

Our primary grade classrooms are organized around two innovative organizational strategies based on resiliency factor research: the multi-age classroom and the opportunity to stay with one teacher for more than one year. In the multi-age classroom, children have the rare opportunity to learn from regular interactions with students who are older and/or younger than they are. Because the relationships developed with teachers are of key importance to

student success, children stay with one teacher for two years, which leads to greater bonding, learning, and connection to the school.

Our middle school classrooms are organized by grade level to ensure that teachers can meet the more structured curriculum standards. Some of the upper grade teachers use the organizational structure of looping to allow students to stay with one teacher for more than one year. Students work in mixed groups in weekly enrichment workshops to promote positive cross-grade relationships. Periodic groupings within grade levels allow students to benefit from the diverse and unique teaching styles of each teacher. Upper grade teachers use a variety of strategies including cooperative learning, research methods, hands-on experiences, and simulations.

At Discovery, parents are truly partners in the education of their children. By allowing parents in the classroom, teachers have the ability to customize learning to meet the needs of individual students. The home-school connection is also enhanced by giving parents the opportunity to observe the children as learners and stay informed about learning strategies that work successfully with students. As students grow, parent-student interactions help give children the confidence they need to interact positively with adults and other mentor figures in their lives.

As part of the learning community themselves, teachers must have time to work together, plan, discuss student needs, mentor one another, and observe other classrooms. The school day is structured so that staff members have time during school hours for professional development and grade level collaboration and decision making. To permit this flexibility, the length of the school year and/or the length of the school day may be extended beyond the state-mandated minutes. Teachers are required to participate in ongoing staff development in order to stay current with research in best teaching practices. Professional development is provided at the site by experts and staff members. Teachers are also encouraged to attend classes or workshops in their area of focus off campus, and to share their learning and experience with the staff when they return to school.

The unique features and structure of the Discovery curriculum and the instructional strategies outlined here are designed to maximize the learning opportunities of all students across a broad spectrum of abilities and allows for small group instruction to address the multiple intelligences of all of our students.

E. Plan for Students Who Are Academically Low-Achieving

At Discovery, low-achieving students are those who perform at the low end of level 2 on the California Assessment of Student Performance and Progress (CAASPP), or perform one grade below on other school administered benchmarks and/or fall below learning behavior, language acquisition, and fine and gross motor skills on a developmental continuum. At Discovery, at-risk students are those who perform at level one on the CAASPP or are performing two or more grade levels behind on other school administered benchmarks. These students may or may not qualify for special education services.

When parents volunteer to help in the classroom, they help provide teachers with the ability to offer differentiated instruction. Students have the opportunity to work in small groups or individually with an adult for a large portion of the school day. Under the direction of the teacher, parent volunteers can work with small groups or 1:1 to ensure that all children get the individual help and attention they need to succeed. Activities are differentiated so that students

who are ready can move on without leaving any other student behind. Parents who can and want to help in the classrooms may be trained in certain interventions in order to help at-risk or low-achieving students in the classroom. Parent talents and skills are also used to provide enrichment and extension activities for students.

Early intervention is the key to effective remediation of academic difficulties. At Discovery, we assess students who teachers have identified as struggling with learning to read using the Comprehensive Test of Phonological Processing (“CTOPP”). Students found to have a cognitive deficit affecting their ability to read (as opposed to a delay in developmental readiness) are given intensive 1:1 tutoring using the Barton Reading and Spelling Program. Students who may be struggling with developmental delays or other issues with reading may also receive 1:1 or small group instruction using the Wilson Reading Program for intervention. In math, we also assess struggling students as early as possible and provide additional small group instruction and 1:1 tutoring under the Response to Intervention model. Interventions may include help from The Learning Center (“TLC”) team prior to (or without) formal identification as a student with a disability.

Multi-age and looping classrooms give at-risk and low-achieving students continuity with one teacher for two years. Students have time to develop at their own rate and are presented with daily opportunities to learn at their own developmental level in each academic area. Flexible grouping across age groups allows students to work at an instructional level with others possessing similar skills. Teachers may group students in different ways to help build a certain skill set or learning behavior. All students have opportunities to take both leading and following roles in cooperative activities. These practices allow at-risk or low-achieving students to be successful in their school work each day and builds student confidence.

Hands-on, integrated curriculum provides concrete experiences to scaffold learning for at-risk students. Students have opportunities to follow interests and connect their previous knowledge to new concepts. Through broad themes, students are given an opportunity to broaden their knowledge of big concepts, giving them a strong base for adding and retaining new knowledge. Concrete learning experiences such as field trips, physical experimentation at every grade level give at-risk students opportunities to learn in a variety of modalities, helping them eventually to develop the learning strategies that work best for them.

Parents of at-risk or low-achieving students are included in the development of strategies to meet the specific needs of the student. Further support for such students includes intervention programs beyond the classroom, such as Instructional Strategy Teams (“IST”) and Student Strategy Teams (“SST”).

F. Plan for Students Who Are Academically High-Achieving

At Discovery, students who are high achieving in any academic area, are intellectually gifted, or possess leadership ability, have opportunities for more challenging work and leadership roles within the classroom and the school. In addition, student strengths outside the core academic areas are fostered and celebrated in the classroom. Discovery strives to provide differentiated educational experiences that maintain the interest and intrinsic motivation of gifted students, to nurture their self-esteem, and their social development.

All students are assessed for giftedness during the second grade (we also test students new to the school at any grade) using the Cognitive Abilities Test (“CogAT”). Information from this test helps provide a learning profile for all students and identify giftedness and specific ability strengths. Students are then “clustered” in subsequent years with other gifted students, when possible with other students who are gifted in the same cognitive area, i.e. logical / mathematical intelligence. Clustering allows the teacher to group these students together for certain activities, enhancing peer interaction and increasing the level of challenge.

Multi-aged and Looping classrooms give high-achieving students continuity with one teacher for two years. Students have opportunities to excel in their areas of strength while continuing to develop at their own pace in other areas. In each area of development, students are presented with daily opportunities to learn and work at an instructional level with others possessing the same skills. Teachers may group students in different ways to help build a certain skill set or learning behavior. High-achieving students are given opportunities to work cooperatively to solve problems and also opportunities to teach or lead a group in order to solidify concepts for themselves. All students have opportunities to be both a leader and a follower in cooperative activities. These practices allow high achieving students to be both successful and challenged in their schoolwork each day and build a positive attitude toward school.

Project-based learning provides opportunities for above grade level students to capitalize on their interests and knowledge of a particular subject, to practice problem solving, and to use higher level thinking skills. These students need opportunities to work collaboratively on a problem and to make decisions about the direction a project will go. Through broad themes, students are given an opportunity to expand their knowledge of big concepts and to choose and follow a focus area about which they wish to learn more. Activities designed with the multiple intelligences in mind provide opportunities for students to use their strengths and continue to develop other learning modalities, all in a risk-free environment. Gifted program services shall be available in conjunction with other differentiation strategies, such as flexible grouping, tiered lessons/activities, and the high level of questioning strategies that are currently practiced at Discovery.

The teacher can organize the students into small groups and with the help of volunteers. The school forms the core of students’ daily social and academic experiences, which in turn play a critical role in the students’ social and emotional adjustment. With the help of trained volunteers cooperative learning groups can have students that can take on the roles themselves. In order to ensure a positive environment, the Discovery gifted program, with the help of the gifted parent support group, shall provide workshops to help parents understand the social and emotional aspects of gifted children.

See Attachment 9: Plan for Students Who Are Academically High Achieving.

G. Plan for English Learners

Discovery Charter Schools meet all legal requirements for English Learners relative to annual notification to parents, student identification, placement, program options, English Learner and core content instruction, teacher qualifications and training, reclassification to Fluent English Proficient (“FEP”) status, monitoring and evaluation of program effectiveness, and standardized testing requirements. Discovery implements policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of parents and pupils.

Home Language Survey

The Home Language Survey (“HLS”) is administered upon a student’s initial enrollment into a California public school. If Discovery is not a student’s first California public school, then Discovery receives a copy of the student’s HLS from the prior school(s) of attendance. Nonetheless, all parents are required to complete the Home Language Survey.

Annual Assessments

Discovery shall follow all English Language Proficiency Assessments for California (ELPAC) testing timelines to ensure students who have indicated that English is not the primary language spoken at the home are assessed as to English fluency annually until re-designated as FEP to ensure these students receive proper instruction based upon current English proficiency levels.

The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California English Language Development Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. In kindergarten and grade 1, all domains are administered individually. In grades 2–12, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record

of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

English Learners and Core Instruction

Discovery currently offers Mainstream English instruction for all English Learners. That instruction is designed to ensure that students acquire English language proficiency and recoup any academic deficits that may have developed in other areas of the core curriculum. Mainstream English instruction contains the following components:

- Well-articulated, standards-based, differentiated English Language Development instruction, specifically designed for English Learners, using Rigby PM Guided Readers.
- Well-articulated, standards-based, differentiated instruction in the core curriculum, with primary language support and/or Specially Designed Academic Instruction in English (“SDAIE”).
- Structured activities designed to develop multicultural proficiency and positive self-esteem. Each “EL” is expected to make progress in English and in grade level academics.

Our program for English Learners involves immersion in language based classrooms and individual and small group lessons. The instructional strategies that we use require the use of language as opposed to workbooks and worksheets.

Reclassification and Monitoring

English learners are reclassified as “fluent” when they have sufficient English skills to learn in a regular classroom without extra assistance and perform in academic subjects at approximately “grade level.”

An English Learner in grades 2 - 8 must meet all of the following criteria to be reclassified from English Learner to FEP status:

- Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of ELPAC; and
- Teacher evaluation, including, but not limited to, a review of the student’s curriculum mastery; and
- Parent opinion and consultation; and

- Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

Student progress is monitored annually. School level assessments, English Proficiency Reassessments using the ELPAC, and classroom data and observation are used to determine English language proficiency, and evaluate students' language growth and academic performance. Formative assessments to monitor students' "ELD" progress are given by teachers throughout the school year in listening/speaking, reading and writing.

Reclassified students shall be monitored each semester to ensure that they are making adequate academic progress through the following means: teacher/Director/student interview, a discussion of affective attitude toward learning, a review work samples and grades, and intervention if needed.

Monitoring and Evaluation of Program Effectiveness

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring student identification and placement.
- Monitoring parental program choice options.
- Monitoring availability of adequate resources.

See Attachment 10: Plan for English Learners Table of Contents.

H. Plan for Special Education

Overview

Discovery adheres to all laws affecting individuals with exceptional needs, including all provisions of the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA"), its amendments, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act ("ADA"). All students are given equal access to the school, regardless of disabilities, and the school does not discriminate against any student based on his disabilities. We do not require the modification of an IEP or 504 plan as a condition of acceptance at the Charter School.

Discovery recognizes the importance of providing education opportunities to all students regardless of physical challenges or special needs. To that end, Discovery pledges to ensure that enrolled students are served in accordance with applicable federal and state law.

Our program is based on the "Learning Center" model of service delivery, which is an integrated approach to meeting the needs of students with learning, behavioral, and social-emotional challenges. In the Learning Center model, students receive "push-in" or "pull-out" support from our resource specialists, speech and language pathologist, occupational therapist, counselor,

school psychologist, and trained aides, working together to address the unique needs of their students.

Services for Students under IDEA

The Charter School shall be its own local educational agency (“LEA”) and shall be a member of a Special Education Local Plan Area III (“SELPA”) in conformity with Education Code Section 47641(a).

In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School shall provide notice to the Santa Clara County Board of Education, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School may seek resources and services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

The Charter School shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

Staffing

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by California’s Education Code and the IDEA. Charter School staff shall participate in County or SELPA in-service training relating to special education.

The Charter School shall be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School shall adopt and implement polices relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement SELPA policies and procedures and federal law to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

In the event that the Charter School receives a parent written request for assessment, it will work collaboratively with the parent to address the request. Unless otherwise appropriate pursuant to applicable State and Federal law, the Charter School will provide the parent with a written assessment plan within fifteen days of receipt of the written request and shall hold an IEP within sixty days of the receipt of parent's consent to the assessment plan to consider the results of any assessment.

The Charter School shall follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education (FAPE) to the student in question.

Assessments

The term "assessments" shall have the same meaning as the term "evaluation" in the IDEA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with general practice and procedure and applicable law. The Charter School shall work to obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School shall arrange and notice parents of the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services, and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures, and requirements of the SELPA, State, and Federal law.

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. The Charter School holds ultimate authority over implementation and supervision of services. As part of this responsibility, the Charter School shall provide the parents with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for the Charter School's non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology as determined and agreed upon by the IEP team.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time the Charter School and parents shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operating programs under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law. For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate, that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall follow County, State, and Federal policies as they apply to all schools for responding to parental concerns or complaints related to special education services. The Charter School shall instruct parents/guardians to raise concerns regarding special education services, related services and rights to the Charter School.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

The Charter School and the County shall cooperate in responding to any complaint to or investigation by the California Department of Education, the United States Department of Education, or any other agency, and shall provide timely notice to the other upon receipt of such a complaint or request for investigation.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in the Charter School. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

The Charter School shall have sole discretion to settle any matter in mediation or due process. The Charter School shall also have sole discretion to file an appeal from a due process hearing or take other legal action involving any Charter School student necessary to protect its rights.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it shall be subject to the allocation plan of the SELPA.

Section 504/ADA

Discovery shall be solely responsible for its compliance with Section 504 and the ADA. All facilities of the school are accessible for all students with disabilities in accordance with the ADA.

Further, the Discovery Board has adopted and implemented a policy which outlines the requirements for identifying and serving students with a 504 accommodation plan. Discovery recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the school. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

See Attachment 11: Board Policy on 504 Compliance.

VII. MEASURABLE PUPIL OUTCOMES AND METHODS OF PUPIL ASSESSMENT

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the charter school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the charter school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” - California Education Code Section 47605(b)(5)(B)

A. Charter School Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), Discovery’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in Discovery’s Local Control and Accountability Plan. Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help Discovery to ensure that these specific subgroups are making satisfactory progress, and are provided with necessary additional supports made possible by additional funds from the Local Control Funding Formula.

The current LCAP is on file with the County and is also available in Attachment 30: Local Control and Accountability Plan. Discovery shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. Discovery reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. Discovery shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

B. Core Academic Skills

Discovery has developed Student Outcomes that are based on the Common Core State Standards and all other state standards. In the areas of reading, writing, and mathematics we have identified the most essential standards. In addition to the standards, Discovery helps students develop skills as listed below:

English/Language Arts

Strong reading, writing, listening, speaking, and presentation skills, in multiple forms of expression which may include poetry, biographies, stories, non-fiction, and plays, which will enable them to comprehend and interpret multiple forms of expression, including literature from various time periods and cultures.

Science

The understanding and application of the major concepts underlying the various branches of science, which may include physics, biology, chemistry, ecology, astronomy, and earth sciences aligned with the Next Generation Science Standards (NGSS). This knowledge will enable students to make informed decisions in an increasingly technological world and to perform research using the scientific method.

History/Social Sciences

Acquiring an understanding of civics, history, geography, cultures, and languages so they can apply their knowledge and be responsible citizens of the 21st century.

Mathematics

The ability to reason logically and to understand and apply mathematical processes and concepts to solve problems requiring basic mathematics, algebra, geometry, statistics, and other math disciplines. These problem-solving skills will be integrated into other disciplines.

C. Lifelong Learning Skills

Discovery helps students develop skills that will enable them to pursue their own path of learning throughout their adult lives in becoming self-motivated, competent, and lifelong learners, including the following:

Study Skills

Proficient study skills and habits including note taking, library research skills, and studying strategies.

The ability to reflect on and evaluate one's own and other's learning.

The ability to plan, initiate, and complete a project, including goal setting and self-assessment.

Cognitive Processing Abilities

Cognitive processing abilities using complex and critical thinking skills.

The ability to identify, access, integrate, and use available resources and information.

The ability to reason, make sound decisions, problem solve, and analyze in a variety of contexts.

The ability to articulate their thought processes.

Foreign Language Skills

A foundation in a language other than English.

A knowledge and understanding of other cultures.

An ability to function with people from other cultures or to participate in multilingual communities.

Technology

Skills from a variety of technological sources for the purpose of research, analysis, communication, organization, and self-expression.

Ability to utilize computers and commonly used software applications.

Visual and Performing Arts Skills

Knowledge of skills to express ideas and emotions through participation in various forms of the visual and performing arts which may include music, theatre, dance, two- and three-dimensional arts, puppetry, and applied arts.

Health Science/Physical Fitness

Knowledge of pertinent issues of health, safety, and the development of behaviors that are a foundation of lifelong healthy living.

Social/Interpersonal Skills

The ability to make responsible decisions, build confidence in one's ability to learn, and be a productive member of an increasingly diverse and technological society.

The ability to communicate clearly through oral, written, visual, and other forms of expression.

The ability to engage in responsible, compassionate peer relationships.

The ability to collaborate and work effectively with others in cooperative groups.

D. Academic Performance

Discovery has developed grade level benchmark assessments in reading, writing, and math. These assessments are used to inform instruction and to measure student growth at the end of the year. Discovery shall examine and refine student outcomes and performance goals over time to reflect the Charter School's mission, curriculum, assessments, and any changes to state standards.

Discovery shall strive to:

Increase the number of students performing at the standard met and standard exceeded levels on state mandated standardized tests by 1% in each of the primary subject areas in each year of this charter;

Ensure 75% of the students in grades K-8 receive a score of Meeting or Exceeding on the end of year school progress report; and

Achieve a student attendance rate of at least 96.5%.

E. Methods of Assessment

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” - California Education Code Section 47605(b)(5)(C)

To measure the progress of the students at Discovery and ensure that the goals of the charter are being met, Discovery adheres to statewide standards with mandated standardized tests and conducts additional performance-based assessments. Student performance on these measures helps the school community make informed decisions about instruction and program modifications.

The following assessment approaches are used in the Charter School’s measurement of outcomes:

Standardized Tests:

The Charter School shall administer nationally norm-referenced tests required by law in the state of California, including the California Assessment of Student Performance and Progress assessment system. The Charter School may also administer supplemental standardized tests as appropriate.

- **Benchmark Assessments:** Benchmark assessments in reading, writing, and math are given at a minimum in the fall and spring of each year. They are used as formative and summative assessments, which inform instruction and demonstrate growth over the year.
- **Evidence Folder:** A systematic collection of student work collected over their school career that exhibits a student’s work and progress. Evidence folders, or electronic portfolios are used to measure student progress toward and mastery of school-wide benchmarks. Evidence folders follow the student as they move from grade to grade at Discovery.
- **Portfolios:** These collections of student work are maintained in the classroom to be used at student-led conferences to demonstrate growth and understanding of subject content matter. Students use the portfolios to select evidence to demonstrate their growth and areas of improvement. Portfolios will help students develop critical thinking skills by providing the opportunity for them to assess their own learning, to reflect critically and thoughtfully about their own work, to set goals for improvement, and to be aware of their accomplishments. This will provide the staff and parents with an authentic picture of the student’s progress over time, while simultaneously giving information for future instruction and student needs.
- **Reading Assessment:** In grades Kindergarten through 5th grade, Developmental Reading Assessments (“DRAs”) are used to individually assess decoding and comprehension skills. In grades 2 through 5, as well as in middle school, a computerized reading comprehension assessment (Reading Inventory or Houghton Mifflin Harcourt (“HMH”) is also used to determine a student’s independent reading level. The

combination of the DRA and HMH are used to track reading levels and progress throughout a student's time at Discovery.

- **Journals:** Student journals are used to reflect the student's own performance in academic areas and their use of the critical thinking skills.

Projects: Elementary and middle school students complete projects that represent a cumulative show of the student's learning. These may be written and oral and may include the use of various media. Rubrics or Continuums indicate students' mastery of skills.

- **Teacher observations and documentation:** Teachers document student work and work habits in the classroom, noting skills that are mastered and those requiring continued instruction. Included in these observations are the student's attitudes and social behaviors.
- **Teacher-designed formative and summative assessments:** Teachers design appropriate tasks that measure understanding and mastery of grade level concepts on an ongoing basis. Data from these assessments is used by teachers to continue to design instruction and refine teaching strategies.

Student progress towards skill mastery is documented twice yearly using standards-based progress reports. Parent-teacher conferences are held twice a year and more often as needed. At Discovery we believe student-led conferences are educationally meaningful for students and an extremely informative format for parents to learn about their child's goals and progress. Therefore, the teacher and family meet together to give the student an opportunity to discuss their progress with his/her parents.

- Students direct the conference
- Students share evidence which best represents his/her growth to date
- Sharing of work is part of the learning process for the student
- Students, parents, and teachers set goals

The majority of the conference is spent reviewing and discussing the student's work samples, celebrating accomplishments, and setting goals. These goals are designed so that everyone is involved in the student's learning. Additionally, each teacher has an opportunity to provide the family with information about their student's progress.

Discovery affirms that its methods for measuring pupil outcomes for State Priorities, as described herein, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(b)(5)(C).

F. Use and Reporting of Data

Discovery collects annual data from the assessments listed above and utilizes the data to identify areas for improvement in the educational program. Discovery submits an annual LCAP report to the Santa Clara County Office of Education and receives feedback on goal setting and performance. School staff reviews student outcomes at classroom, grade level and school wide continuously during the year.

Discovery Charter Schools and the Santa Clara County Office of Education shall jointly develop an annual site visitation process and protocol to enable the Santa Clara County Office of Education to gather information needed to confirm the Charter School's performance and compliance with the terms of this charter.

VIII. GOVERNANCE

“The governance structure of the charter school including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” - California Education Code Section 47605(b)(5)(D)

A. Legal Status

Discovery Charter Schools are operated by Discovery Charter School, a California non-profit public benefit corporation pursuant to California law with 501(c)(3) tax-exempt status. See Attachment 12: Articles of Incorporation and Attachment 13: 501(c)(3) Letter. The school shall be governed pursuant to its adopted Bylaws, as subsequently amended from time to time, which shall be consistent with this charter. See: Attachment 14: Discovery Charter School Bylaws.

The school shall operate separately and independent from the County, with the exception of the supervisory oversight as required by statute. Pursuant to the Education Code Section 47604(c), the County shall not be liable for the debts or obligations of the School, operated as a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by the charter school as long as the County has complied with all oversight responsibilities required by law.

In the case of a conflict between the requirements of this Charter and provisions of the Discovery Charter School Articles of Incorporation and/or Bylaws, action taken in accordance with such Articles or Bylaws which conflicts with or is inconsistent with the requirements of the Charter shall be deemed a violation of this Charter and the Bylaws shall provide that in the case of such a conflict the Discovery Charter School Board of Directors shall take prompt action to revise the Articles or Bylaws to make them consistent with the requirements of this Charter or seek a material revision to the Charter to make the Articles, Bylaws and Charter consistent. Should the provisions of this Charter conflict with the terms of any collective bargaining agreement or other agreement of Discovery Charter School or its policies or practices, the provisions of this Charter shall prevail. In the case of such inconsistency, any inconsistent terms or practices shall promptly be revised to be made consistent with the Charter unless and until a material revision to the Charter has been obtained to address the inconsistency.

B. Board of Directors

All Discovery charter schools are governed by the single Board of Directors (the “Board”) of the Discovery Charter School nonprofit public benefit corporation. The Board is ultimately responsible for the operation and activities of every charter school it operates. Board members have a responsibility to solicit input from parents, faculty, and staff from each charter school it operates regarding issues of significance, and to consider input carefully before taking action. The primary method for executing the Board’s responsibilities is the adoption of policies that offer guidance and interpretation of the charters and the oversight of the implementation of such policies by the Superintendent/Executive Director and each school Director.

The Board consists of at least five (5) and no more than eleven (11) members who govern all Discovery charter schools. The make-up of the Board consists of a minimum of one member representing each charter school.

Additionally, in accordance with Education Code section 47604(b), the County may select a representative to the Board.

New Board members are appointed by the Directors of the Board of Discovery Charter Schools. In selecting new Board members the Board shall look for expertise in areas such as: school administration or operations, teaching, business, public policy, educational policy, accounting, technology, legal, nonprofit, and fundraising. See Attachment 15: Board Member Development Plan. Board members shall include parent and community leader representatives appointed by the Board in accordance with the Bylaws.

The Board will meet on a regular basis (e.g. monthly). The responsibilities of the Board include but are not limited to:

Vision and Strategic Plan

- The Board drafts, modifies and approves the School Mission and in each subsequent year, reevaluates the School Mission;
- The Board creates and collaborates with the Superintendent/Executive Director and approves the one- and multi-year Strategic Plans;
- The Board adopts policies to successfully implement the School Mission and Strategic Plans;
- The Board oversees the Superintendent/Executive Director to ensure that the School Mission and Strategic Plans are reflected in the day-to-day operations of the school, including ensuring that the curriculum aligns with the School Mission.

Academic Performance Monitoring

- The Board, or a committee thereof, annually reviews student performance based on state- and federally-mandated assessments and sets goals for student achievement;
- The Board, or a committee thereof, periodically reviews student performance based on school level assessments and sets goals for student achievement on school level assessments;
- The Board reviews and adopts academic policies to achieve the student achievement goals;
- The Board approves all academic performance reports to all federal, state and local agencies as required by law.

Staffing and Personnel

- The Board reviews and approves personnel policies and any amendments thereto;
- The Board approves staffing contracts and termination upon recommendation of the Superintendent/Executive Director. When the Board does not agree with a personnel recommendation by the Superintendent/Executive Director, the decision of the Board is final after further consideration appropriate to the circumstances.
- The Board hires, evaluates, and terminates the employment of the Superintendent/Executive Director.
- The Board establishes performance goals for the Superintendent/Executive Director and communicates the goals to the Superintendent/Executive Director;
- The Board annually reviews the Superintendent/Executive Director's performance;
- The Board annually reviews the Superintendent/Executive Director's employment contract and reevaluates it yearly;

- The Board establishes and annually reviews the Superintendent/Executive Director succession and recruitment plans;
- The Board approves the salaries and compensation policies for all School personnel in compliance with any applicable state laws and collective bargaining procedures (if applicable);
- The Board hears and decides employee grievances (only applicable if employees are given grievance rights under a contract or collective bargaining agreement).

Parent, Student and Community Relations

- The Board, or a committee thereof, hears and decides student expulsion recommendations;
- The Board reviews and approves student and parent policies and any proposed amendments thereto;
- As needed, the Board communicates with the media and community at large consistent with the School's Mission and Vision.

Finance and Budget

- The Board reviews and approves the fiscal management and internal controls policies and any proposed amendments thereto;
- The Board reviews and approves the schools' annual academic calendars;
- The Board, or a committee thereof, selects the school's independent financial auditor and receives the auditor's report(s);
- The Board, or a committee thereof, reviews and adopts and amends the annual budget as well as interim and annual financial statements;
- The Board, or a committee thereof, reviews and approves the audit report;
- The Board monitors the responses to the audit report and implementation thereof.

Facilities

- The Board enters into financing and building contracts;
- The Board approves construction and remodeling of facilities;
- The Board, or a committee thereof, researches school sites as needed, and funding and facilities options;
- The Board, or a committee thereof, makes recommendations on facilities' needs and policies.

Board Internal Business

- The Board drafts, reviews and approves board policies and amendments thereto;
- The Board recruits prospective Board members;
- The Board orients new Board members;
- The Board, as needed, provides training to its members;
- The Board develops and implements yearly a Board self-evaluation. From time to time, the Board re-evaluates its self-evaluation process.

Charter Performance and Renewal

- The Board annually reviews the school performance reports;

The Board, as needed, reviews charter school renewal proposals and reports.

The Board has adopted policies and procedures regarding self-dealing and conflicts of interest. See Attachment 16: Conflict of Interest Code. The Board may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established. The Board may execute any powers delegated to it by law, and shall discharge any duty imposed by law upon it and may delegate to an employee of the School any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

C. Superintendent/Executive Director

The Superintendent/Executive Director shall be the Chief Executive Officer of the Discovery Charter Schools system. She is responsible for the effective operation of all the schools, general administration of all instructional, business, or other operations of the schools, work closely with the school Director in the hiring of school site staff, and for advising and making recommendations to the Discovery Charter School's Board with respect to such activities. She shall perform all the duties and accept all of the responsibilities usually required of a Superintendent.

D. Director

If not filled by the Superintendent/Executive Director position, the Director is responsible for the day-to-day operations of Discovery. The Director serves as leader of educational programming and advises the Superintendent/Executive Director and the Discovery Board regarding budget decisions, Board policies, programming, etc. In collaboration with the Superintendent/Executive Director, the Director implements Board policies, administers and supervises the school and its employees, leads development of educational program improvement, fosters a culture of positive, engaged learners, and serves as a strong advocate for the school's developmental philosophy. See Attachment 21: Job Descriptions.

D. Parent Involvement

Discovery encourages parents to be involved with their children's education. Our developmental, small group instruction, and multi-age classrooms makes our program a school of choice for many families. There are plenty of opportunities in which volunteers can apply skills, interests and talents toward our educational community.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.

E. Program Site Council

The Program Site Council's ("PSC") main function within the Discovery Charter Schools organization is to support the various school programs the Director and teachers have adopted to supplement classroom curriculum, enrich school life, and enhance the school community. This is a key way in which parents are involved in the governance of the Charter School.

The PSC is a volunteer organization run by parents. Each parent-led program has a group of volunteers that works together to monitor and implement the specific requirements of each program. A volunteer coordinator from these committees represents the group at monthly PSC meetings.

The PSC leadership consists of officers such as President, Vice President, Secretary, Treasurer; teacher representatives; the Director; Lead Classroom Coordinator; and one coordinator for each parent-led program. All Discovery parents and teachers are welcome to attend and participate in PSC meetings. The Program Site Council holds monthly meetings to discuss school activities. The Program Site Council is not a decision-making organization and reports to the Director. The PSC officers are selected through a nominating committee and voted on by the Discovery community.

The Program Site Council oversees such programs as: Parent Participation, School Community Building, Parent-Led Enrichment Programs, After-School Activities, Library, and Parent Education.

The Program Site Council:

- Serves as a forum for the discussion of matters of interest and concern to the parents and teachers of the school in regard to school programs and community;
- Acts as a communication channel between parents, other individuals, and groups both within and outside of the school community, by means such as: Parent and Student Handbooks, school newsletter, and the school-wide .io group;
- Works as an advisory body to the Director to assess school community support and interests by conducting annual parent/student surveys;
- Monitors parent-led programs;
- Reports directly to the Director and implements approved changes on behalf of the Director;
- Sponsors activities that enhance the intrinsic value of the School, contributes to the fulfillment of the School's mission, and builds community through activities such as summer events, festivals, and campouts; and
- Raises and manages funds to support student enrichment programs.

See Attachment 17: Program Site Council.

F. **Leadership Team**

Each Discovery charter school has its own leadership team comprised of teacher representatives from all grade levels, as well as at least one representative from the non-certificated school staff. The leadership team has been formed to facilitate shared governance and to serve as an advisory body to the Director, represent staff interests and employee relations, provide input to the school budget, and facilitate the execution of the annual development plan for the school. For more information refer to Attachment 4: Leadership Team.

G. Student Government

Annually the students at each charter school hold an election to select officers to lead each Discovery Charter School's student government. In addition, student representatives are selected from each class, K through 8. They sit on committees and provide input on decisions such as student activities and staff selection.

IX. EMPLOYEE QUALIFICATIONS

A. Discovery Charter School System Overview

The Discovery site shall serve as the main office for all of the Discovery Charter Schools. The staff located at the main office will be responsible for the oversight of the Discovery Charter School system, including Discovery, as well as Discovery Charter School II.

The main office staff consists of the Superintendent/Executive Director, Business Manager, Secretary and Office Clerk. The Superintendent/Executive Director will oversee the entire Charter School system and educational program.

Discovery Charter Schools will employ an administrative staff consisting of a school Director, an Office Manager, and a Secretary. The Director shall be the head of each school, and school staff report to the school Director. Each school Director will report directly to the Superintendent/Executive Director. The Office Manager of each school will report to school Director for budget reporting and fiscal management.

B. Qualifications of School Employees

“The qualifications to be met by individuals to be employed by the charter school.” - California Education Code Section 47605(b)(5)(E)

Discovery shall recruit professional and qualified personnel who believe in the philosophy of the school for all staff positions. In accordance with Education Code 47605(d)(1), Discovery shall be nonsectarian in its employment practices and all other operations. The School shall not discriminate against any individual (employee or pupil) on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics), or any other protected characteristic in state and federal law. See Attachment 20: Employee Recruitment Plan.

All employees should possess the personal characteristics, knowledge, and relevant experience consistent with the responsibilities and qualifications identified in the posted job description as determined by the School. For descriptions of the positions that will be hired at each Discovery campus, see Attachment: 21: Job Descriptions.

All school employees shall be fingerprinted and shall successfully pass all required Department of Justice/Federal Bureau of Investigation checks and background checks that provide for the health and safety of the School’s faculty, staff, and students prior to beginning work. They shall all possess a clear TB screening conducted within the past four years.

Superintendent/Executive Director Qualifications

The Superintendent/Executive Director supervises the teachers and non-instructional staff and shall operate as the chief executive officer managing the day-to-day functions of the School. The Superintendent/Executive Director acts as the instructional leader at the School and is responsible for helping the School's students achieve outcomes as outlined in the Educational Program.

Candidates for this position will possess:

- Excellent communication and community-building skills;
- Extensive knowledge of and experience with curriculum development and developmentally-based educational programs;
- A thorough knowledge of Special Education needs and issues;
- Strong leadership capabilities; and
- Experience in performance assessment.

This individual must meet all of the following minimum requirements:

- Bachelors Degree in education or related field (required)
- MA or equivalent (desirable)
- California Administrative and Teaching Credential (desirable)
- Teach or Experience in Related Field (desirable)
- The Board reserves the right to consider candidates based upon a combination of education and experience

Teacher Qualifications

"Teachers in charter schools shall be required to hold a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. These documents shall be maintained on file at the charter school and shall be subject to periodic inspection by chartering authority. It is the intent of the Legislature that charter schools be given flexibility with regard to noncore, noncollege preparatory courses." - California Education Code Section 47605(1).

Teaching faculty, as providers of the day-to-day teaching and guidance to the students, are the primary resources of the School.

Teachers will be responsible for, among other things:

- Core subject instruction in mathematics, language arts, science, and history/social studies;
- Curriculum planning;
- Collaboration with fellow faculty and administrators;

- Student assessment; and
- Communication with parents.

Candidates for these positions will possess:

- A commitment to students and learning;
- Knowledge about their subject material; and
- A willingness to be innovative and dynamic in their instruction methods.

These individuals must meet all of the following minimum requirements:

- Bachelor’s Degree; and
- Valid California Teaching Credential(s), certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold as required for the relevant grade(s) and appropriate supplemental or multi-subject credential(s), as applicable. (Education Code Section 47605(l).)

In addition, core teachers shall meet any applicable state and federal laws regarding teacher credentialing requirements.

In accordance with Education Code Section 48000(g), the Charter School shall ensure that credentialed TK teachers have, by August 1, 2020, one of the following:

- At least 24 units in early childhood education, or childhood development, or both.
- As determined by Discovery, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described in paragraph (1).
- A child development teacher permit issued by the Commission on Teacher Credentialing.

The Charter School will hire substitute teachers in accordance with applicable law.

Office Manager Qualifications

Under direction of the Superintendent, the Office Manager is responsible for the day-to-day operations at Discovery including, but not limited to, fiscal services, reporting requirements, operations, enrollment, transportation, nutrition services, information technologies, purchasing/warehouse, and facilities. The Office Manager serves as an advocate for the school’s developmental philosophy. Candidates for this position will possess knowledge, skills, and abilities in the following:

- Principles and practices of public school services and administration;
- Personnel and finance administration and sources of information related to public school issues;
- Research methods and report writing; and
- Effective public relations techniques.

The candidate must meet all of the following minimum requirements:

- Any combination of education and/or experience equivalent to completion of a Bachelor's Degree in Public or Business Administration or related field; and
- Three (3) years related experience in fiscal services, administration, and human resources. Experience with a public school is preferred.

School Secretary Qualifications

Under direction of the Superintendent the School Secretary is responsible for the day-to-day operations at Discovery including, but not limited to, enrollment, transportation, nutrition services, purchasing/warehouse, and facilities. The School Secretary serves as an advocate for the school's developmental philosophy. Candidates for this position will possess knowledge, skills, and abilities in the following:

- Principles and practices of public school services and administration;
- Personnel and finance administration and sources of information related to public school issues;
- Research methods and report writing; and
- Effective public relations techniques.

The candidate must meet all of the following minimum requirements:

- Any combination of education and/or experience equivalent to completion of a Bachelor's Degree in Public or Business Administration or related field; and
- Three (3) years related experience in fiscal services, administration, and human resources. Experience with a public school is preferred.

C. Compensation and Benefits

Employees of Discovery Charter Schools receive compensation packages which are competitive with local public charter schools. Benefits shall include, but are not limited to, health, dental, and vision.

Revenues and expenditures are reviewed annually, and a recommendation is made to the Discovery Board for cost of living adjustments and incentive pay to remain competitive.

D. Other Terms and Conditions of Employment

Discovery provides opportunities for teachers and other professionals to continue their professional development. See Attachment 22: Employee Development Plan.

Evaluation procedures are conducted in a manner established by the administration and approved by the Discovery Board. Discipline and dismissal procedures for School employees are developed by the administration and approved by the Discovery Board. See Attachment 23: Teacher Evaluation Process.

X. HEALTH AND SAFETY

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (H), inclusive, of paragraph (2) of subdivision (a) of Section 32282 and procedures for conducting tactical responses to criminal incidents.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.”

- California Education Code Section 47605(b)(5)(F)

In order to provide safety for all students and staff, the Discovery Board has adopted and implements a comprehensive set of health, safety, and risk management policies and procedures in consultation with the School’s insurance carriers and risk management experts. These procedures will be incorporated into the Charter School’s student and staff handbooks and will be reviewed on an ongoing basis by the School Director and Board of Directors. The Charter School shall ensure that staff are trained annually on the health and safety policies. The following is a summary of the health and safety policies of the Charter School:

Procedures for Background Checks

Employees, and contractors of the Charter School are required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. All new employees must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Superintendent/Executive Director of Discovery Charter Schools shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Discovery Business Manager shall monitor the fingerprinting and background clearance. The Board President shall monitor the fingerprinting and background clearance of the Superintendent/Executive Director. All volunteers shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

All employees are mandated child abuse reporters and follow all applicable reporting laws. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Tuberculosis Risk Assessment and Examination

Employees, and volunteers who have frequent or prolonged contact with students, shall be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations

All students will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Nutritionally Adequate Free or Reduced Price Meal

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each schoolday.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-8, at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on Charter School discipline
- procedures for conducting tactical responses to criminal incidents

Emergency Preparedness

The Charter School has adopted an Emergency Plan drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshal. See Attachment 19: Discovery Emergency Plan. This handbook includes, but shall not be limited to, the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Blood Borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. Discovery has established a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus and hepatitis B virus ("HBV").

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. See Attachment 28: Suicide Prevention Policy.

Drug Free/Alcohol Free/Smoke Free Environment

The Charter School shall function as a drug, alcohol, vaping and tobacco free workplace.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District.

Comprehensive Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and shall be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

Health Care and Emergencies

Discovery recognizes the importance of taking appropriate action whenever an accident or illness threatens the safety, health, or welfare of a student at school or during school-sponsored activities.

To facilitate immediate contact with parents/guardians when an accident or illness occurs, the Charter School requires parents/guardians to furnish the school with current contact information.

XI. RACIAL AND ETHNIC BALANCE

“The means by which the charter school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted.” - California Education Code 47605(b)(5)(G)

Discovery programs and activities shall be free from discrimination. Discovery shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics).

Discovery will strive to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District. Discovery implements a student recruitment strategy (see Attachment 26: Discovery Charter School Marketing and Community Outreach Plan) that includes, but is not necessarily limited to, the following elements or strategies:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruitment and admissions process.
- A lottery policy with preference to those residing in the territorial jurisdiction of the District.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations.
 - Outreach meetings in several areas of the District to reach prospective students and parents; and
 - The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the District; and
 - Creation of Diversity Task Force

XII. ADMISSION POLICIES AND PROCEDURES

“Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d).” - California Education Code Section 47605(b)(5)(H)

A. Student Admission Policies and Procedures

Discovery believes that all children should have the opportunity to receive educational services.

Discovery shall maintain procedures which provide for the verification of all admissions requirements specified in law and in Discovery policies and regulations.

Discovery shall strive, through recruitment and admissions practices, to achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the District.

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220. Discovery shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state, unless required by Education Code Section 51747.3. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Charter School’s application process is comprised of the following:

1. Parent attendance at a school information meeting and school tour
2. Completion of a student application

Discovery has a unique educational program. We feel that in order for a family to make an informed decision (concerning whether or not our program is right for their child/ren) they should be given an opportunity to explore our offerings by attending a tour and information meetings; which are offered in a wide variety of dates and times.

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students are required to submit a registration packet including, but not limited to, the following:

1. Enrollment Form
2. Proof of Immunization
3. Home Language Survey

4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records

Release of records

Discovery shall admit all students who submit a complete enrollment application , attend a tour and information meeting and wish to enroll in the school subject only to capacity. See Attachment 25: Enrollment and Admission Procedures.

Public Random Drawing

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. If the number of students applying for any grade exceeds the expected capacity for that grade, a public random drawing shall be conducted for the oversubscribed grades for those applicants who submitted complete application packets during the open enrollment period. Existing students of the School are not subject to the public random drawing and are guaranteed admission in the following school year. See Attachment 24: Public Random Drawing Policy.

Public random drawing rules, deadlines, dates, and times for the random drawing will be communicated in the enrollment applications, on the Discovery website and in the school office. Public notice for the date and time of the public drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all lottery applicants and all interested parties of the rules to be followed during the lottery process, location, date, and time of the lottery via mail or email at least two weeks prior to the lottery date.

Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

- (A) Siblings of students admitted to or attending the Charter School.
- (B) Children of Discovery employees.
- (C) Students who are currently enrolled in or who reside in the elementary school attendance area of the public elementary school in which Discovery is located (for purposes of the Charter School Facility Grant Program).
- (D) All other residents of Moreland School District.
- (E) California residents who are eligible to receive free or reduced price meals as determined by federal guidelines.
- (F) All other California residents.

The Charter School and the County agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of preference group by the designated lottery official

(appointed by the Superintendent/Executive Director). If the number of students applying for any grade exceeds the expected capacity for that grade, an admissions lottery shall be conducted for the Open Enrollment Period applicants for the oversubscribed grades to determine school placement.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

XIII. FINANCIAL AUDITS

“The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” - California Education Code Section 47605(b)(5)(I)

An annual independent financial audit of the books and records of Discovery shall be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the School shall be kept in accordance with generally accepted accounting principles and as required by applicable law, and the audit shall employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The Discovery Board shall select an independent auditor. The auditor shall have, at a minimum, a CPA and educational institution audit experience and shall be included on the State Controllers list of approved education auditors. To the extent required under applicable federal law, the audit scope shall be expanded to include items and processes specified in applicable federal Office of Management and Budget (“OMB”) Circulars.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor’s findings will be forwarded to the Santa Clara County Superintendent of Schools, the State Controller, and to the California Department of Education by December 15th each year. Discovery Charter Schools Superintendent/Executive Director along with the Business Manager will review any audit exceptions or deficiencies and report to the School Board with recommendations on how to resolve them. The Discovery Board will submit a report to the Santa Clara County Office of Education describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the Santa Clara County Office of Education, along with an anticipated timeframe for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process described in this Charter. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of the Charter School is public record to be provided to the public upon request.

XIV. SUSPENSION/EXPULSION PROCEDURES

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” - California Education Code 47605(b)(5)(J)

Discovery has developed and maintains a comprehensive set of student discipline policies. See Attachment 27: Pupil Suspension and Expulsion Procedures. These policies will clearly describe the Charter School’s expectations regarding, among other things, attendance, mutual respect, substance abuse, violence, safety, and work habits.

Each parent/guardian will be required annually to verify that they have reviewed the policies with their student/s and that they understand the policies.

The Charter School’s policies shall provide due process to all students and are developed to conform to applicable federal law regarding students with exceptional needs. The Charter School will notify the Santa Clara County Office of Education of any expulsions.

The Charter School acknowledges the responsibility of each student, parent, volunteer, faculty, staff, and administrator to contribute to the well-being of the community by demonstrating responsibility and accountability for individual and group actions. It is the Charter School’s goal

to enhance the quality of relationships, the quality of learning, and the quality of the community through shared responsibility.

XVI. RETIREMENT SYSTEMS

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System or federal social security.” - California Education Code Section 47605(b)(5)(K)

All certificated employees of Discovery participate in the State Teachers’ Retirement System (“STRS”), except that employees changing from employment covered by Public Employees’ Retirement System (“PERS”) may choose to continue to be covered by PERS or to elect participation in STRS. Non-certificated staff participate in the federal social security system and have access to other school-sponsored retirement plans according to policies adopted by the Discovery Board of Directors.

Discovery makes all employer contributions as required by STRS, PERS, or Social Security, as applicable. The Director is responsible for ensuring that appropriate arrangements for retirement coverage have been made. The County will cooperate as necessary to forward any required payroll deductions and related data to STRS and PERS. Discovery shall also make contributions for workers compensation insurance, unemployment insurance, and any other payroll obligations of an employer.

XVII. PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” - California Education Code Section 47605(b)(5)(L)

No student may be required to attend the Charter School.

Each student enrolled at Discovery is informed in writing on admission forms that the student has no right to admission in a particular school of any local education agency (or program of any local education agency) due to their enrollment in Discovery, except to the extent that such a right is extended by the local education agency.

Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District’s intra and inter-district transfer policies.

XV. EMPLOYEE RETURN RIGHTS

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” - California Education Code Section 47605(b)(5)(M)

No public school or County employee shall be required to work at Discovery. Job applicants for positions at Discovery will be considered through an open process, and if hired, will be individually contracted as approved by the Board. All employees shall be considered the exclusive employees of Discovery and not of the County.

Employees of the District or County who choose to leave the employment of the District or County to work at the Charter School will have no automatic rights of return to the District or County after employment by the Charter School unless specifically granted by the District or County through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District or County to work in the Charter School that the District or County may specify, any rights of return to employment in a school district after employment in the Charter School that the District or County may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

Sick or vacation leave or years of service credit at the District or County or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

XVI. DISPUTE RESOLUTION

“The procedures to be followed by the charter school and entity granting the charter to resolve disputes relating to the provisions of the charter.” - California Education Code Section 47605(b)(5)(N)

Charter School/County Dispute Resolution

The Discovery Board and the County agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. All parties shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

The intent of this dispute resolution process is to:

- Resolve disputes within the school pursuant to the school’s policies;
- Minimize oversight burden on the County;
- Ensure a fair and timely resolution to disputes; and

Disputes Arising From Within the Charter School

Disputes arising from within Discovery, including all disputes between students, staff, parents, volunteers, advisors, partner organizations, and governing board members shall be resolved pursuant to the policies and processes developed by the Charter School. Discovery shall also maintain a Uniform Complaint Policy and Procedures as required by state law.

The Santa Clara County Office of Education shall not intervene in any such internal disputes without the consent of the Board of Discovery and shall refer any complaints or reports regarding such disputes to the Board or the Superintendent/Executive Director of Discovery Charter Schools for resolution pursuant to the school’s policies. The Santa Clara County Office of Education agrees not to intervene or become involved in an internal dispute unless the dispute has given the Santa Clara County Office of Education reasonable cause to believe that a violation of this charter or laws or issues of student health or safety have occurred, or unless the Discovery Board has requested the Santa Clara County Office of Education to intervene in the dispute.

Disputes Between the School and the County

In the event of a dispute between Discovery and the County, the Discovery Board and the County agree to first frame the issue in writing and refer the issue to a County representative and the Superintendent/Executive Director of Discovery, or their respective designees. The written notification must identify the nature of the dispute and any supporting facts and the proposed resolution. In the event that the County believes that the dispute relates to an issue that could lead to the revocation of the charter under California Education Code Section 47607, Discovery requests that this shall be specifically noted in the written dispute statement, although it recognizes it cannot legally bind the County to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the County’s ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations.

The Superintendent/Executive Director and the County representative, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two members from their respective Boards who shall jointly meet with the County representative and the Superintendent/Executive Director of Discovery Charter Schools, or their respective designees. If this joint meeting fails to resolve the dispute, the County representative and the Superintendent/Executive Director, or their respective designees, shall meet to jointly identify a neutral, third party mediator. Mediation shall occur before a mutually agreeable mediator who is skilled in the interest-based approach to mediating disputes in the public school setting. The format of the mediation session shall be developed jointly by the County representative and the Superintendent/Executive Director, or their respective designees, and shall incorporate informal rules of evidence and procedure unless both parties agree otherwise. Each party shall bear its own costs and expenses related to the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Any recommendations of the mediator shall be non-binding, unless the Board of Discovery Charter Schools and the County jointly agree to bind themselves.

If mediation is not successful, then either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the County and Discovery.

XVII. CLOSURE PROTOCOL

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” – California Education Code Section 47605(b)(5)(O)

The following procedures shall apply in the event the charter school closes. The following procedures apply regardless of the reason for closure.

Closure of the Charter School shall be documented by official action of the Discovery Board. The action shall identify the reason for closure and shall delegate to the Superintendent/Executive Director or other individual the responsibility to manage the closure-related activities and dissolution process.

Should Discovery close, the following procedures will be followed to ensure an orderly closing of the school:

- 1) Notification of the closure of the Charter School within 10 days to parents/guardians of students, students, the SCCOE, the Charter School’s SELPA, the State Teachers Retirement System, the Public Employees Retirement System, or any other qualified retirement system in which the school’s employees participate, and the California Department of Education, providing at least the following:
 - (a) The effective date of the closure;
 - (b) The name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure;
 - (c) The students’ school districts of residence; and
 - (d) The manner in which parents/guardians and students may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.
- 2) Provision of a list of students in each grade level and the classes they have completed, together with information on the students’ districts of residence, to the responsible entity.
- 3) As applicable, the Charter School will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. The Charter School shall provide for transfer and maintenance of all student records, all state assessment results, and any special education records to the custody of responsible entity, except for records and/or assessment results that the charter may require to be transferred to a different entity. Parents will be notified of placement options for their student(s). Employees will be notified of their rights for reemployment.

- 4) All transfers of student records shall be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. §1232g. All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law. The Charter School will ask the County to store original records of Charter School students. All student records of the Charter School shall be transferred to the County upon the Charter School’s closure. If the County will not or cannot store the records, the Charter School shall work with the County to determine a suitable alternative location for storage.
- 5) Completion of an independent final audit within six months after the closure of the school that may function as the annual audit. Discovery will pay for the final audit. The audit shall be prepared by a State-Controller-approved firm and qualified Certified Public Accountant selected by the Discovery Board and shall be provided to the County promptly upon completion. It shall include at least the following:
 - (a) An accounting of all financial assets, including cash and accounts receivable, and an inventory of property, equipment, and other items of material value.
 - (b) An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation.
 - (c) An assessment of the disposition of any restricted funds received by or due to the Charter School.
- 6) Disposal of any net assets remaining after all liabilities of the Charter School have been paid or otherwise addressed, including but not limited to, the following:
 - (a) Any assets acquired from the County or County property will be promptly returned upon the Charter School’s closure to the County.
 - (b) The return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports.
 - (c) The return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.
- 7) Completion and filing of any annual reports required pursuant to Education Code section 47604.33.
- 8) Identification of funding for the activities identified in sections 1 through 8 above.

The Charter School will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable

alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

On closure of the Charter School, all assets of the Charter School, including, but not limited to, all leaseholds, tangible and intangible personal property, and all ADA apportionments and other revenues generated by students attending the school, remain the sole property of the Discovery Charter School nonprofit public benefit corporation and, upon dissolution of Discovery shall be distributed in accordance with the articles of incorporation and applicable law. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof.

Upon closure, Discovery shall remain solely responsible for satisfaction of all liabilities arising from the operation of the Charter School. The Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

As the Charter School is operated by a nonprofit public benefit corporation under California law, the Board shall follow the provisions set forth in the California Corporations Code for the dissolution of a nonprofit public benefit corporation, and shall file all necessary filings with the appropriate state and federal agencies.

Additional policies and procedures will be determined as needed by the Discovery Board based on the needs of the school and the County.

XVIII. MISCELLANEOUS PROVISIONS

A. Budgets

“The petitioner or petitioners also shall be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.” - Education Code Section 47605(g).

In Attachment 29: Discovery Multi-Year Financial Projections, please find the following:

Budget assumptions

Financial projections for the next three years of operation

These documents are based upon the best data available to Discovery at this time.

B. Financial Reporting

The Charter School shall provide reports to the County as follows, and shall provide additional fiscal reports as requested by the County:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update [LCAP] required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of all the Charter School’s receipts and expenditures for the preceding fiscal year.

The Discovery Board shall adopt and implement systems and processes, including establishment of a fiscal oversight committee and designation of a Discovery liaison to work with the County, to keep track of financial data and compile information in the prescribed format needed for the reports listed above, and to ensure that the above information is provided to the County in a timely fashion.

The Charter School shall provide reporting to the County as required by law and as requested by the County including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

C. Insurance

The Charter School maintains, at its own expense, its own insurance policies for the operation of the Charter School, including but not limited to, workers compensation, general liability, property, and errors and omission policies of the type and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts are based on recommendations provided by the County and the Charter School's insurer. That Santa Clara County Board of Education is named as an additional insured on all policies of the Charter School.

D. Administrative Services

"The manner in which administrative services of the charter school are to be provided." - Education Code Section 47605(g).

Any charter-requested services from the County will be on a fee-for-service basis by mutual agreement in a separate written agreement. Mutually agreed upon fees must be in place prior to the charter-requested service. Discovery will establish a competitive bid process balancing quality and price to outsource any of the services not handled in-house.

The statutory supervisory oversight fee of up to 1% of the Charter School's revenue will be paid to the Santa Clara County Office of Education for actual costs of oversight in accordance with Education Code section 47613(a).

Subject to availability, Discovery may request Santa Clara County services on a fee-for-service basis, including, but not limited to:

- Student health and human services, including access to school mental health and suicide prevention services, support from crisis team, and access to audiology services;
- Fingerprinting and criminal record processing;
- Processing of emergency credentials;
- Bilingual fluency testing;
- Non-stock requisition processing;
- Rubbish disposal;
- County purchasing contracts;
- Environmental health/safety consultation;
- Field trip transportation;
- School mail;
- Student information system;
- Food services;
- Risk management; and
- Attendance accounting.

E. Facilities

“The facilities to be utilized by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate.” - Education Code Section 47605(g).

Discovery is located within the boundaries of the Moreland School District at 4021 Teale Ave., San Jose, California 95117.

Discovery is in a ten year non-Prop 39 agreement with the Moreland School District that is valid through June 30, 2029. Discovery reserves the right to find alternative facilities, and will inform the County of changes in its facility plans.

Discovery pays Fair Market Value rent to the District and under our current lease agreement has waived the rights to facilities under Proposition 39. Discovery retains the right to file for a Proposition 39 facility with the District at the end of our current lease agreement or until rental costs become unaffordable. Discovery requires a fully equipped, contiguous school site to successfully and safely operate its program.

F. Transportation

Since Discovery is a school of choice, it is the responsibility of parents/guardians to provide transportation of students to and from the School. Transportation will not be provided to and from school, except as required by law, e.g., for students with disabilities in accordance with a student’s IEP.

G. Potential Civil Liability Effects

“Potential civil liability effects, if any, upon the charter school and upon the school district.” - Education Code Section 47605(g).

Discovery is operated by a California non-profit public benefit corporation. Discovery is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d). The central objective of the corporation is to provide public education for residents of the State of California, in accordance with the Charter Schools Act, California Education Code Section 47600, *et seq.*

As such, in accordance with Education Code Section 47604(c), if the County complies with all oversight responsibilities required by law, the County shall not be liable for the debts or obligations of the Charter School or for claims arising from the performance of acts, errors, or omissions by the Charter School. The Charter School shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other County-requested protocol to ensure the County shall not be liable for the operation of the Charter School.

Further, the Charter School and the County shall enter into a Memorandum of Understanding (MOU), which shall provide for indemnification of the County for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School purchases and maintains general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts are determined by recommendation of the County and the Charter School's insurance company for schools of similar size, location, and student population. The County is named an additional insured on the general liability insurance of the Charter School.

The Charter School Board institutes appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

H. Oversight, Reporting, and Renewal

Discovery and the Santa Clara County Office of Education agree to work together to accomplish all tasks necessary to fully implement this charter, including, but not limited to, the submission of any necessary and duly-prepared waiver requests to the State Board of Education.

The Santa Clara County Office of Education may inspect or observe any part of Discovery at any time. Discovery requests that the Santa Clara County Office of Education provide notice to Discovery at least three working days prior to the inspection or observation. If the Santa Clara County Office of Education Board believes it has cause to revoke this charter, the Santa Clara County Office of Education shall follow the process and procedures for charter revocation as set forth in Education Code Section 47607 and its implementing regulations.

The governing board of Discovery may request from the Santa Clara County Board of Education a renewal of the charter at any time. The Santa Clara County Board of Education agrees to hear and render a renewal decision pursuant to the timelines and processes specified in California Education Code Sections 47605(b) and 47607.

All official communications between Discovery and the Santa Clara County Office of Education shall be in writing and shall be either hand delivered, sent by telecopy or facsimile, sent by U.S. Mail, postage prepaid, and addressed to those set forth below (except that a party may from time to time give notice changing the address for this purpose). A notice shall be effective either when personally delivered, on the date set forth on the receipt of a telecopy or facsimile, or upon the

earlier of the date set forth on the receipt of registered or certified mail or on the fifth day after mailing.

Superintendent/Executive Director
Discovery Charter Schools
4021 Teale Ave
San Jose, CA 95117

Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131-2304

XIX. ATTACHMENTS

The following attachments are intended to provide additional information regarding Discovery. These documents are intended for informational purposes only and to assist the Santa Clara County Office of Education in understanding how Discovery operates. These, as informational documents, do not constitute a legally binding contract or agreement, are not intended to govern the relationship of Discovery and the Santa Clara County Office of Education, and are not a part of the charter of Discovery or any related agreements or memoranda of understanding.

ATTACHMENT 1: COMPLIANCE WITH THE BROWN ACT AND THE PUBLIC RECORDS ACT

**Discovery Charter School Compliance
with the Brown Act and Public Records Act**

(As required by County Board Administrative Regulations 6230
Section 2.0 subdivision (d) and subdivision (e).)

Public Records Act:¹

Discovery Charter School (the “Charter School”) recognizes and shall comply with applicable requirements under the Public Records Act, California Government Code Section 6251 *et seq.*, including but not limited to the requirements to respond to requests for public records within 10 days and to provide public records within a reasonable amount of time thereafter as required by law. Additionally, Discovery Charter School recognizes that Education Code Section 47604.3 requires the Charter School to promptly respond to all inquiries, including, but not limited to, inquiries regarding its financial records from the chartering authority (i.e., the County Board of Education), and the Superintendent of Public Instruction. Discovery Charter School fully intends to comply with this Section as it relates to all records of the approved charter. However, it should be noted that the Charter School is cognizant of its responsibility to comply with the Family Educational Rights and Privacy Act (“FERPA”) (20 U.S.C. 1232g) under federal law and other privacy laws related to personnel records (i.e., confidential medical information, etc.).

The Brown Act:²

Discovery Charter School, as a parent and community driven effort, values the input from parents and community members regarding the educational design and operation of the Charter School. Discovery Charter School is committed to compliance with all applicable state and federal laws. Discovery Charter School shall comply with applicable requirements of the Brown Act, Government Code 54950 *et seq.* including, but not limited to the notice requirements, the open meeting requirements, and all requirements for giving the public an opportunity to be heard.

Furthermore, Discovery Charter School is committed to compliance with all state and federal laws preventing conflicts of interest.

¹ Administrative Regulation Section 6230, Section 2.0(d) states: “A description of how the charter school will facilitate the sponsoring agency’s compliance with the Public Records Act.” Petitioner is not entirely clear what the County Board intended by this section. In Board Policy 6230 Section 2.1, the sponsoring agency is defined as the school district that denied the petition. We assume, however, for purposes of the Countywide charter petition, that the County Board would like a description of how the Charter School intends to comply with the Public Records Act. As such, the following description is intended to outline how the Charter School will comply with the Public Records Act.

² Administrative Regulation Section 6230, Section 2.0(d) states: “A description of how the charter school will facilitate the sponsoring agency’s compliance with the Brown Act.” Petitioner is not entirely clear what the County Board intended by this section. In Board Policy 6230 Section 2.1, the sponsoring agency is defined as the school district that denied the petition. We assume, however, for purposes of the Countywide charter petition, that the County Board would like a description of how the Charter School intends to comply with the Brown Act. As such, the following description is intended to outline how the Charter School will comply with the Brown Act.

ATTACHMENT 2: DISCOVERY CHARTER SCHOOL BOARD

Barbara Vella (Eagle) *Discovery Charter School Board Director*

Barbara Vella (Eagle) is the original Discovery founder and driving force behind the movement to establish Discovery as a charter organization. She works as an Associate Fund Director for Marketing at Stanford University raising approx. \$3 million annually in support of her assigned funds/schools. She was a Co-Founder of Eaglevision Productions and focused primarily on Marketing & Business Development while there. She is an artist, an outdoors-woman and a wicked tennis opponent. Two of her children graduated from DCS, and she is passionate about education and kids. Barbara is obsessed with Annual Funds, both for Discovery and Stanford University. She served as President of the Discovery Board for 10 years.

Christopher Foisie – *Discovery Charter Schools Board, Treasurer*

Christopher Foisie has been a leader and financial professional for 15 years. He has spent a great deal of his professional career negotiating complex revenue contracts and managing expectations with sales teams, aligning corporate financial decisions, and working cross-functionally to manage growth goals. Education is in Chris' blood – his mom was a teacher. Growing up in an educational environment instilled in him the value of good educators and the impact they make on children's lives. Chris has two children enrolled at the Falcon campus. He and his family have an active lifestyle. They enjoy downhill skiing and many Tahoe winters.

Glady Lee – *Discovery Charter Schools Board, Secretary*

Glady Lee was born in the Philippines and grew up in Vallejo, CA, where most of her extended family still lives. She graduated from UC Santa Barbara, where she studied Art Studio and Asian American Studies. She has worked for many years in communications as a web producer, first in the technology sector, and now in the non-profit field at Catholic Charities of Santa Clara County. She is also an active member of the artist community at the School of Arts and Culture at Mexican Heritage Plaza. At Discovery, she has taught several enrichment classes, led small groups in book clubs, served as Lead Classroom Coordinator, published the Discovery Details newsletter, and taught the Phoenix Yearbook Middle School selective. She has previously served on the Board of Cupertino Co-op Nursery School. Glady's family has been with Discovery Phoenix since 2009. They enjoy visiting art museums and libraries, and watching the San José Spiders play professional ultimate frisbee.

Christiana Sanchez - *Discovery Charter Schools Board, Vice President*

Christiana has worked in public policy for over 15 years and is passionate about community service. She is the former vice president of MANA del Norte, an educational non-profit, and worked in Washington, D.C. as a Congressional Fellow. In addition, she has worked in several capacities for the New Mexico State Attorney General and the Secretary of State including consumer advocacy, public relations, campaign finance and elections, and ethics compliance. Christiana has a Bachelor's degree from The University of

New Mexico and a Master's degree in School and Community Counseling from New Mexico Highlands University. She lives with her husband and two children in San Jose, California. Christiana has one child at Discovery I.

Ilan Spieler – *Discovery Charter Schools Board, President*

Ilan Spieler is a staff attorney with the Superior Court of California, County of Santa Clara. He has worked extensively on civil litigation cases in a variety of areas. Ilan has had a lifelong interest in education, volunteering at schools long before he started his family, and at one point in his life's journey, he considered becoming a teacher. Ilan has two children enrolled at the Phoenix campus. His interests include cooking, computers and technology, playing guitar and writing music.

ATTACHMENT 3: STRATEGIC PARTNERS

New Teacher Induction Program

The New Teacher Induction Program is a state-funded induction program, co-sponsored by the California Department of Education (CDE) and the Commission on Teacher Credentialing (CCTC) designed to support the professional development of newly-credentialed, beginning teachers and fulfill the requirements for the California Clear Multiple and Single Subjects Credentials.

Discovery is using the Santa Cruz/Silicon Valley New Teacher Project, which is a collaborative effort among the Teacher Education Program of the University of California at Santa Cruz, the Santa Cruz County Office of Education, school districts and charters in a five county region. Led by Emily Davis, Executive Director of the New Teacher Center at UCSC, and Jamie Brown, Associate Director of the New Teacher Center at UCSC, the Project has supported more than 2,500 first and second year teachers since its inception in 1988.

California Charter Schools Association

The California Charter Schools Association (CCSA) is a professional membership organization serving more than 500 public charter schools in the State of California. The CCSA mission is to increase student achievement by strengthening and expanding public charter schools throughout California.

The Association's vision is that by the year 2014, more than 10 percent of California public school students, representing over 670,000 students, will be attending high quality public charter schools.

The Association serves its membership and strengthens the charter school movement through its focus in the following areas:

Advocacy

The Association is the collective grassroots voice of California's charter schools and charter school stakeholders. CCSA aggressively advocates for increased flexibility and funding for all public charter schools.

Leadership & Quality

The Association focuses on leadership development and accountability in a manner that helps the charter school movement to grow. The goal is to bring high-quality charter schools to every community in order to bring about lasting reform.

Membership Services & Products

The Association provides an array of products, services, expertise, and financial tools to strengthen the member schools and allow them to focus on what matters most—educating students.

Charter Schools Development Center

California Schools Development Center (CSDC), a 501(c)(3) non-profit corporation and Community Development Financial Institution (CDFI), promotes innovation and excellence in education by financing and developing facilities for great public charter schools nationally. As the only CDFI in the country focused exclusively on the facility and financing needs of charter school organizations, CSDC helps charter school entrepreneurs and leaders finance, build, expand, and replicate their

school models, turning educational visions into reality, with the goal of ultimately improving student achievement by increasing school choice and catalyzing competition within the American K-12 public education system.

EdTec, Inc.

EdTec delivers high-value business, charter development, educational support, and technology services - *exclusively* to charter schools. Since inception in 2001, EdTec has assisted more than 150 charter schools and developers, allowing school leaders and staff to focus more of their limited resources on classroom instruction and improving student achievement.

EdTec provides charter schools with the expertise they require and has the economies of scale to hire senior experienced personnel who specialize in different areas of school management and can help develop benchmarks of best practices. Their offerings include: Finance and accounting, Business Services, and Human Resources. Additional offerings include: Charter Development, Renewals & Grant Writing, Facilities Assistance, Student Information & Assessment Systems, Governance Training, and Strategic Planning.

SquarMilner - Certified Public Accountants & Financial Advisors

SquarMilner is one of the nation's 60 largest accounting firms as well as one of the largest independent accounting and advisory firms in California. The firm specializes in financial audits of government entities and publicly held companies.

Santa Clara County Office of Education

The Santa Clara County Office of Education (SCCOE) is a champion of public education, serving as an exemplary regional resource to students, parents, school districts, community agencies and businesses.

The Santa Clara County Office of Education (SCCOE) provides instructional, administrative, human resources, business and technical support services to the county's 32 school districts. Centralizing services such as payroll, employee fingerprinting and Internet connections, to help districts to achieve greater efficiency and cost-savings.

SCCOE programs that provide direct instruction include Special Education, Head Start, Parkway, Environmental Education, Regional Occupational Programs and Alternative Schools. An additional program, Migrant Education, supports the special needs of migratory children.

Discovery works closely with the Santa Clara County Office of Education staff in a number of areas. SCCOE staff visits the Discovery campus and meets with staff to conduct requested audits of Discovery's programs and practices as required in the MOU. In addition, Discovery takes advantage of the expertise of County staff and resources in such areas as: curricular planning, ELL services and support, special education, textbook selection and fiscal services.

Young, Minney & Corr, LLP

The Charter Law team of Young, Minney & Corr, LLP has been providing expert, effective, and responsive legal advice to California's charter school community since the inception of the Charter Schools Act of 1992. They are the leader in all areas of law that are most significant to the successful

development and operation of a charter school such as: labor and employee matters, student discipline, constitutional claims, facilities, finance, and nonprofit corporate issues. The firm has experience with representation before state and federal courts and administrative bodies.

Young, Minney & Corr, LLP have assisted hundreds of charter schools in the successful development and operations of charter schools. They currently represent more than 200 charter schools, CCSA/CANEC, Charter Schools Development Center (CSDC), insurers, private schools, and businesses providing support services to schools in California.

Young, Minney & Corr, LLP emphasize a preventative approach to law by helping their clients anticipate legal difficulties, minimize exposure to legal claims and fees, and prevent operational disruptions. The legal team is well prepared to assist our charter school in every aspect of the school creation, expansion, and operation.

Chase Bank

Chase is a financial services company, with a mission to provide exceptional customer service. They offer everything one may need from consumer and business banking to financial services, from home loans and insurance services to specialty lending products. Business Services include: treasury management, payment services, credit, loans, and more. Chase Bank has been a supporting business partner since Discovery's charter development began in 2004.

YMCA of Silicon Valley

The YMCA of Silicon Valley is a leading nonprofit community service organization, serving Santa Clara County. YMCA enriches kids, adults, families, and communities through health, fitness & wellness programs, youth & family programs, camps, and other activities for people of all ages, incomes, and abilities. The YMCA's goal is to help build a healthy spirit, mind, and body for all - with core values of caring, honesty, respect, and responsibility at the heart of everything they do. Discovery has partnered with the YMCA & the City of San Jose to provide parenting classes for Hispanic families in the surrounding Moreland School District area.

Media Partners

Alpha Media

Alpha Media is a radio broadcast media company that has a passion for outstanding radio and digital content. Their philosophy is to be smaller, faster, bolder, and work as a team at all levels. This media partner delivers a unique outlook and innovative ideas for marketing and community communications. They create progressive products, world class events and building strong relationships. Alpha Media formats include Top 40, Adult Contemporary, Spanish, Urban, News Talk, Sports, Rock, Country and more.

Bay Area Parent

Bay Area Parent Silicon Valley features local issues, as well as local connections, resources and listings. Bay Area Parent magazine is part of a national network of local parenting publications. This magazine offers parents features with national scope and local relevance. Bay Area Parent has an excellent reputation as a resource and information guide for parents.

EI Observador

El Observador is a weekly Spanish language newspaper serving Latinos in the San Francisco Bay Area. El Observador's focus is on the informational needs of the local Latino (Hispanic) community in Silicon Valley, which includes San Francisco, Oakland, and San Jose. An estimated 1,250,000 Latinos reside within this area. El Observador has provided information to this community since 1980.

Screenvision Media

Screenvision Media is a premier cinema, video, and media organization that curates powerful and uncluttered storytelling for brands, exhibitors, and audiences at movie theatres nationwide. Their goal is to create engaging, technology forward media solutions for all of their partners, both big and small. They take pride in a culture that values creativity, collaboration, and a passion for the distinct magic of the movie-going experience, unrivaled in its impact and engagement.

Silicon Valley Community Newspapers

Silicon Valley Community Newspapers serves the neighborhoods and cities throughout the Santa Clara County area. These publications provide “fiercely local” news and feature stories about people, events, schools, businesses, sports, and government, with particular emphasis on the impact of local government decisions.

ATTACHMENT 4: LEADERSHIP TEAM

The role of the Leadership Team is to:

- Represent Staff interests
- Serve as an advisory body
- Give input to the school budget
- Help with employee relations – salary, benefits

To be eligible for the Leadership Team you must:

- Be nominated, or add your name to the ballot
- Be a representative from your grade level or the classified staff
- Be in good standing
- Be at least an 80% employee
- Be a Discovery staff member for a minimum of 2 years

Terms of Service for the Leadership Team shall be:

- Position begins in June and will remain until June of the second year.
- Expected to work over the summer
- Attend monthly meetings
- Help create the agenda
- Facilitator will rotate
- Must check in with grade level/department monthly

Accountability as a Team Member requires:

- Attendance at Leadership Team meetings
- Facilitator of Leadership Team meetings
- Advocacy for grade level and school

ATTACHMENT 5: A DAY IN THE LIFE OF A KINDERGARTENER

When students walk onto campus at Discovery, they are greeted by the kind faces of parents who participate in the classroom, caring teachers, and enthusiastic friends. Many arrive at school early so they can play together, and often there are families bustling around as they get ready for field trips. It's a K-8 school, but there is an inviting feeling of belonging and community across the grade levels.

Let's walk through a typical school day for our kindergarten students.

Samantha stands in line to greet her teacher with a high five, leaping as high as she can, then joins her classmates on the rug for Morning Meeting. She sits next to the first grade buddy her teacher has thoughtfully paired her with. As her teacher takes attendance, she embeds a quick math talk about the number of boys compared to the number of girls in class that day and asks, "If 17 students are here, how many students do we still need to get to 22?" The teacher takes time to go over the schedule for the day, highlighting special times like enrichments as well as the more typical time to play, engage in math, and share stories during Writer's Workshop.

Samantha's teacher asks the class to look at the calendar and figure out the number of days until the Fall Festival. One kindergarten student, Nicholas, raises his hand to explain how he counted on from today's date to get the number, while Isabel, who is in first grade, uses the calendar to count weeks by sevens.

Now it's time to play. Samantha happily hops up to find Keya, Ryan, and Connie. They grab the guitar, shakers, and drum and continue planning their band. Max, Leo, and Hiran are busy designing spinning toys using Legos while Dhara, Aayush, and Ian design them using magnets. Soon they will have a friendly competition. Meanwhile, a small group is figuring out how to put together a 100-piece puzzle and another group is drawing using oil pastels.

The teacher wanders the room, listening and watching. She notices the way students develop friendships, make and communicate choices, take risks, negotiate, collaborate, and problem solve. These students have many opportunities for developing social emotional skills – and daily time to play is one of the best ways to do that.

The toys and games have been cleaned up and now it is time for reading. Once books and spots are picked out, the classroom grows quiet. Samantha isn't reading yet, but she knows she can also enjoy a book by reading the illustrations in one of her favorite picture books. Hiran is reading chapter books and enjoys the Magic Tree House series. Dhara is smiling to herself as she mouths the rhymes in a familiar "Dr. Seuss" book.

Now the parents have arrived to volunteer. The teacher gives instructions for small group math stations. One parent will be helping with games and another will be helping students solve story problems. The teacher explains the different ways students may share their strategies.

Samantha's math group is grabbing handfuls of pop cubes. She sorts them by their four colors, then estimates how to put the groups in order from least to greatest. Max is in the same group and he has decided to organize his pop cubes by twos so he can count more quickly. A few kids wiggle in their chairs and one student sorts her pop cubes on the rug. Over at Hiran's math table, they are looking at

dots on a tens frame, using it to help them play a card game for ways to make 10. Over the course of the year, most of the students will have developed flexible number sense and be able to explain many ways to make a number. Dhara's math group is solving a story problem that asks them to combine 27, 28, and 13. Dhara explains how she added 27 and 13 together first to make a ten. Kids at the table nod in agreement, then share their different strategies to get to the same total. The students at this table are working in a mixed group of kindergartners and first graders. All five of them have strong number sense, but two of them are still working on recording their thinking in an organized way.

After math, students rush outside to recess. Parents dot the field and blacktop for yard duty. Dhara decides to play on the monkey bars with her first grade buddy. Hiran grabs a ball from the big recess bin and runs for the basketball hoop. Most have found a spot on the grass to play soccer or tag except for a small group that sticks around to help parents set up for community style snack.

When the bell rings, the K1 classes gather at tables outside. Samantha scoops out her own serving of yogurt, then asks Hiran to pass the bowl of berries.

After recess and snack, Samantha comes in for Language Arts. Yesterday before going to P.E. they read a Dr. Seuss book with their buddy class and worked on word families. Today they have more time, which means Samantha finally gets to have her turn sharing her news. She comes up to the front of the class with a big smile on her face and tells a story about going to the beach. "Did you use a bucket to help you build the sandcastle?" Eshaan wonders. "Did you add anything to it like feathers or shells?" Dhara adds. Max wants to know if the rocks were slippery. As Samantha tells her story, her teacher writes. Every so often, she'll ask the class about conventions such as spaces between words, when to use capital letters, and how to spell, but the focus is mostly on telling an engaging story with descriptions and strong organization of ideas. When Samantha's story is done being told, she chooses her friend Hiran to help her illustrate. The next day, Samantha will share her story with the class and ask for their feedback. She can't wait!

Hiran helps Samantha include the important details in her drawing to make sure it matches the story. They have become good friends and also spend some time giggling together while the rest of her class settles into Writer's Workshop. Hiran and Samantha start whispering about their upcoming field trip to Ardenwood Farm and remembering how fun it was to hop across rocks and climb in an old tree at Sanborn Park. As the class writes, their teacher is roaming around the room, conferencing with students one on one. Kids are working hard, but there are whispers about favorite things: the beach, Disneyland, visiting family, enrichments. Two kids are deciding if they like nature play, art, science, or cooking class best. They settle on science, because they get to do experiments and the dad that leads it, Mr. Mark, is really funny.

When Writer's Workshop is over, the class takes some time to clean up papers and pencils, then the teacher calls a student up for Author's Chair. While conferencing, she noticed this student's strong use of lively verbs and transitions between ideas. The kindergartner sits in front of the class. With some support, he reads his story and asks for feedback. "I like how you said you climbed the roots," Nicolas says. "And that you ran down the steep hill," Hiran interrupts. "My favorite part was how you said you 'suddenly' with lots of energy!" Several students agree.

Now it's time to transition to Social Studies. They sing a few verses of America, the Beautiful together. Last week they did an art project where they painted landscapes inspired by the song.

Samantha tried really hard to paint the purple mountains, while Hiran painted a picture of a desert with cactus and a sunset.

Next the kids are asked to turn and talk to their buddy, naming some characteristics of good leaders. This is an ongoing conversation, so the students have some powerful ideas already. They share out: “Leaders are gentle, calm, and helpful.” “They have to be brave and never give up.” “They have big ideas.” “They are clever and good at solving problems.” Their teacher asks if little kids can be leaders, too. The students overlap each other’s voices in agreement, sharing how they try to be helpful or giving examples of when they didn’t give up.

The teacher gives a few reminders and waits for the class to be whole body ready again, then pulls up a chart on the Smart Board with the names of Amelia Earhart, Helen Keller, Ruby Bridges, and Martin Luther King Jr on it. They review some character traits the class has already listed, reminding themselves of the actions and words that make these people important leaders.

Some of the kids are getting restless. It’s time to head outside for lunch and recess with the other kindergarten and first grade classes. Parents are already outside for yard duty, ready to help students open lunch containers, help them make good choices, or remind them how to sort trash and recycling into the correct bins. Once they go off to play, the rest of the school has joined the kids on the blacktop.

After 40 minutes of playing with balls and hula hoops, racing each other down the slides, or working in the mud kitchen, the bell rings for the kindergarten and first graders to come back to class. Samantha and her friends run back, playing around in line until their teacher greets them again. They all walk into the room and the lights are turned off. Samantha finds a spot in the library with Keya and Connie. Everyone scatters throughout the classroom, finding cozy spaces. Their teacher begins the chapter book read aloud.

The class really loves the Magic Tree House series. They enjoy the adventure and the awesome problems the main characters try to solve. Their teacher uses this time to talk to them about lively verbs, strong adjectives, and word choices that put a picture in the reader’s mind. Right now, she is focusing on how the author describes the setting. Samantha likes to imagine the magic tree house in a storm, with the wind blowing the rope ladder and making the leaves dance.

After 15 relaxing minutes, the story comes to a stop until tomorrow. It’s time for the first graders to start their Guided Reading classes and the kindergartners to go home. Samantha gathers her sweater, lunch, and backpack and gives her teacher a quick hug goodbye. She and her friends walk down the ramp with big smiles.

ATTACHMENT 6: A DAY IN THE LIFE OF A SIXTH-GRADER

Angela arrives early today for school so she has some time to chat with her friends about the dance this Friday and the sixth grade field trip they took yesterday to participate in a Ropes Course. Angela's day begins in her homeroom. Her class is discussing Democracy, with a focus on the upcoming election. After the class learns about the process for placing a Proposition on the ballot in California, they break into small groups to draft Propositions for a future election, including pros and cons of such law, and the economic impact of each Proposition.

During math, the class breaks into small groups. Angela's math group will be going outside today with a parent volunteer to draw a number line on the blacktop including positive and negative numbers. Angela and her friends enjoy plotting ordered pairs on the number line. Then her group moves on to another math activity supervised by a parent, in which students use a cookie recipe to create a ratio table of the ingredients if the recipe is increased or decreased, while Angela's teacher supervises a separate group of students in another math activity.

After break, Angela's class divides into small groups for Language Arts. Working with a parent volunteer, Angela's group writes a review of the book, *Sea of Trolls*, by Nancy Farmer. Another group of students is assisted by a parent in playing a card game involving idioms. Then students finish editing their essays describing the activities they liked most from yesterday's "Cave Day".

At first, Angela was a little surprised when she came to school and found her classroom completely dark for "Cave Day". Soon, however, she was excited to crawl underneath the tables that were covered over with blankets to simulate caves. Angela's favorite activity was painting pictographs on the walls of the caves. Her class also participated in different activities, from the scientific vocabulary and different formations of caves, the location of caves around the world, the importance of caves in the ecosystem, and the inhabitants of caves throughout history and in current times. As students explored these topics, they completed an assignment in their History Alive Interactive Notebooks.

Tomorrow, Angela and the other students will continue to rehearse for their presentation of the play "Who Was the Piltdown Man?" They will also map the migration of early hominids, and attempt to identify early artifacts.

Angela is dismissed early today for lunch because it is her turn to help at the recycling station. After lunch and recycling, Angela hurries out to play soccer with her friends on the field.

After lunch, Angela and her friends are off to Selective classes. It was difficult for her to decide which Selective classes to take, but Angela chose two Selective classes: Service Learning, where the students are conducting a food drive, and Art, where they just completed a study of M.C. Escher and created tessellations.

Every other day, Angela takes P.E. and Spanish during the Selective periods. Next term, she will choose from a wide variety of Selective classes – Dance, Technology, Math Tutorial, Drama, Fitness, Lego Robotics, woodworking, coding, cooking or Communication.

Next semester, she might choose a different After School Enrichment – possibly acting, art, music, or chess. For now, Angela is focused on finishing her class projects and homework so she can go to the movies with her friends this week-end.

ATTACHMENT 7: CITED CURRICULUM REFERENCES

Bingham, Anne A. *Exploring the MultiAge Classroom*. Stenhouse Publishers, Sept. 1, 1995.

Jensen, Eric. *Teaching with the Brain in Mind*. Alexandria, VA: Association for Supervision and Curriculum Development, April 1, 1998.

McBrien, J.L. and Brandt, R.S. *The Language of Learning: A Guide to Education Terms*. Alexandria, VA: Association for Supervision and Curriculum Development, 1977.

Ostrow, Jill. *A Room with a Different View*. Stenhouse Publishers, Sept. 1, 1999.

Tomlinson, C. *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA: Association for Supervision and Curriculum Development, April 1, 1999.

Glatthorn, Allan. *Integrated Curriculum*. (1994)

ATTACHMENT 8: SAMPLE CURRICULUM

At Discovery the curriculum, instruction, and assessment are based on the California State Frameworks and Academic Content Standards of California Public Schools.

Beliefs about Reading

At Discovery we believe:

- ★ teachers read rich literature aloud to students
- ★ students read independently every day at school and at home.
- ★ students have a choice of independent reading materials
- ★ students are exposed to a wide and rich range of literature
- ★ students study authors' writing style and craft
- ★ teachers model and discuss his/her own reading processes
- ★ instruction emphasizes comprehension, with an emphasis on phonics and phonemic awareness as students are learning to read
- ★ reading is taught as a process:
 - students use strategies that activate prior knowledge
 - students make and test predictions
 - students receive help during reading
 - teachers provide after-reading applications
- ★ time is made for social, collaborative activities with much discussion and interaction
- ★ grouping is flexible and done by reading level, interest, and/or book choices
- ★ instruction takes place in the context of whole and meaningful literature
- ★ reading is done extensively in the content areas
- ★ evaluation is focused on holistic, higher-order thinking processes
- ★ success of the reading program is measured by students' reading habits, attitudes and comprehension

Beliefs about Writing

At Discovery, we believe:

- ★ class time is spent writing original pieces and emphasizes student choice
 - for real purposes and audiences
 - with instruction and support for all stages of writing: prewriting (organizing thoughts through graphic organizers), drafting, revising, editing, conferencing and publishing
- ★ student ownership and responsibility for writing are taught by:
 - helping students choose their own topics and goals for improvement
 - using brief conferences with teacher, parent, or peer
 - teaching students to examine their own craft and conventions
- ★ teachers model and share writing as a fellow author through drafting, revising, and sharing
- ★ students learn grammar and mechanics in the context of mentor texts and original writing
- ★ young writers are encouraged to use inventive spelling throughout the writing process
- ★ older students are encouraged to use inventive spelling in the early stages of the writing process (prewriting, drafting and revision)
- ★ teachers provide writing instruction through mini-lessons that are informed by formative & summative assessments of the class.
- ★ students write across the curriculum, when appropriate
- ★ students write in different genres:
 - narrative
 - personal/memoir
 - descriptive
 - expository
 - informational (all about . . ., report, biography, etc.)
 - functional (letters, emails, lists, how to's, etc.)
 - persuasive
 - response to literature
 - poetry
- ★ evaluation is constructive and involves:
 - brief, informal, formative assessments and student work
 - encouragement of risk taking and honest expression
 - focus on a few errors at a time
 - assessment of on-demand writing
 - thorough summative assessment of just a few polished papers
 - cumulative review of growth and self-evaluation

Beliefs about Mathematics

At Discovery we believe

- math curriculum follows a clear scope and sequence within each grade level
- mathematics is comprised of conceptual, skill based, and abstract elements; there is a developmental progression that moves from concrete (hands-on) to abstract thinking and problem solving
- instruction is differentiated according to ability and learning style; the individual needs of students are met with tiered instruction and extra support
- assessment should be formative, on-going and embedded into learning and instruction
- math learning and instruction should be guided by purposeful content and goals that:
 - ◆ make meaningful connections to real life
 - ◆ are integrated with other content areas
 - ◆ are relevant and applied
 - ◆ develop critical thinking
- students need to be able to articulate how they approach solving problems; they may use words (written or oral), pictures and/or numbers to demonstrate understanding
- it is crucial to give students time to develop and understand how numbers work together, but once that understanding develops, students must strive for fluency with math facts in order to become proficient in higher order mathematical computation
- students discover mathematical rules and are taught algorithms as one efficient strategy, after they “discover” them while solving complex, real-world problems
- students need many opportunities for individual practice
- students should use manipulatives at all levels to solve problems
- students need to develop their math vocabulary
- students demonstrate their knowledge through daily practice, projects, activities and a variety of assessments
- parents working with groups of students are an integral part of math learning and instruction
- meaningful resource materials for parents are important for a positive home and school connection

Reading

Grade Level	Materials
K	Zoo Phonics A – Z reading Rigby, National Geographic, Newbridge level readers (fiction and nonfiction) Teacher and parent led differentiated literacy centers Author studies Reading comprehension strategies Wide and rich range of literature
1 Grouped in the afternoon by reading level	<i>Phonics and Word Study Lessons</i> by Fountas and Pinnell A – Z reading Rigby, National Geographic, Newbridge level readers (fiction and nonfiction) Guided reading Teacher and parent led differentiated literacy centers Author studies Reading comprehension strategies Wide and rich range of literature
2/3	Rigby, National Geographic, Newbridge level readers (fiction and nonfiction) Guided reading Teacher and parent led differentiated literacy centers Author studies Reading comprehension strategies Wide and rich range of literature
4	Rigby, National Geographic, Newbridge level readers (fiction and nonfiction) Guided reading, based on individual need Teacher and parent led differentiated literacy centers Literature circle groups Author studies Reading comprehension strategies Wide and rich range of literature
5	Rigby, National Geographic, Newbridge level readers (fiction and nonfiction) Guided reading, based on individual need Teacher and parent led differentiated literacy centers Literature circle groups Author studies Reading comprehension strategies Wide and rich range of literature

6	Literature circle groups Author studies Guided reading, based on individual need Reading comprehension strategies Wide and rich range of literature

Grade Level	Materials for Reading (continued)
7	Literature circle groups Author studies Guided reading, based on individual need Reading comprehension strategies Wide and rich range of literature
8	Literature circle groups Author studies Guided reading, based on individual need Reading comprehension strategies Wide and rich range of literature
Assessment	Grades K – 1 ➤ Reading Assessment (fall and end of the year) Grades K – 5 ➤ DRA (Developmental Reading Assessment, Fall, winter, end of year) ➤ running records ➤ classroom formative and summative assessments Grades 2 – 8 ➤ SRI (Scholastic Reading Inventory – gives a lexile score) Fall and end of year ➤ classroom formative and summative assessments Reading comprehension strategies Wide and rich range of literature

Writing

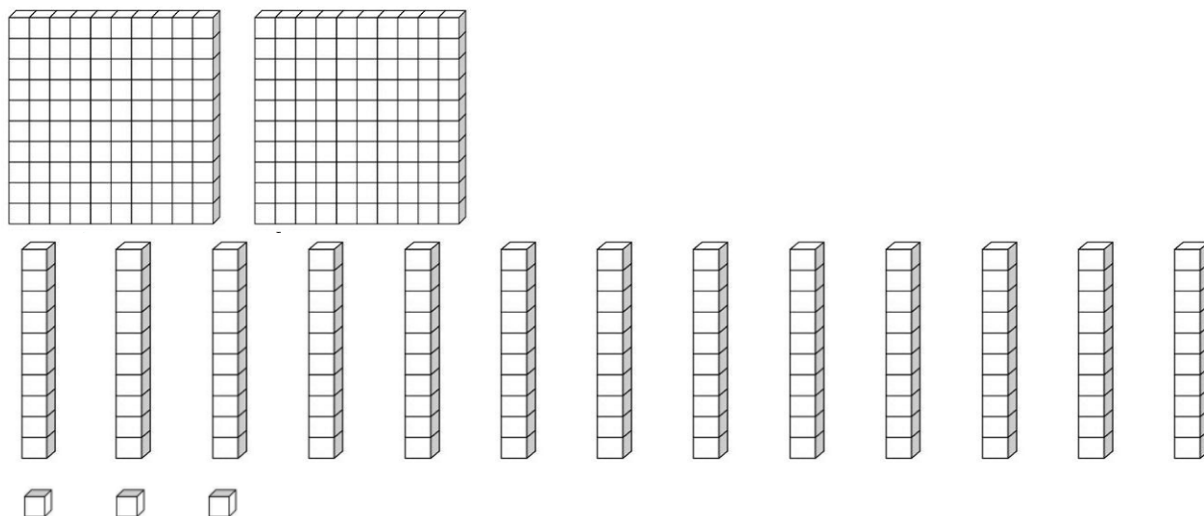
Grade Level	Materials
K/1	Step Up to Writing Six Trait Writing <i>Units of Study for Primary Writing</i> by Lucy Calkins Writing Workshop model Thinking Maps
2/3	Step Up to Writing Six Trait Writing <i>Units of Study for Primary Writing</i> and <i>Units of Study for Teaching Writing</i> (grades 3 – 5) by Lucy Calkins Writing Workshop model Thinking Maps
4	Step Up to Writing Six Trait Writing Writing Workshop model Thinking Maps
5	Step Up to Writing Six Trait Writing Writing Workshop model Thinking Maps
6	Step Up to Writing Six Trait Writing Writing Workshop model Thinking Maps
7	Step Up to Writing Six Trait Writing Writing Workshop model Thinking Maps
8	Step Up to Writing Six Trait Writing Writing Workshop model Thinking Maps
Assessment	K – 8 ➤ Narrative prompt in Fall and end of year based on 6 traits writing rubric at all grade levels. Summative assessments throughout the year

Mathematics

Grade Level	Materials
K/1	<i>Developing Number Concepts</i> by Kathy Richardson Scott Foresman Teacher Resource Kit TERC <i>Investigations</i> for Grade 1 <i>Box It, Bag It</i> by The Math Learning Center <i>Math Excursions</i> by Allyn Snider, Donna Burk, Paula Symonds <i>Math Their Way</i> by Mary Baratta-Lorton Marcy Cook Mathematics
2/3 Regroup according to math level	Scott Foresman Teacher Editions and resources TERC <i>Investigations</i> Math activities and resources by Marilyn Burns <i>Teaching Student-Centered Mathematics</i> by John Van De Walle
4 Regroup according to math level	Scott Foresman Teacher Editions and resources TERC <i>Investigations</i> Teacher created hands-on activities
5	Scott Foresman Teacher Editions and resources TERC <i>Investigations</i> Teacher created hands-on activities CPM (College Preparatory Mathematics) ➤ Core Connections, Book 1 (Advanced)
6	CPM (College Preparatory Mathematics) ➤ Core Connections, Book 1
7	CPM (College Preparatory Mathematics) ➤ Placed at appropriate level ➤
8	CPM (College Preparatory Mathematics) ➤ Placed at appropriate level ➤
Assessment	K – 1 ➤ Mathematics Assessment (fall and end of year) 2 – 8 ➤ School Benchmark assessments (fall and spring) ➤ Teacher created formative and summative assessment based upon standards ➤

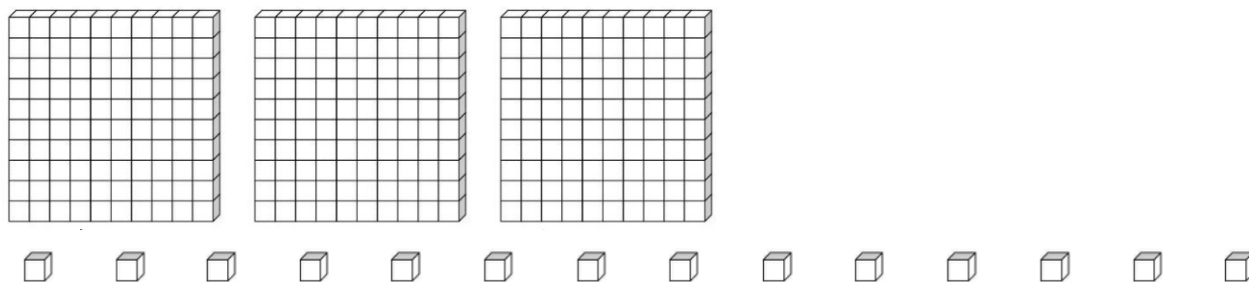
2NBT1

1. What number is this? _____



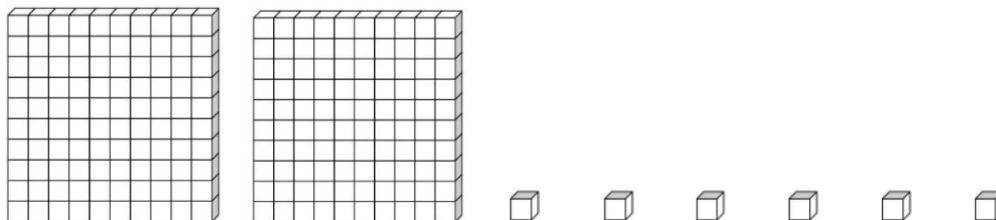
2NBT1

2. What number is this? _____



2NBT1

3. What number is this? _____



2NBT2

4. Skip count by 5s

245, 250, 255, 260, 265, 270,
275, 280, 285

2NBT3

5. Write the number that has 2 hundreds, 7 tens and 8 ones.

278

2NBT4

6. True or False?

$24 = 15 + 9$ I F

$4 + 5 = 6 + 2$ T F

$913 > 931$ T F

2NBT5-8

Find the answer, and show how you know!

7. $84 + 30 =$ 114

8. $24 + 32 + 18 + 36 =$ 110

9. $327 + 296 = \underline{\quad 623 \quad}$

10. $404 - 182 = \underline{\quad 222 \quad}$

2OA1, 2NBT5

11. Jeff had 87 colored pencils. When his sister asked for some for a project he gave her a handful without counting them. He counted again and found that he had 54 pencils left. How many did he give his sister?

33 pencils

2OA1

12. Amber has 54 cents and Lucy has 37 cents. How much more money does Amber have than Lucy?

17 cents

2OA3

13. The students in P.E. class needed to line up with partners for practice drills. There were 13 girls and 15 boys. Will everyone have a partner? Show how you know.

Yes, because $13+15 = 28$ which can be divided into 14 pairs

2MD6

14. Fill in the numbers on this number line:



Students should show all the numbers in between 45 and 55

2MD2,

For the next questions, use your ruler to measure:

15. How long are these pencils in **inches**?

Laura's pencil



_____ 5 inches _____

Kayla's pencil



___ 4 inches ___

2MD4

16. If you measured their pencils in centimeters, would the answers be more or less than the answers were in inches? Explain why.

They would be more because centimeters are smaller than inches.

2NBT4

Compare using $<$, $=$, $>$

17. $400 + 7$ _____ 470

18. $913 \underline{\quad} < \underline{\quad} 931$

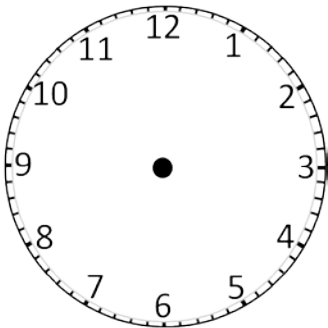
2MD5

19. Shu-mei and Jack both won large stuffed bears at the fair. Shu-mei's bear is 14 inches taller than Jack's. If Shu-mei's bear is 76 inches tall, how tall is Jack's bear? Show how you know.

Jack's bear is $76 - 14 = 62$ inches tall

2MD7

20. The children in Mr. Nguyen's classroom eat lunch at 11:40. Draw the time they go to lunch on this clock.



Minute hand on the 8 should be shorter than hour, and the hour hand should be slightly closer to 12 than to 11

2MD8

21. Timothy is counting his allowance money. He has 1 quarter, 2 dimes and 6 pennies. Show how you know how much money he has.

$$25+20+6 = 51 \text{ cents}$$

22. Lisa has 74 dollars. How many more dollars does she need so she will have 232 dollars to buy a CD player?

$$\$232 - \$74 = \$158$$

2NBT8

23. Start with 152: add 100 252

24. Start with 152: subtract 10 142

2OA4

25. Write an equation that shows how many are in this array:

★	★	★	★	★
★	★	★	★	★
★	★	★	★	★
★	★	★	★	★

$$4 \times 5 = 20$$

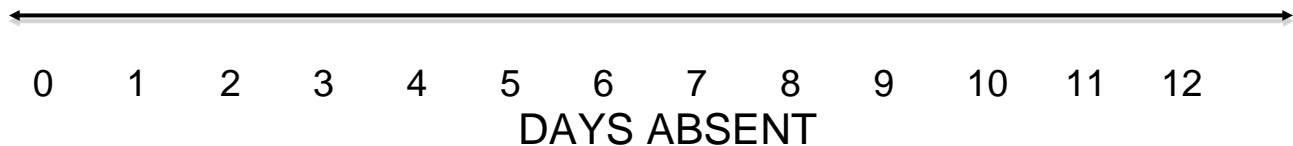
Or

$$4+4+4+4+4 = 20; \text{ or } 5+5+5+5=20$$

2MD9, 2MD10

24. Mrs. Arnold's class has 18 students, and she wants to make a graph about the number of days students were absent.

Here is her data: 11 students never missed a day of school, 3 missed only two days of school, 1 missed four days, 2 missed 5 days, and 1 missed 12 days. Make a line plot to show her data.



3rd Grade

3NBT1

1. **Round** to the nearest 10

233 _____

137 _____

Round to the nearest 100

861 _____

1,234 _____

3NBT2

2. $368 + 246 =$ _____

3. $854 - 239 =$ _____

4.
$$\begin{array}{r} 403 \\ -72 \\ \hline \end{array}$$

3NBT3

5. $5 \times 60 = \underline{\hspace{2cm}}$

$7 \times 20 = \underline{\hspace{2cm}}$

3OA8

6. Lisa earned \$93.00 dollars last week and \$44.00 this week. How many more dollars does she need to buy a CD player that costs \$306.00?

3OA4, 3OA5

7. Put a number in the box to make the equation true.

$8 \times \boxed{} = 56$

$42 = \boxed{} \times 7$

$5 \times \boxed{} = 0$

8. True or False?

$7 - 20 = 13$

T F

$24 = 15 + 9$ T F

$3 \times 6 = 6 \times 3$ T F

$9 \times 7 = (9 \times 5) + (9 \times 2)$ T F

3OA2

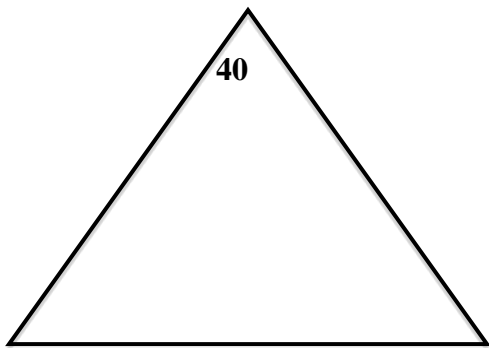
9. Rico has 56 dog biscuits and 8 dogs. How many biscuits do the dogs get if Rico wants each of them to have the same amount?

3OA1, 3OA3

10. Susan brought 5 packages of cookies to Cindy's house. Each package had 11 cookies in it. Cindy ate 7 cookies. How many cookies are left?

3OA6

11. Write four multiplication and division equations to go with this fact family

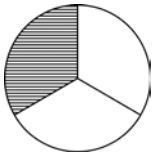


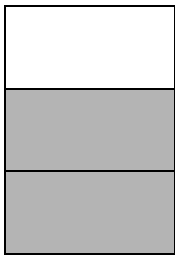
5

8

3NF1

12. What fraction is shaded?



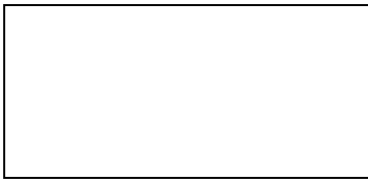


What fraction of the set is shaded?



3NF1, 3G2

13. Divide this cake into fourths.



Shade $\frac{2}{4}$

3NF3A, 3B

What fraction shows $\frac{2}{4}$ reduced to its simplest form?

3NF2B

14. Where should $\frac{2}{3}$ go on this number line?



3NF2C

15. Where should $\frac{5}{5}$ go on this number line?



3NF2D

16. True or False?

$$\frac{2}{5} < \frac{2}{8}$$

T

F

$$\frac{3}{6} = \frac{4}{8}$$

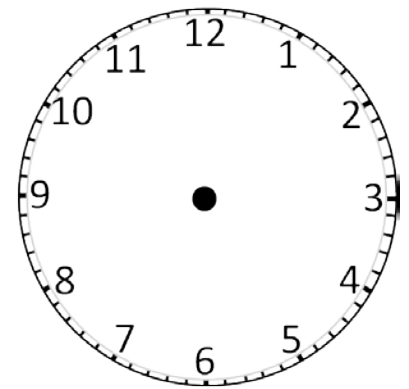
T

F

3MD1

17. At 11:42, the teacher said, “It will be lunchtime in 29 more minutes.” What time is lunch?

Draw the time they go to lunch on this clock.







3MD4

18. Jack measured a flower stem and found that it was 22 cm. tall. If he measured it in inches, would the length be more or less than 22?

3MD3

19. Here is a graph of the cans collected in the food drive:

Student	Number of cans collected
Steve	
Ellen	
Shauna	
 = 5 cans	

How many cans did Steve donate?

How many more cans did Ellen donate than Shauna?

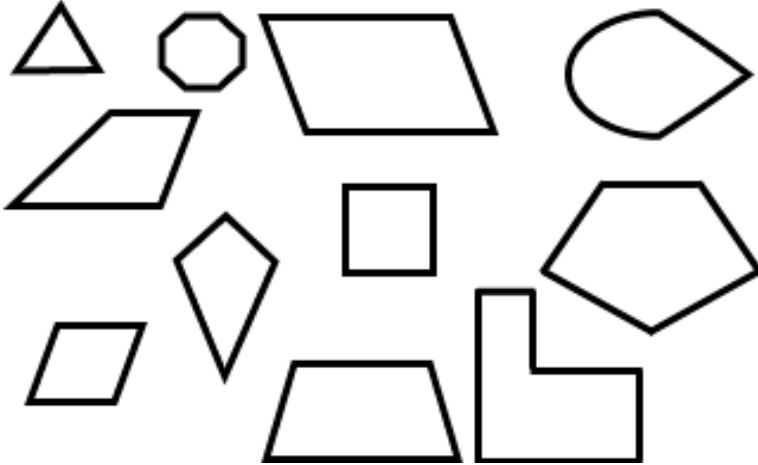
Who donated half as many as Ellen?

3MD7

20. Joe made a poster that was 4ft. by 3ft. Melissa made a poster that was 4ft. by 2 ft. They taped their posters on the wall side by side. How much area will the two posters cover?

3G1

21. Color in the shapes that are quadrilaterals



3G1

22. True or False?

All squares are rectangles T F

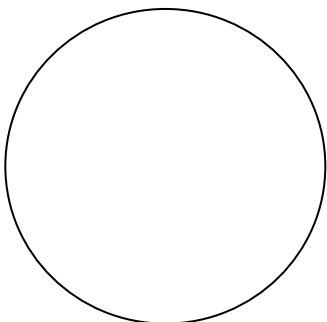
All rectangles are squares T F

All rhombuses are quadrilaterals T F

All quadrilaterals are rhombuses T F

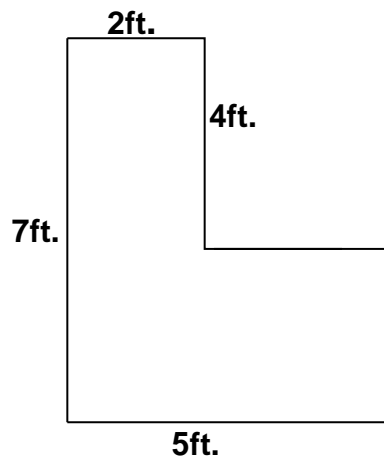
3G1

23. Divide this pizza into thirds. Shade in $\frac{2}{3}$ of the pizza.



3MD8

25. Bill planned a garden as shown in this drawing:



How much area will Bill have in the garden?

How much fence will Bill need around the perimeter of the garden?

4th Benchmark Assessment Numbered with Standards

4NBT1

1. Joe wants to multiply 23×10 . Sally tells him that he just needs to add a zero at the end to make 230. Is Sally right?

4NBT1

2. If she is right, why does this work? If she is wrong, what should the answer have been and why?

4NBT2

3. Write the number in standard form.

- a. six thousand sixty-two _____

- b. forty three million five hundred eighty-five _____

4NBT2

4. Write these numbers in words form.

- a. 59,048 _____

- b. 4,060,379 _____

Fill in the following equations with $<$, $=$ or $>$

4NBT2

5. $4000 + 70 + 3$ _____ $4,703$

4NBT2

6. $93,049$ _____ nine thousand three hundred forty nine

4NF2

7. $\frac{2}{5}$ _____ $\frac{3}{4}$

4NF3A

8. $\frac{1}{7} + \frac{1}{7} + \frac{1}{7} + \frac{1}{7}$ _____ $\frac{4}{7}$

4NF7

9. 0.45 _____ 0.5

Write the following numbers in expanded form

4NBT2

10. 9,412 _____

4NBT2

11. 620,046 _____

4NF6

12. 430.7 _____

Explain how you could use rounding to get an estimate of what the answer will be to this problem:

4NBT3

13. On a vacation, Susan's family travels 267 miles on the first day, 194 miles on the second day and 34 miles on the third day. Using **rounding**, explain **about** how many total miles they traveled.

For these story problems, **please show how you found your solution** with numbers, words or pictures.

4NBT6

14. Ricky has 1487 pieces of turtle food and 9 turtles. How many pieces of food do the turtles get if Ricky wants each of them to have the same amount?

4NBT6

15. Darlene had 658 stickers that she wanted to organize. She laid them out in equal size rows. If she put 7 cards in each row, how many rows did she make altogether?

4OA1, 4OA2

16. A red hat costs \$6 and a blue hat costs three times as much. How much does a blue hat cost?

Students from three classes at Hudson Valley Elementary School are planning a boat trip. On the trip, there will be 20 students from each class, along with a total of 3 teachers and 15 parent chaperones.

4OA3

17. How many boats will be needed for the trip if 7 people ride in each boat?

4NBT5

18. It will cost \$35 to rent each boat used for the trip. How much will it cost to rent all the boats needed for the trip?

Solve these problems. Show your work.

4NBT4

19. $5621 - 789 =$

4NBT4

20. $6289 + 9007 =$

4NF3B

21. $\frac{7}{8} - \frac{2}{8} =$

4NF5

22. $\frac{4}{10} + \frac{6}{100} =$

4OA4

23. What are all of the factors of 60? How do you know you've found them all?

4OA4

24. Is 45 a multiple of 8? How do you know?

4OA4

25. Is 63 a prime number? How do you know?

4OA5

26. Shawna has six dollars in her piggy bank. She wants a toy that costs twenty-five dollars. She decides to save three dollars a week from her allowance until she gets enough money to buy her toy. How much will she have saved after five weeks?

4OA5

27. Make a chart that shows how much Shawna saved each week.

What do you notice about the pattern of numbers?

4NF3

28. Divide this cake into sixths.



Shade 4/6

4NF1

29. Are there other fractions that would describe the same amount as 4/6? Explain your thinking.

4NF2

30. Tyrell and Jody went trick or treating together for Halloween. They ended up with the exact same amount of candy. After sharing with their families, Tyrell had $\frac{2}{3}$ of his candy left and Jody had $\frac{3}{4}$ of her candy left. Who got to keep more pieces?

How do you know?

4NF3C

31. Susan and Maria need $8\frac{3}{8}$ feet of ribbon to package gift baskets. Susan has $5\frac{1}{8}$ feet of ribbon, and Maria has $3\frac{3}{8}$ feet of ribbon. How much ribbon do they have altogether?

32. Will it be enough to complete the project? Explain why or why not.

4NF3D

33. A cake recipe calls for you to use $\frac{3}{4}$ cup milk, $\frac{1}{4}$ cup of oil, and $\frac{3}{4}$ cup of water. How much liquid is needed to make the cake?

4NF4B

34. True or False? Draw a picture that shows how you know.

$$\frac{4}{7} \quad \underline{\hspace{1cm}} \quad 4 \times \frac{1}{7}$$

35. True or False? Draw a picture that shows how you know.

$$3 \times \frac{2}{5} = \frac{6}{15}$$

4NF4C

36. Five hungry construction workers went to Bill's Burgers for lunch. Each one ordered a $\frac{2}{3}$ pound burger. How many pounds of meat did they eat altogether?

4NF6

37. Put the following numbers on this number line: 0.7, $\frac{1}{2}$, 0.35



History/Social Studies

Grade Level	Materials
K	History Alive Other teacher/grade level created materials <ul style="list-style-type: none"> • Cooperative group activities • Hands-on, concept based projects and activities • Parent led, small group activities • Field trips
1	History Alive Other teacher/grade level created materials <ul style="list-style-type: none"> • Cooperative group activities • Hands-on, concept-based projects and activities • Parent led, small group activities • Field trips
2	History Alive Other teacher/grade level created materials <ul style="list-style-type: none"> • Cooperative group activities • Hands-on, concept-based projects and activities • Parent led, small group activities • Field trips
3	History Alive Other teacher/grade level created materials <ul style="list-style-type: none"> • Cooperative group activities • Hands-on, concept-based projects and activities • Parent led, small group activities • Field trips
4	California Gold Rush Missions and Ranchos Other Teacher/grade level created materials <ul style="list-style-type: none"> • Cooperative group activities • Hands-on, concept-based projects and activities • Parent led, small group activities • Simulations • Field trips
5	History Alive Other teacher/grade level created materials <ul style="list-style-type: none"> • Cooperative group activities • Hands-on, concept-based projects and activities • Parent led, small group activities • Simulations • Field trips

Grade Level	Materials for History/Social Studies (continued)
6	History Alive / Big History Project Other teacher/grade level created materials <ul style="list-style-type: none"> • Cooperative group activities • Hands-on, concept-based projects and activities • Parent led, small group activities • Field trips • Simulations
7	History Alive /Big History Project Other teacher/grade level created materials <ul style="list-style-type: none"> • Cooperative group activities • Hands-on, concept-based projects and activities • Parent led, small group activities • Field trips • Simulations
8	History Alive Other teacher/grade level created materials <ul style="list-style-type: none"> • Cooperative group activities • Hands-on, concept-based projects and activities • Parent led, small group activities • Field trips • Simulations

Science

Grade Level	Materials and Strategies for Science Instruction
	All classes at Discovery incorporate the NGSS 8 Science and Engineering Practices
K/1	<ul style="list-style-type: none"> • California Edition of FOSS (Full Option Science System) • Teacher/grade level created materials • Cooperative group activities • Hands-on, concept based projects and activities • Parent-led small group activities • Field Trips
2/3	<ul style="list-style-type: none"> • California Edition of FOSS (Full Option Science System) • Content Specific Reading Material • Design Challenges • Teacher/grade level created materials • Cooperative group activities • Classroom science experiments • Hands-on, concept based projects and activities • Parent-led small group activities • Field Trips
4/5	<ul style="list-style-type: none"> • California Edition of FOSS (Full Option Science System) • AIMS materials • Content Specific Reading Material • Design Challenges • Teacher/grade level created materials • Cooperative group activities • Classroom science experiments • Hands-on, concept based projects and activities • Parent-led small group activities • Field Trips
Middle School	<ul style="list-style-type: none"> • Various grade level published material (Holt, CPO, GEMS) • Inquiry based science activities • Hands-on concept based activities (Individual and small group) • Problem based service learning opportunities • Parent-led, small group activities • Field Trips • Demonstrations and Simulations

ATTACHMENT 9: PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

WHAT IS GIFTEDNESS?

"Giftedness is asynchronous development in which advanced cognitive abilities and heightened intensity combine to create inner experiences and awareness that are qualitatively different from the norm. This asynchrony increases with higher intellectual capacity. The uniqueness of the gifted renders them particularly vulnerable and requires modifications in parenting, teaching and counseling in order for them to develop optimally." The Columbus Group, 1991, cited by Martha Morelock, "[Giftedness: The View from Within](#)", in [Understanding Our Gifted](#), January 1992

"Giftedness is a greater awareness, a greater sensitivity, and a greater ability to understand, transform perceptions into intellectual and emotional experiences." Dr. Annemarie Roeper, "How the Gifted cope with Their Emotions." *Roeper Review*, 5(2), 21, 1982.

"Students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities." (Current Federal definition of gifted students as described in the Elementary and Secondary Education act).

A gifted child is often seen as just like any other children, except for their abilities that are significantly above the norm. We often equate giftedness with high performance and achievement, and as a result, we assume that the gifted children will do just fine even if they are left alone since they are already very smart. In reality, the unusual intelligence may cause these children to be out of sync with their classmates at school, and as a result, social problems, such as social isolation and peer rejection, may arise.

Gifted children are often a picture of asynchronies. To be a five-year old with mental maturity of a nine-year old will create an emotional and social challenge that can probably be handled by a typical 9-year old, but most likely not by a five-year old. Furthermore, when the intellectual advancement is not in sync with the physical maturity and with the development of fine and gross motor skills, it can easily lead to frustration in a young gifted child.

Along with asynchrony that results in unusual intelligence, the asynchrony may manifest itself in mental complexities and heightened senses. Oftentimes, gifted persons have overexcitability, which is an innate tendency to respond to stimuli with heightened intensity, both internally and externally. This intensity is in fact an almost universal characteristic of gifted children and adults (Webb, et al., 2005).

There are five forms of overexcitabilities (Dabrowski, 1967, 1972; Daniels and Piechowski) and a gifted person may have one, or more, or all five overexcitabilities:

1. *Psychomotor* – movement, restlessness, and augmented capacity for being active and energetic
2. *Sensual* – enhanced refinement and aliveness of sensual experience
3. *Intellectual* – thirst for knowledge, discovery, questioning, love of ideas and theoretical analysis, search for truth
4. *Imaginational* – vividness of imagery, richness of association, facility for dreams, fantasies, and inventions, endowing toys and other objects with personality (animism), preference for the unusual and unique

5. *Emotional* – great depth and intensity of emotional life expressed in a wide range of feelings, great happiness to profound sadness or despair, compassion, responsibility, self-examination

Although these overexcitabilities are innate and truly represent how a gifted person experiences life with all the intensities and sensitivities, oftentimes overexcitabilities are viewed as overreacting and as an inappropriate behavior (Daniels and Piechowsky, 2009). In some cases, the intellectual and psychomotor intensities are mistakenly regarded as indicators for potential pathologies and lead to misdiagnosis of ADD/ADHD. An intense gifted child is usually strong-willed, too, and can easily be seen as misbehaving, or in worse case, mistakenly diagnosed as having Oppositional Defiant Disorder (Webb, et al., 2005)

Gifted Characteristics

Below are some typical characteristics of gifted children. It's worth noting that gifted children, just like any other children, are unique individuals, and not all gifted children look and act alike.

- Reasons well (good thinker)
- Learns and processes complex information rapidly
- Has ability to comprehend “whole idea” with ease
- Has extensive vocabulary
- Has an excellent memory
- Has long attention spans
- Needs constant mental stimulation
- Shows compassion
- Perfectionist
- Extremely intense
- Morally sensitive
- Physically sensitive
- Intuitive
- Curious
- Focus intently and persevered on subjects of interests
- Inability to focus on tasks that are not intellectually stimulating
- Highly energetic
- Prefers older companions
- Concerned with justice and fairness, often from very early age
- Keen observer
- Highly creative
- Early or ferocious reader
- Many are self-taught and non-sequential learners

Gifted Learners and High Achievers

By definition, high achievers are students who perform well in school. Some high achievers are gifted students, but not all. Students may do well without showing gifted characteristics. High achievers usually learn in a linear fashion. Gifted learners typically learn differently; many are divergent thinkers. Additionally, they are capable of processing much more conceptually complex materials and understanding higher level curricula, and do so at a considerably faster pace. In order to maintain their intrinsic motivation to learn, we need to acknowledge and accommodate these differences. A poor match in curriculum for a considerable period of time will cause gifted students to underperform, and in some cases develop a negative attitude towards school and

learning. Regardless of gifted identification, students who can be successful in more advanced courses are encouraged to take them.

Levels of Giftedness

Giftedness exists as a spectrum. Just as two same-age children may have different abilities with different needs, two same-age gifted children from different levels of giftedness may have different abilities with their own special academic and social needs. Highly, exceptionally, and profoundly gifted children are those who score extremely high on individually administered psychometric tests, generally above 145. They may also be prodigies in areas such as math, science, language, or the arts. Along with their extremely high cognitive abilities, these children tend to demonstrate the most asynchronous development.

Due to the unique characteristics, the farther away their intelligence is from the norm, the more vulnerable these highly advanced children will be. The differences between the exceptionally gifted children and their age peers are so great that many social problems, such as social isolation, peer rejection, and loneliness will arise. Accommodations for these gifted children may require both radical acceleration as demonstrated by their academic needs, as well as support system to develop and strengthen their affective skills. Certain accommodations that work for moderately gifted children may not be enough for the highly gifted. Highly gifted students may need a grade skip or two, while the profoundly gifted student may need a much more radical accommodation, and less traditional educational experiences.

Twice Exceptional Students

Twice exceptional students (2E's) are those who exhibit gifted traits in specific area but also have learning disabilities in the form of auditory processing issue, visual processing issues, limited working memory, dyslexia, dyscalculia, dysgraphia, sensory-motor integration, or other disabilities. Due to the large disparities in their development, the twice-exceptional students are also the most asynchronous children (Neihart, et al., 2002). Often, they're overlooked and misdiagnosed because their giftedness masks their learning disabilities. In order to realize their academic potential, we need to acknowledge and nurture their cognitive abilities, focus on their strengths, while continuing to shore up their disabilities and provide targeted remediation.

DISCOVERY GIFTED PROGRAM

The Discovery approach to the gifted program is holistic and developmentally-based. The Discovery Gifted Program seeks to provide equitable learning experiences so that the gifted students can grow both cognitively and affectively. The goal of the gifted program is to empower the gifted students, so they can bravely take intellectual risk, follow their curiosity, persevere in the pursuit of their goals, are comfortable in considering multiple perspectives, develop academic humility, are cognizant of their place in the society, and pursue the greater good.

At Discovery, we also believe in infusing the gifted education pedagogy in all our classrooms. Many strategies that are used to support the gifted students are useful not only in meeting the needs of students who have manifested high level of performance, but also for promoting the emergence of talents among students who have not been provided with an opportunity to develop their potentials.

Gifted Categories

The Discovery Gifted Program addresses categories that include:

1. **General intellectual ability:** Students possessing superior intellectual ability who need and can profit from specially planned educational services beyond those normally provided by the standard school program.

2. **Specific academic aptitude:** Students who have superior ability in a specific academic area to the extent that they need and can profit from specially planned educational services beyond those normally provided by the standard school program.

Identification Process

The identification process for Discovery Gifted Program relies on multiple criteria, including cognitive abilities, academic achievement, learning characteristics and behaviors. Additionally, it looks for inputs from multiple sources, which may include the present and past classroom teachers, special subject teachers, counselors, parents, peers, or the students themselves.

The following is identification process for Discovery Gifted Program:

1. **Automatic Pathway: Cognitive Ability Test**

- a. To ensure equitable access to the Discovery Gifted Program, formal assessment will be given to all students in the 2nd grade in the Spring semester, and all newly enrolled students in 6th grade in the Fall semester.
- b. Newly enrolled students in grade 3, 4, and 5 who miss the formal assessment in the 2nd grade will be tested in the Spring semester.
- c. Newly enrolled 7th grade and 8th grade students will be tested in the Fall semester.

2. **Automatic Pathway: Teacher Nomination**

Current and past teachers, or special subject teachers may nominate students from any grade level who display gifted learning characteristics and behaviors that are not easily determined by test, which include high levels of creativity, task commitment, unusual interest, talents, or special areas of superior performance of potential. Teacher nomination carries the same weight as the automatic pathway through Cognitive Ability Test. The Teacher Nomination Form, along with any additional evidence/work samples to help highlight the precocity should be submitted to the Gifted Coordinator. The work samples should:

- Demonstrate advanced abilities in a specific area(s).
- Demonstrate the ability to learn and process complex information rapidly, a need to explore subjects in surprising depth, or an insatiable curiosity.

3. **Alternate Pathway: Parent Nomination**

Parents may initiate the referral process, by articulating a need to the homeroom teacher or principal, and by completing the Parent Nomination Form, along with one of the following supporting documents:

- An individually administered IQ test by a licensed educational psychologist. Accepted individually administered IQ tests include the Stanford-Binet-V (SB-V), Wechsler Intelligence Scale for Children-IV or V (WISC-IV or WISC-V), Wechsler Preschool & Primary Scale of Intelligence – IV (WPPSI-IV), and the Woodcock-Johnson Cognitive Battery-III Normative Update or Fourth Edition (WJ-III NU or WJ-IV Cog)
- Individually administered achievement tests, such as Wechsler Individual Achievement Test (WIAT-III), Woodcock-Johnson Test of Achievement-III Normative Update or Fourth Edition (WJ-III NU or WJ – IV Ach), or Talent Search and College Placement Test (SAT or ACT).

- Student Portfolio consisting of work samples over time that demonstrate the student's advanced abilities in academic areas of strength including math, writing, reading, science, or social studies. They may also show students' unusual interests, creativity, or strong leadership skills.

The Parent Nomination Form should be submitted along with supporting documents to the Gifted Coordinator. This alternate pathway is not an automatic pathway and the nomination will be evaluated on a case by case basis.

Opting Out

Parents may opt out from universal testing by submitting a request to the school. Similarly, parents may also opt out from the gifted identification process that would have been initiated due to teacher nomination.

Appeal Process

Parents may request additional ability testing by first communicating it to the teacher. The appeal request should be made in writing and submitted the Gifted Coordinator. Should retesting be granted, it will take place in the next cycle of assessment.

Qualification Criteria

- Cognitive ability composite score is 95th percentile or higher,
- Cognitive ability score is 98th percentile in a single category: verbal, quantitative (mathematical), or non-verbal reasoning.

Maintaining Gifted Identification

Once a student is identified as gifted and accepted into the Discovery Gifted Program, no requalification is necessary for the duration that the student attends Discovery.

There may be cases when some identified students may not benefit from every part of the Discovery Gifted Program. Should there be a need to evaluate a gifted student participation in a particular program (such accelerated courses), a meeting with appropriate staff, parent(s) or guardian(s), and when appropriate, the student, will be conducted.

Gifted Identification from Other School Districts

Discovery Gifted Program is not a mandated program by the State of California. Each school district may set different criteria for their gifted qualification. Parents of students who have been identified as gifted by another school district will need to submit the Parent Nomination Form and follow the Parent Nomination process. To qualify for the Discovery Gifted program, the student must meet the qualification criteria set by the Discovery Gifted Program.

DISCOVERY GIFTED PROGRAM SERVICES

The following Gifted Program Services will be available in conjunction with other differentiation strategies such as flexible grouping, tiered lessons /activities and high level of questioning strategies, that are currently practiced at Discovery Charter Schools.



Cognitive Development

1. Acceleration

Acceleration is a curricular option that allows a student to progress through school at a faster than usual rate / or younger than typical age. It allows curriculum matching to the student's ability.

Several forms of acceleration may be considered for an individual student, including:

Content-based Acceleration

- *Subject acceleration*, where a student is promoted to a higher level or grade for one or more subjects in which they excel and are ready for.
- *Curriculum compacting*, a differentiation strategy that allows students who have already mastered parts of the curriculum to move on, work on alternate activities, and learn new things.

Grade-based Acceleration

- *Whole-grade acceleration / grade skipping*, where a student is promoted to a higher level for all subjects.
- *Grade Telescoping*, where a student is accelerated through more than one year's curriculum within one year in all academic areas.
- *Radical acceleration*, where highly or profoundly gifted students skip several grades, or experience several forms of acceleration during their school years.

2. Clustering in heterogeneous classrooms

Cluster grouping of gifted students places a group of four or more gifted learners at a grade level with a Discovery classroom teacher who has been trained to work with the gifted, while the

remainder of the teacher's load includes a normal distribution of abilities. This model of grouping is one of the most effective ways to meet both the academic and social-emotional needs of the gifted on a daily basis, as well as allowing for other academic leaders to emerge. Clustering allows the teacher to spend a proportionate amount of instructional effort and curriculum development time on the gifted cluster, which may not be possible when the classroom contains only one or two gifted students. Furthermore, clustering provides opportunities for the gifted students to learn from and be enriched by each other.

3. Content and Curriculum Modification

Identified GATE students will be provided appropriate curriculum in subjects of strength, as demonstrated by academic needs, throughout the school day. Such curriculum includes advanced curriculum and multidisciplinary learning.

4. Enrichment pull-out program

An appropriate enrichment push-in/pull-out program will be developed by the Gifted Coordinator in collaboration with classroom teachers as a supplementary program and extension of the differentiated curriculum in the regular classroom.

5. Other Programs: Independent study / project, mentoring, national creativity programs, and talent exhibition / competition.

The student may initiate an independent study or project in subject(s) of strength. The classroom teacher with the help of Gifted Coordinator may set up mentorship if needed.

6. Advisory

The Gifted Coordinator and DCS Gifted Parent Support group will provide information and advise students on Talent Searches, scholarship and academic competition, as well as advanced courses that are available through academic summer programs for the gifted.

Social Development and Personal Growth

As Positive Discipline schools, Discovery Charter Schools, since its inception, has always been dedicated to educating and nurturing the whole child. However, due to the unique characteristics of the gifted students and the potential social and emotional issues that may arise from their giftedness, Discovery Gifted Program will integrate the social-emotional learning that applied specifically to the gifted students into the daily curriculum. Additionally, there may be a separate Social Emotional Learning (SEL) instruction for the gifted students.

The goals of Social-Emotional Curriculum are as follows:

1. To help the gifted students learn and accept their overexcitabilities and to help them develop strategies in modulating the expressions of their overexcitabilities.
2. To promote positive achievement attitude and to promote growth mindset.
3. To build resiliency in gifted students.

The school forms the core of students' daily social and academic experiences. These every day experiences, in turn, play a critical role in the students' social and emotional adjustment. At Discovery, under the direction of the teachers, parents interact with all the students, including the gifted, on daily basis as aides in the classroom. In order to ensure a positive environment,

Discovery Gifted Program with the help of Gifted Parent Support group will provide workshops to help parents understand the social and emotional aspects of the gifted children.

Personalized Educational Plan for Gifted Students

All students at Discovery receive a Personalized Educational Plan, which is written in collaboration of the teacher, student, and his/her parents. The plan identifies the student's academic and social strengths, and outlines the goals set by the student, their teacher, and parents. In a similar manner, the gifted students will receive their Personalized Educational Plan.

The goals of the Personalized Educational Plan are to achieve the following:

1. To promote academic progress
2. To remediate academic weaknesses.
3. To enhance psychological adjustment
4. To provide socialization opportunities

To achieve the above goals, the following information may be included in the PEP:

1. Identification of strong subject areas, and subject areas chosen to provide advanced study.
2. Identification of the student's learning strengths, learning preferences, personality characteristics, and in-school and outside interests.
3. Activities detailing instructional management and delivery, curriculum differentiation (see "Guidelines on Differentiation"), and acceleration (see "Guidelines on Acceleration"), including the persons responsible for implementing and monitoring the progress.
4. Actions needed to remediate any weaknesses or issues that the student may have, including academic, social, emotional, or motivational.
5. Provisions for psychological and social adjustment for meeting social and emotional needs of the gifted students. This may include enrichment, pull-out programs during school time, and/or after-school enrichment activities that allow group interaction with other gifted students.

The student's progress will be reviewed annually to determine if the service is still an appropriate match, or if other modifications need to be provided.

Training and Staff Development

The first step to meeting the needs of gifted students is to build awareness and understanding among teachers, staff, and parents. The Discovery Gifted Program will seek opportunities for staff development, which may include workshops, seminars and webinars, and gifted conferences. Discovery teachers are encouraged to obtain gifted certification.

GUIDELINES ON DIFFERENTIATION

Students who are well ahead of their same-age peers in academic development and knowledge, as demonstrated in the pre-assessment, need differentiation in curriculum, whether through acceleration / pacing, and/or increase in depth, complexity, and novelty. Differentiation is mindful teaching as teachers proactively respond to the student's needs. The goal of differentiation is to provide a student with learning experiences that better match his/her stage of development, interests, and specific academic and social-emotional needs, regardless of chronological age.

Differentiation does not mean the following:

1. Giving students more of the same. When a student has demonstrated mastery, forcing them to do more extra problems of the same difficulty that is below their thinking skill amounts to punishing them for being gifted.
2. Teaching what they have understood prior to a lesson.
3. Using gifted students as the teacher's assistant excessively, when they themselves should have an opportunity to learn.

Best Practices for Curriculum Differentiation for Gifted Students

- Allow for in-depth learning in the area of student's interest.
- Focus on major ideas, complex issues, and, whenever possible, integrate multiple disciplines into the area of study.
- Allow for accelerated pace of instruction.
- Promote the development of higher-level thinking skills.
- Focus the development of creative and productive ideas or product.
- Systematically develop research skills, collaboration skills, presentation skills.
- Encourage the development of self-understanding (i.e. recognizing and utilizing one's abilities, appreciating similarities and differences between oneself and others).
- Encourage students to become resilient and self-directed adolescents.
- Evaluate student's outcomes using the appropriate criteria, as well as through self-evaluation.

GUIDELINES ON ACCELERATION

The goal of acceleration is to find a match between a child's intellectual ability and the level of schoolwork. In the same way that at-risk students will be hurt if they are lacking access to remedial instruction, gifted and high achieving students will be hurt by a lack of access to appropriate curriculum. Students who are well ahead of their same-age peers in their academic development and knowledge need differentiation in curriculum, whether through acceleration / pacing, and/or an increase in depth, complexity, and novelty. A curriculum mismatch will likely result in the student becoming disengaged and exhibiting negative behaviors. A prolonged exposure to a curriculum mismatch will likely result in underachievement and the inability to realize the child's true potential.

A parent or a student may initiate the process of requesting acceleration when the student experiences a mismatch. The decision to accelerate will be made together by the student, parent(s), teacher(s), and appropriate staff after a careful, systematic, objective, and fair evaluation, considering the student's academic and social-emotional needs. The final decision regarding acceleration will be made by the Superintendent/Executive Director.

Specific Subject Acceleration

Appropriate assessment tests, including past MARS tests results (for acceleration in mathematics), other subject specific assessment tests, and out-of-level achievement tests such as EXPORE, SAT, and SCAT (Scholastic and College Ability Test) may be used to help guide the evaluation process.

Grade Skip Consideration

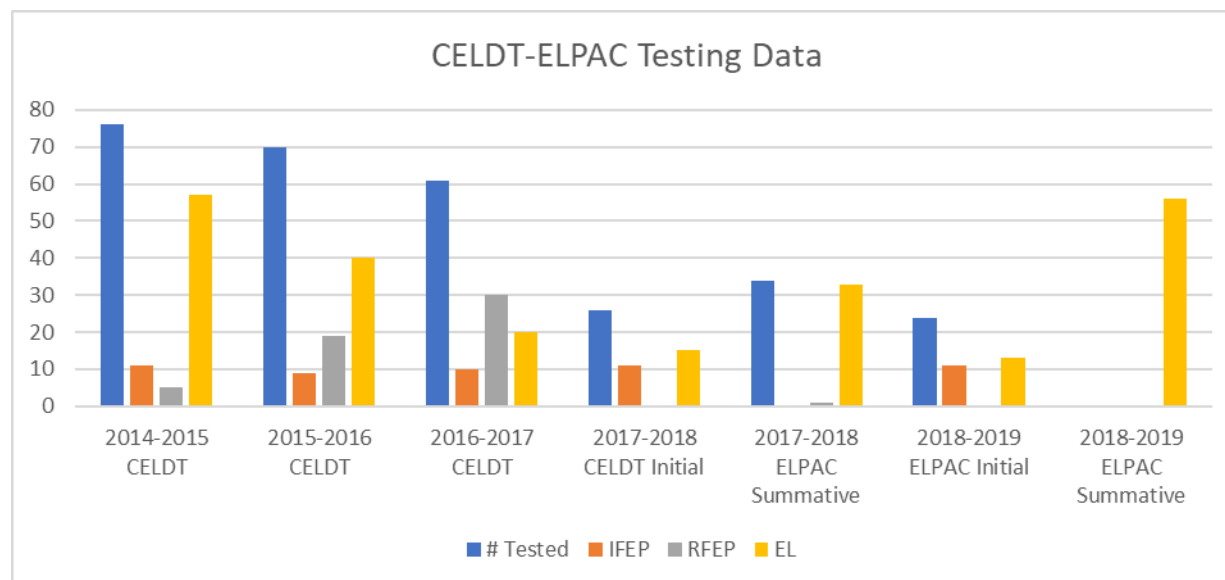
The Iowa Acceleration Scale Manual (3rd ed.) (Assouline et al., 2009) will be used to help in deciding the appropriateness of whole grade acceleration. The grade-skip / placement decision is not irrevocable. After a placement decision has been made, the student will be monitored to ensure that everything is as it should be. A review process will be conducted within two months. Should there be a need to reverse a grade skip decision, an alternate plan, which may include enrichment or single-subject acceleration, will be presented.

DISCOVERY GIFTED PARENT SUPPORT GROUP

The DCS Gifted Parent Support group is a parent advocacy group at Discovery that provides information and support for parents of gifted students. In collaboration with DCS, the DCS Gifted Parent Support group will organize meetings to plan activities that help gifted students and their parents. Such activities may be in the form of enrichment opportunities outside of school, collaboration with existing local gifted associations, workshops, field trips, lecture series, etc.

In addition to supporting gifted students, the DCS Gifted Parent Support group also seeks to help and support parents of the gifted, teachers, and administrators in their efforts to meet the unique needs of the gifted. Together with the Discovery Gifted Program, the DCS Gifted Parent Support group will seek opportunities to host seminars, webinars, or workshops regarding giftedness.

ATTACHMENT 10: PLAN FOR ENGLISH LEARNERS



2017-2018 School year reflects the Initial Testing using the CELDT test. In February 2018, all students with the EL designation were tested using the ELPAC Summative Test for the first time.

*Students tested with the ELPAC Summative Test include students new to Discovery. They would have been designated EL by their previous school.

** of the 57 students designated EL in 2015, 6 remain designated EL in 2018; 2 of those are SPED students.

Discovery Charter Schools English Learner Plan

INTRODUCTION


Discovery Charter Schools is a place of inclusion for all types of learners. Discovery will meet all applicable legal requirements for English Learners (EL). EL students will have full access to Discovery's educational program and is committed to assisting EL students in successfully achieving English language proficiency at the fastest possible rate with the most accurate research based instructional strategies. Discovery will employ a systematic and strategic approach for strengthening and accelerating the academic achievement of English Learners so they can successfully acquire the English language and be Reclassified Fluent English Proficient (RFEP) through an integrated and designated ELD approach. Discovery will use the "English Language Proficiency Assessments for California" (ELPAC) Summative Assessment levels as a guide to ensure that all students move toward full fluency in English.

Overview The Charter School will meet all applicable legal requirements for English Learners as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. Discovery Charter School will implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

INITIAL IDENTIFICATION And RECLASSIFICATION

Home Language Survey Upon Enrollment

Initial and Summative Assessment

State and federal law require that local educational agencies administer a state test of ELP to eligible students in kindergarten (or year one of a two-year kindergarten program, sometimes referred to as “transitional kindergarten”) through grade twelve (ages 3-21). The ELPAC is aligned with [California’s 2012 English Language Development Standards](#) , and is comprised of two separate ELP assessments:

1. Initial ELPAC—an initial identification of students as English learners
2. Summative ELPAC—an annual summative assessment to measure an English learner's progress in learning English and to identify the student's ELP level

Initial ELPAC Performance Level Descriptors Level Description

- **Initial Fluent English Proficient (IFEP)** Students at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics.
- **Intermediate English Learner** Students at this level have **somewhat developed to moderately developed** oral (listening and speaking) and written (reading and writing) skills. This level captures a broad range of English learners, from those who can use English only to meet immediate communication needs to those who can, at times, use English to learn and communicate in meaningful ways in a range of topics and content areas. They may need some degree of linguistic support to engage in familiar social and academic contexts (depending on the student, the level of support needed may be moderate, light, or minimal); they may need substantial to-moderate support to communicate on less familiar tasks and topics.
- **Novice English Learner** Students at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics.

Summative ELPAC Performance Level Descriptors

LEVEL 4 - English learners at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics.

LEVEL 3 - English learners at this level have **moderately developed** oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics.

LEVEL 2 - English learners at this level have **somewhat developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics.

LEVEL 1 - English learners at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics.

INSTRUCTIONAL PROGRAM

Small class size and low student to teacher ratio allows for more focused instruction for EL students and more opportunities for intensive interventions where appropriate. Teachers will use Specially Designed Academic Instruction in English (SDAIE) strategies to allow students to access core curriculum while concurrently increasing their English language skills.

ELD Standards: We design our English language instruction to encompass all 3 sections of the CA ELD standards:

Part I: Interacting in Meaningful Ways

A. Collaborative (engagement in dialogue with others)

1. Exchanging information and ideas via oral communication and conversations
2. Interacting via written English (print and multimedia)

3. Offering opinions and negotiating with or persuading others
4. Adapting language choices to various contexts
- B. Interpretive (comprehension and analysis of written and spoken texts)
 5. Listening actively and asking or answering questions about what was heard
 6. Reading closely and explaining interpretations and ideas from reading
 7. Evaluating how well writers and speakers use language to present or support ideas
 8. Analyzing how writers use vocabulary and other language resources
- C. Productive (creation of oral presentations and written texts)
 9. Expressing information and ideas in oral presentations
 10. Writing literary and informational texts
 11. Supporting opinions or justifying arguments and evaluating others' opinions or arguments
 12. Selecting and applying varied and precise vocabulary and other language resources

Part II: Learning About How English Works

A. Structuring Cohesive Texts

1. Understanding text structure and organization based on purpose, text type, and discipline
2. Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows

B. Expanding and Enriching Ideas

3. Using verbs and verb phrases to create precision and clarity in different text types
4. Using nouns and noun phrases to expand ideas and provide more detail
5. Modifying to add details to provide more information and create precision

C. Connecting and Condensing Ideas

6. Connecting ideas within sentences by combining clauses
7. Condensing ideas within sentences using a variety of language resources

Part II: Providing foundational literacy skills

Integrated & Designated Instruction: We utilize both integrated and designated instruction to teach the ELD standards all within the student's homeroom classroom.

From CA Department of Education:

As a comprehensive approach to ELD, the *English Language Arts/English Language Development (ELA/ELD) Framework for California Public Schools* states:

ELs at all English proficiency levels and at all ages require **both** integrated ELD **and** specialized attention to their particular language learning needs, or designated ELD. (p119)

Integrated Instruction occurs throughout the school day in every subject area. Teachers use CA English Language Development standards in tandem with CA Common Core State Standards for English Language Arts/Literacy as well as other content areas to ensure that students are strengthening their ability to use their academic English across all subjects. Discovery teachers capitalize on the project based approach to learning to integrate all three aspects of the ELD standards (Interacting in Meaningful Ways, Learning About How English Works, Providing Foundational Literacy Skills).

The goal of for all Discovery students, including English Learners is to facilitate English language acquisition that will allow our EL students to compare academically with their English-only peers, to have access to the core curriculum and all other programs, and to maintain their self-esteem and cultural identity. This is accomplished through specialized instruction in English in a safe, contextually rich small group setting within the class. Techniques used include the natural approach, total physical response, and action sequence stories. Technology may also be used to assist fluency and vocabulary development.

Depending on the schools' current year EL enrollment, teachers may work with students individually throughout the school day or they may strategically cluster students based on their initial English proficiency assessment. Student will never be removed from any core content to receive designated ELD instruction.

Specialty Designed Academic Instruction in English (SDAIE)

Teachers will use SDAIE strategies in their classrooms which are beneficial for all students. Some of these strategies include:

Vocabulary Development

- Anticipatory KWL Chart
- Clustering/Webbing/Mapping
- Visual supports tied with content specific vocabulary

Authentic Assessments

- Checks for Understanding
- Posters, dioramas, and theater as alternative response strategies

Explicit Instruction and Meaning Based Instruction

- Cooperative grouping for discussions and group work
- Sentence prompts or sentence starters
- Graphic Organizers
- Book Clubs with reading guides
- Meaning and interest based contexts or projects
- Modeling

RECLASSIFICATION

Discovery Charter Schools continue to use Interim Reclassification Guidance for 2018-2019 by following the four criteria to establish local reclassification policies and procedures: 1. Assessment of ELP (using an objective assessment instrument, including, but not limited to, the state test of ELD) 2. Teacher evaluation (including, but not limited to, a review of the student's curriculum mastery) 3. Parent opinion and consultation 4. Comparison of student performance in basic skills (compared against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age)

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)

According to the California Education Code, each school with twenty-one (21) or more ELs must establish a functioning ELAC. The ELAC is an advisory committee whose purpose is to provide input and advice to the site administration. ELACs are not decision making councils nor do they approve expenditures from any funding source. However,

they do provide input and advice on school decisions and the use of funding sources dedicated to ELs.

STAFFING AND PROFESSIONAL CREDENTIALS

Staff members providing English Learner instruction are appropriately credentialed. All teachers providing English Learner instruction at Discovery Charter Schools are required to obtain CLAD (Cross-Cultural and Academic Development) and are appropriately credentialed.

ATTACHMENT 11: BOARD POLICY ON 504 COMPLIANCE

Discovery Charter School
San Jose, California

Students

Board Policy

SECTION 504 POLICY

The Governing Board of the Discovery Charter Schools (“Discovery” or “Charter School”) recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that “no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” This policy and the related administrative regulation have been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education (“FAPE”).

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act Improvement Act of 2004 (“IDEA”).

The School’s Superintendent/Executive Director or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEA) that student will be evaluated under this policy’s corresponding procedures.

A Section 504 Team will be convened to determine the student’s need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student’s individual needs and school history, the meaning of evaluation data, and placement options. The student’s parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law. If Discovery does not assess a student after a parent has requested an assessment, the School shall provide notice of the parent’s/guardian’s procedural safeguards. Discovery shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the

maximum extent appropriate to the student’s individual needs. The student’s parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. Discovery shall periodically review the student’s progress and placement. Discovery will implement this policy through its corresponding procedures.

SECTION 504 PROCEDURES

A. Definitions

1. **Academic Setting** – the regular, educational environment operated by Discovery.
2. **Individual with a Disability under Section 504** – An individual who:
 - a. has a physical or mental impairment that substantially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
3. **Evaluation** – procedures used to determine whether a student has a disability as defined within these Procedures, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.
4. **504 Plan** – is a plan developed to identify and document the student’s needs for regular or special education and related aids and services for participation in educational programs, activities, and school–sponsored events.
5. **Free Appropriate Public Education (“FAPE”)** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
6. **Major Life Activities** - Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.
7. **Physical or Mental Impairment** –
 - a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary;

hemic and lymphatic; skin; and endocrine; or

- b. Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
 8. **504 Coordinator** – Each Director, shall serve as his/her site’s Section 504 coordinator. The parents or guardians may request a Section 504 due process hearing from, or direct any questions or concerns to the Section 504 Coordinator at 408-243-9800.
 9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.
 10. **Is regarded as having an impairment** - means
 - a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that he or she has been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.
 - b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.
- B. Referral, Assessment and Evaluation Procedures
1. Discovery will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
 2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student’s file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Discovery employee will be forwarded to the Section 504 Coordinator.
 3. Discovery has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who are or may be disabled are referred to the Section 504 Coordinator so that the assessment process is initiated.
 4. The 504 Team convened by the Section 504 Coordinator will be composed of the student’s parents/guardians and other persons knowledgeable about the student (such as the student’s regular education teachers), the student’s school history, the student’s individual needs (such as a person knowledgeable about the student’s disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.
 5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a

disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.

6. The 504 Team will consider the following information in its evaluation of the student:

- a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
- b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
- c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)

7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.

8. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.

9. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a free, appropriate public education (“FAPE”).

2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
3. For each identified disabled student, the 504 Team will develop a 504 Plan describing the student’s disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the disabled student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student’s teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student’s cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
5. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student’s needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.
6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the student’s identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.

8. If the 504 Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a disabled person under Section 504 and shall state the basis for the decision that no special services are presently needed.
 9. The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.
 10. Discovery shall immediately implement a student's prior 504 Plan, when a student enrolls at the Charter School. Within thirty (30) days of starting school, Discovery shall schedule a 504 Team meeting to review the existing 504 Plan. Discovery shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.
- D. Review of the Student's Progress
1. The 504 Team shall monitor the progress of the disabled student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.
 2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.
- E. Procedural Safeguards
1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities.

Notifications shall include a statement of their rights to:

- Examine relevant records
 - Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
 - Have the right to file a Uniform Complaint pursuant to school policy
 - Seek review in federal court if the parents/guardians disagree with the hearing decision.
2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the following: Superintendent/Executive Director, 504 Coordinator c/o Discovery Charter Schools, 4021 Teale Ave, San Jose, CA 95117. Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.

3. The Superintendent/Special Director or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with Discovery or any district within Discovery's SELPA or the Santa Clara County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:
 - The specific decision or action with which the parent/guardian disagrees.
 - The changes to the 504 Plan the parent/guardian seeks.
 - Any other information the parent/guardian believes is pertinent.
5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, Discovery may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and Discovery. Alternative dispute resolution options include:
 - Mediation by a neutral third party.
 - Review of the 504 Plan by the Superintendent/Executive Director or designee.
6. Within ten (10) calendar days of receiving the parent/guardian's request, the Superintendent/Executive Director or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Superintendent/Executive Director.
7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due

process hearing shall be conducted. These thirty-five (35) days may be extended for good cause or by mutual agreement of the parent/guardian and Superintendent/Executive Director.

8. The parent/guardian and Discovery shall be afforded the rights to:

- Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as disabled under Section 504.
- Present written and oral evidence.
- Question and cross-examine witnesses.
- Receive written findings by the hearing officer.

9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.

10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

11. Discovery shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

F. Suspension and Expulsion, Special Procedures for Students with Disabilities

Discovery shall follow the suspension and expulsion policy and procedures as set forth in the charter. A pupil who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. Discovery will follow Section 504 and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such

pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's 504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

2. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Discovery, the parent, and relevant members of the 504 Team shall review all relevant information in the student's file, including the child's 504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the 504 Plan.

If Discovery, the parent, and relevant members of the 504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If Discovery, the parent, and relevant members of the 504 Team make the determination that the conduct was a manifestation of the child's disability, the 504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that Discovery had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and Discovery agree to a change of placement as part of the modification of the behavioral intervention plan.

If Discovery, the parent, and relevant members of the 504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in

question was not a result of the failure to implement the 504 Plan, then Discovery may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

3. Appeals

The parent of a child with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or Discovery believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Discovery, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and Discovery agree otherwise.

4. Special Circumstances

Discovery personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Superintendent/Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. § 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. § 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's 504 Team.

6. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to the IDEA and who has violated Discovery's disciplinary procedures may assert the procedural safeguards granted under these Procedures only if Discovery had knowledge that the student was disabled before the behavior occurred.

Discovery shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Discovery supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Discovery personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the Superintendent/Executive Director of special education or to other Discovery supervisory personnel.

If Discovery knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If Discovery had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. Discovery shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by Discovery pending the results of the evaluation.

Discovery shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ATTACHMENT 12: ARTICLES OF INCORPORATION

ORIGINAL ARTICLES OF INCORPORATION

2632136

ENDORSED - FILED
in the office of the Secretary of State
of the State of California

APR 08 2005

ARTICLES OF INCORPORATION

OF

PARENT PARTICIPATION CHARTER SCHOOL, INC.

Article I

The name of the corporation is Parent Participation Charter School, Inc.

Article II

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes.

B. The specific purpose of this corporation is to manage, operate, guide, direct and promote a California public charter school.

Article III

The name and address in the State of California of the Corporation's initial agent for service of process is Peter W. Gumaer, 1901 S. Bascom Avenue, Suite 350, Campbell, California 95008.

Article IV

A. This corporation is organized and operated exclusively for charitable purposes within the meaning of Internal Revenue Code § 501(c)(3).

B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.

Article V

The property of this corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated

exclusively for educational purposes and which has established its tax exempt status under Section 501(c)(3), Internal Revenue Code.



Karen Gumaer



AMENDED ARTICLES OF INCORPORATION

A nonpublic benefit corporation is required to furnish an additional copy of a corporate document for forwarding the Office of the Attorney General. One of your copies has been sent by this office in compliance with Section 5120(d), California Corporations Code.

00627842

**State of California
Secretary of State**



[Handwritten signature]

I, BRUCE McPHERSON, Secretary of State of the State of California, hereby certify:

That the attached transcript of 1 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

MAY 10 2007

[Handwritten signature of Bruce McPherson]

BRUCE McPHERSON
Secretary of State

See State Form 06-107 (REV 03/21/05)

80627842

ENDORSED - FILED
in the office of the Secretary of State
of the State of California

MAY - 5 2005

**CERTIFICATE OF AMENDMENT OF
ARTICLES OF INCORPORATION**

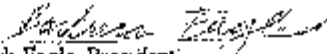
The undersigned certify that:

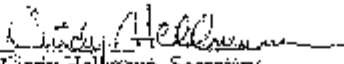
1. They are the president and the secretary, respectively, of Parent Participation Charter School, Inc., a California corporation.
2. Article I of the Articles of Incorporation of this corporation is amended to read as follows:

The name of the corporation is Discovery Charter School.
3. The foregoing amendment of Articles of Incorporation has been duly approved by the board of directors.
4. The corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Dated: 5/4/05


Barb Eagles, President


Cindy Helgeson, Secretary



263 2136

A0746912

RESTATED ARTICLES OF INCORPORATION
OF
DISCOVERY CHARTER SCHOOL

FILED
Secretary of State
State of California

100 OCT - 9 2013

The undersigned certify that:

RS/UC

1. They are the President and the Secretary of Discovery Charter School, a California nonprofit public benefit corporation (the "Corporation").
2. The Articles of Incorporation of the Corporation are amended and restated to read in full as follows:

I.

The name of the Corporation shall be Discovery Charter School.

II.

The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more California public charter schools.

The Corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of Section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation. The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

III.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that

the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Subject to the provisions of the nonprofit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this Corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

The number of directors shall be as provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

IV.

The authorized number and qualifications of members of the corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof, shall be set forth in the bylaws.

V.

Upon the dissolution or winding up of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation, shall be distributed to a nonprofit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine which are organized and operated exclusively for such purposes.

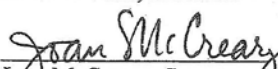
A0746912

3. The foregoing amendment to and restatement of the Articles of Incorporation have been duly approved by the Board of Directors.
4. The Corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.


Dated: 9/18/13


Barbara Vella, President


Joan McCreary, Secretary



I hereby certify that the foregoing transcript of 2 page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

OCT 17 2013 

Date: _____


DEBRA BOWEN, Secretary of State

ATTACHMENT 13: 501C3 LETTER

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **SEP 19 2007**

DISCOVERY CHARTER SCHOOL
C/O STEPHEN FISS
4021 TEALE AVE
SAN JOSE, CA 95117

Employer Identification Number:
37-1509106
DLN:
17053291021006
Contact Person:
JENNIFER NICOLIN
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
April 8, 2005
Contribution Deductibility:
Yes

ID# 95152

*Noted
Jens
9/10/07*

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

Sincerely,



Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Information for Organizations Exempt Under Section 501(c)(3)

Letter 947 (00/CG)

ATTACHMENT 14: DISCOVERY CHARTER SCHOOL BYLAWS

**BYLAWS
OF
Discovery Charter School**

(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

Section 1. NAME. The name of this corporation is Discovery Charter School (“Discovery” or “the Corporation”).

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 4021 Teale Avenue, in San Jose, California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote one or more California public charter schools (“Charter Schools”). Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Section 2. **CONFLICT WITH CHARTER.** In the case of a conflict between the requirements of the Charter and provisions of the Discovery Charter School Articles of Incorporation and/or Bylaws, action taken in accordance with such Articles or Bylaws which conflicts with or is inconsistent with the requirements of the Charter shall be deemed a violation of the Charter. In the case of a conflict with the requirements of the Charter and/or Memorandum of Understanding with SCCOE the Discovery Charter School Board of Directors shall take prompt action to revise the Articles or Bylaws to make them consistent with the requirements of the Charter and the Memorandum of Understanding with SCCOE or seek a material revision to the Charter to make the Articles, Bylaws and Charter consistent. Should the provisions of the Charter and/or Memorandum of Understanding with SCCOE conflict with the policies, practices or terms of any collective bargaining agreement or other agreement of Discovery II/Discovery Charter School the provisions of the Charter and the Memorandum of Understanding with SCCOE shall prevail. In the case of such inconsistency, any inconsistent terms or practices shall promptly be revised to be made consistent with the Charter and the Memorandum of Understanding with SCCOE unless and until a material revision to the Charter has been obtained to address the inconsistency.

ARTICLE IV CONSTRUCTION AND DEFINITIONS

Section 1. **CONSTRUCTION AND DEFINITIONS.** Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. **DEDICATION OF ASSETS.** This corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the Charter Schools’ Charters. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. **CORPORATIONS WITHOUT MEMBERS.** This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. Any action that would otherwise require approval by a majority of all members shall only require approval of the Board of Directors (“Board”). All rights that would otherwise vest in the members shall vest in the Board.

ARTICLE VII BOARD OF DIRECTORS

Section 1. **GENERAL POWERS.** Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board"). The Board may delegate the management of the corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. **SPECIFIC POWERS.** Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another.
- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.
- e. To make disbursements from the funds and properties of the corporation as are required to fulfill the purposes of this corporation as are more fully set out in the Articles of Incorporation, and generally to conduct, manage, and control the activities and affairs of the corporation and to make rules and regulations not inconsistent with law, with the Articles of Incorporation, or with these Bylaws, as they may deem best.
- f. To the extent permitted by the exempt status of the organization, to carry on a business at a profit and apply any profit that results from the business activity to any activity in which it may legally engage.

Section 3. **BOARD COMPOSITION.** In accordance with the terms of the Corporation's charters, the number of Directors shall be no less than five (5) and no more than eleven (11), the precise number of seated Directors to be determined by Board action. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the charter authorizer designates a representative to serve on the

Board of Directors, the Board of Directors may appoint an additional director to ensure an odd number of Board members. All Directors, except for the representative designated by the charter authorizer, shall be designated by the existing Board of Directors and shall be designated at the corporation's annual meeting of the Board of Directors, or at a special meeting called for this purpose.

In selecting Board members, Directors shall look for parent and community representatives with expertise in areas such as school administration or operations, teaching, business, accounting, law, nonprofit organizations, and fundraising.

No restrictions on the appointment, qualifications, service, removal, or limitations on the number of terms or consecutive terms applicable to other members of the Board of Directors shall apply to the SCCOE representative. The SCCOE representative shall serve at the pleasure of and be removed only by the action of the SCCOE's governing Board or designee. Further, the SCCOE representative shall be a full, voting member of the Board of Directors.

Section 4. **DIRECTORS' TERM.** Each director shall hold office for two (2) years, unless otherwise removed from office in accordance with these bylaws, and until a successor Director has been designated and qualified. Directors' terms of service shall be staggered to ensure continuity in governance. The staggering of Directors' terms shall be set by Board action.

Section 5. **NOMINATIONS BY COMMITTEE.** The President of the Board of Directors will appoint a committee ("Nominating Committee") to review applicants and designate qualified candidates for election to the Board of Directors in accordance with a timeline established by the Board. The nominating committee shall make its report in accordance with the timeline established by the Board and the Secretary shall forward to each Board member, with the notice of meeting required by these Bylaws, a list of all candidates nominated by committee. The Board of Directors shall not be limited in its consideration of candidates for Board Members to the list submitted by the Nominating Committee but may also nominate candidates.

Section 6. **USE OF CORPORATE FUNDS TO SUPPORT NOMINEE.** No corporation funds may be expended to support a nominee without the Board's authorization.

Section 7. **EVENTS CAUSING VACANCIES ON BOARD.** A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 8. **RESIGNATION OF DIRECTORS.** Except as provided below, any director may resign by giving written notice to the President of the Board, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 9. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 10. REMOVAL OF DIRECTORS. A Director except for the representative appointed by the charter authorizer, may be removed from office if any of the following has been found to have occurred:

- (a) The Director misses three or more consecutive Board meetings or one third of the meetings in calendar year without cause.
- (b) The Director becomes physically incapacitated or his or her inability to serve is established in the minds of a majority of the Board.
- (c) A conflict of interest is found to exist between the Director and the Corporation.
- (d) The Director is found to have engaged in activities that are directly contrary to the interests of the Corporation.
- (e) The Director is found to be engaged in the misrepresentation of the Corporation and its policies to outside third parties, either willfully, or on a repeated basis.
- (f) The Director has not served as required on a Board designated committee or completed the assignment.

The representative designated by the charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer.

Before any removal of a Board designated director, the Director will be advised of the allegation and the basis for the allegation, and will be given an opportunity to present to the Board any contrary evidence, or explanation he or she may have. Removal must be by the vote of the Board at a meeting held in accordance with the provisions of the Ralph M. Brown Act (“Brown Act”), Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) and as said chapter may be modified by subsequent legislation.

Section 11. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors, except for the representative appointed by the charter authorizer, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a meeting held according to the Brown Act, or (b) a sole remaining director. A vacancy in the seat of the representative of the charter authorizer shall be filled by the charter authorizer.

Section 12. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 13. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated in the notice of the meeting, subject to the requirements of the Brown Act.

Section 14. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, held, and conducted in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) and as said chapter may be modified by subsequent legislation. All meetings of the Board of Directors shall be conducted under the most recent version of Robert's Rules of Order as of 1 May 2007. The version of Robert's Rules to be used by the Board may be changed by Board action. The Board may also use Roberta's Rules of Order

The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by action of the Board of Directors.

Section 15. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda at each School site as well as on the Corporation's website containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 16. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the President of the Board of Directors, or the Vice President in the absence of the President. In the absence of the President and Vice President, any other presiding officer of the Board may call a special meeting. The party calling a special meeting shall determine the place, date, and time thereof.

Section 17. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours' notice is given to the public through the posting of an agenda at each School site as well as on the Corporation's website. Additionally, Directors shall receive notice of special meetings as follows:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written

notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 18. QUORUM. A majority of the voting directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. Voting directors may not vote by proxy.

Section 19. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;³
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.⁴

Section 20. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for _____

³This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

⁴The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 21. COMPENSATION AND REIMBURSEMENT. Directors shall not receive compensation for their services as directors or officers but may receive reimbursement of expenses incurred in carrying out their duties as directors or officers that the Board of Directors has approved in advance and determined by action to be just and reasonable at the time the action is adopted.

Section 22. BOARD COMMITTEES. The Board, by Board action adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more voting directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or

- h. Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

Section 23. **MEETINGS AND ACTION OF COMMITTEES.** Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. All meetings of Board committees shall be conducted under the rules established by the Board. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 24. **NON-LIABILITY OF DIRECTORS.** No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 25. **COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS.** The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. **OFFICES HELD.** The officers of this corporation shall be a President, a Vice-President, a Treasurer, and a Secretary. The corporation, at the Board's direction, may also have a Chairman of the Board, one or more Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws.

Section 2. **NO DUPLICATION OF OFFICE HOLDERS.** No officer may concurrently hold more than one office.

Section 3. **ELECTION OF OFFICERS.** The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board.

Section 4. **APPOINTMENT OF OTHER OFFICERS.** The Board of Directors may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. **REMOVAL OF OFFICERS.** The Board of Directors may, by a majority of the Directors in office, remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. PRESIDENT. The President shall preside at all Board of Directors' meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 9. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, job specification, or the bylaws may require.

If required by the Board, the Treasurer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting

was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. **CONTRACTS WITH DIRECTORS.** The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of the Corporation's directors are directors and have a material financial interest).

ARTICLE X LOANS TO DIRECTORS AND OFFICERS

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This corporation shall not lend any money or property to or guarantee the obligation of any director or officer. The corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XI INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XII

INSURANCE

Section 1. **INSURANCE.** This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIII

MAINTENANCE OF CORPORATE RECORDS

Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This corporation shall keep:

- a. Adequate and correct books and records of account;
- b. Written minutes of the proceedings of the Board and committees of the Board;
and
- c. Such reports and records as required by law.

ARTICLE XIV

INSPECTION RIGHTS

Section 1. **DIRECTORS' RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. **MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS.** This corporation shall keep at its principal California office the original or a copy of the articles of

incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

**ARTICLE XV
BYLAW AMENDMENTS**

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors in office at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charters operated by the Discovery Charter School nonprofit public benefit corporation, or make any provisions of these Bylaws inconsistent with that Charter, the Corporation's Articles of Incorporation, or any laws.

Discovery shall provide written notice to the SCCOE of any proposed revisions to the Articles of Incorporation and/or Bylaws no less than three (3) weeks prior to consideration of adoption of the revision(s) by the Discovery Board. Should the SCCOE or designee indicate that the SCCOE considers the proposed revision(s) to be a material revision to Discovery's governance structure or Charter, Discovery may not formally adopt such revision(s) unless and until the revision(s) is first approved through the process set forth in Education Code section 47607 for material revision to the Charter. Should Discovery adopt revision(s) to its Articles of Incorporation and/or Bylaws in accordance with these requirements, it shall provide a final copy of the revised document to the SCCOE within three (3) business days of the adoption of such revision(s).

**ARTICLE XVI
FISCAL YEAR**

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

* * * *

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Discovery Charter School a California nonprofit public benefit corporation; that these bylaws, consisting of 13 pages, are the bylaws of this corporation as adopted by the Board of Directors on July 19, 2018, and that these bylaws have not been amended or modified since that date.

Executed on July 19, 2018 at San Jose, California.

(Signature is on original)

Glady Lee , Secretary

ATTACHMENT 15: BOARD MEMBER DEVELOPMENT PLAN

Recruiting Board members who can and will govern the school is vital. The Initial selection of individuals to the Board of Directors will begin with a strong set of qualifications. Members need to have understanding, skills, experience, and a willingness to contribute.

Five general qualifications that are necessary are:

- Commitment to and ownership of the school's mission
- Propensity to think in terms of systems and context
- Ability and eagerness to deal with values, vision, and the long term
- Ability to participate assertively and positively in deliberation
- Willingness to delegate and to allow others to make decisions

Quality governance and experience is vital. Board members will need to bring experience in a variety of applications such as, but not limited to, strategic planning, financial oversight, fundraising, endowment building, business management, education, human resources, audits, and administration.

Initial and ongoing training will be available. Initial training will include activity and program participation such as, but not limited to:

- Review and discussion of governance, policies, and Board bylaws.
Prospective members will need to understand the board's governance model, bylaws, policies, current conditions, and spending issues.
- Training through a nonprofit services company such as Compass Point. *(A Bay Area company specializing in leadership services and executive transition and training.)*

Supplementing and building skills will include activity and program participation such as, but not limited to:

- Yearly participation in a class or executive training for nonprofit Board members
- Attending training held by the California Charter School Association
- Continuous reading and review on subjects of Board governance, public charter schools, and other relevant subjects
- Look for networking opportunities in the nonprofit and charter school areas

ATTACHMENT 16: CONFLICT OF INTEREST CODE

The California Political Reform Act (Govt. Code § 81000, *et seq.*) requires state and local government agencies to adopt and promulgate conflict-of-interest codes. The Fair Political Practices Commission has adopted a regulation (2 CCR § 18730) that contains the terms of a standard conflict-of-interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, the standard code may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations § 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Exhibits A and B designating positions and establishing disclosure categories shall constitute the conflict of interest code of Discovery Charter School ("Charter School"), a California nonprofit corporation operating public charter schools.

Individuals holding designated positions shall fill out and return their Statements of Economic Interests ("Form 700") to the Charter School's Filing Official. If Statements are received in signed paper format, the Charter School Filing Official shall make and retain copies and forward the originals to the County of Santa Clara Clerk of the Board of Supervisors. If Statements are electronically filed using the County of Santa Clara's Form 700 e-filing system, both the Charter School's Filing Official and the County of Santa Clara Clerk of the Board will receive access to the e-filed Statement simultaneously. Copies of all Forms 700s retained by the Charter School will be available for public inspection and reproduction pursuant to Govt. Code § 81008.

Designated Position

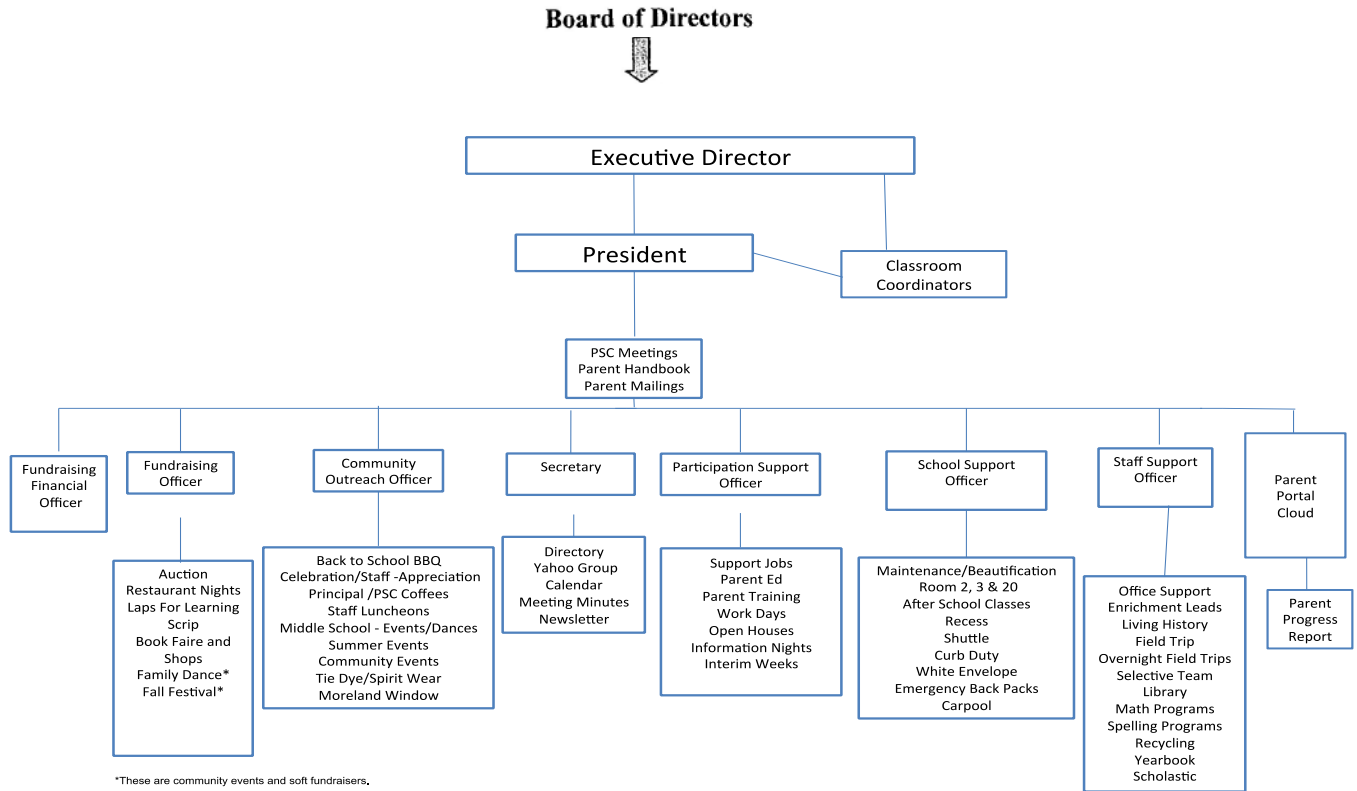
Assigned Disclosure Policy

Member of the Board of Directors	1
Superintendent/Executive Director	1
Business Manager	1
School Director	1
Consultant	2
Newly Created Position	*

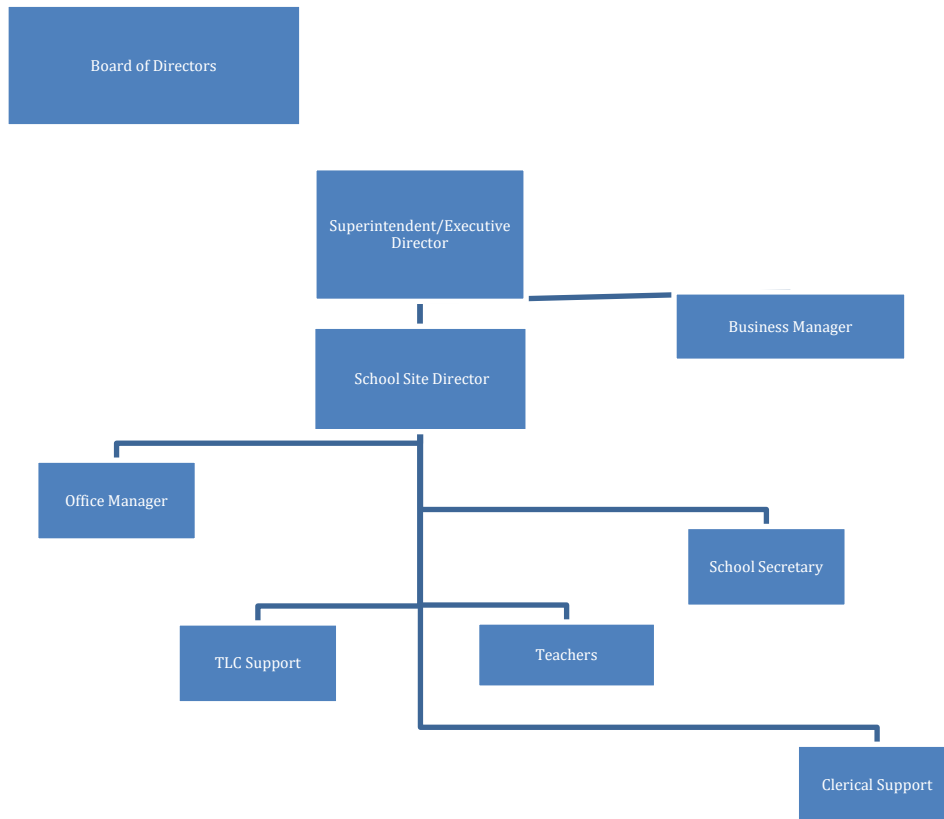
Adopted: August 22, 2018

ATTACHMENT 17: PROGRAM SITE COUNCIL

Discovery Charter School Program Site Council Flowchart



ATTACHMENT 18: EMPLOYEE ORG CHART



ATTACHMENT 19: DISCOVERY EMERGENCY PLAN

**DISCOVERY CHARTER SCHOOL
EMERGENCY PLAN**

Revised 08/13/2018

WALKIE TALKIE CHANNEL TO BE ON 3

CELL PHONE EMERGENCY NUMBERS:

Superintendent/ Executive Director	408-637-1878
Business Manager	408-218-5850
School Secretary	408-234-4389
Office Clerk	408-655-3538

EMERGENCY TEAM

The Emergency Team will be composed of:

- **Superintendent/Executive Director**
- **Business Manager**
- **School Secretary**
- **Office Clerk**

ROOM CHECKERS

Business Manager
School Secretary
Custodian
Office Clerk
TLC Coordinator

EMERGENCY SUPPLIES:

Emergency Backpacks	Located in every room by door
Food and Water	Located in Staff Room (2), Office, Classrooms, TLC
Emergency Tools	Located in Janitorial Shed
Major First Aid Supplies	Located in Office

LOCK BLOK:

August 2018 Lock Blok units were installed on classroom doors and common rooms. Classroom doors and common rooms are to be locked at all times. Engage the Lock Blok during the school day. At the end of day, retract the Lock Blok and firmly close.

1. Engaged Lock Blok- keeps door from latching and closing completely
2. Retract Lock Blok - allows door to fully close in the locked position

RED EMERGENCY BACKPACK:

Contains the Red and Green cards, class roster, school map, and Emergency Plan. This backpack should be carried by the teacher when evacuation is ordered.

EVACUATION PLAN (EXIT TO FIELD):

1. Teachers, parents and classroom aides will accompany students to their assigned evacuation area. Exiting building should be orderly and without talking.
2. Proceed to the large field.
3. Teachers will bring the RED EMERGENCY BACKPACK.
4. Support staff (RSP, PE, Selective teacher, etc.) will deliver students to their homeroom teachers on the field.
5. Once outside, teachers take role and account for any students who were not in the classroom at the time of evacuation. Show **GREEN CARD** for everyone present and accounted for, **RED CARD** is for missing student(s).
6. Designated personnel will go room to room to be sure all students and adults have evacuated. Confirmation of evacuation or other status will be radioed in to the Superintendent/Executive Director.
7. When all students have been accounted for, the Superintendent/Executive Director or Business Manager will check-in with all teachers and convey next steps.
8. The Business Manager or School Secretary will turn off the alarm.

CELL PHONE PROTOCOL:

1. After the classroom is secured and students settled. Teachers will send a text message to the Emergency Team (see cell numbers page 1.) Text message should state:
 - a. your classroom number
 - b. overall status: all Safe or injuries and state severity
 - i. Injured-begin first aid
 - ii. Keep emergency team updated on condition
 - c. list any missing students, parents, or aides
 - d. include all additional persons: students from other rooms, parents, aides and teachers
2. Updates will be provided via text message when able and available.
3. Wait for additional instructions.

FOR ALL NATURAL DISASTERS, THE EMERGENCY TEAM WILL MEET AT THE EMERGENCY CENTER (THE SUPERINTENDENT/EXECUTIVE DIRECTOR'S OFFICE) AFTER ALL INITIAL RESPONSES HAVE BEEN COMPLETED.

FIRE

1. Follow the **Evacuation Plan** above.
2. Teachers will **close** the classroom door -it should already be in the **locked** position. ***Do Not retract Lock Blok***
3. In the event of an actual fire, students will be held at their evacuation locations until the buildings are secured and the situation is assessed. Depending on the time of the day, alternative dismissal plans may be implemented.
4. Notify the **Emergency Team** regarding any injured students. Render first aid if necessary.
5. The Superintendent/Executive Director or Business Manager will assess the situation and determine whether the "First Aid Team" needs to be activated.

ALL CLEAR SIGNAL FOR FIRE:

When the "ALL CLEAR" signal is given staff is responsible to follow plan established by the Superintendent/Executive Director or designee.

1. All personnel will be required to remain on campus until released by the Superintendent/Executive Director or designee.

EARTHQUAKE

If Inside School Buildings

1. All school staff and students should:
 - Get under desk or table or other shelter or against inside wall;
 - Assume the "duck, cover, and hold" position and be silent so directions can be heard;
 - Stay in the "duck and cover" position until earthquake is over and/or until further instructions are given.
 - If no instructions are heard and shaking stops, follow **Evacuation Plan** and evacuate to assigned areas.
2. After the initial shock, teachers follow **Evacuation Plan**.
3. Doors should be left propped **open**.
4. Be alert to the possibility of aftershocks.
5. Students will be held at their evacuation locations until the buildings are secured and the situation is assessed. Depending on the time of the day, alternative dismissal plans may be implemented.
6. Report any serious injuries to the **Emergency Team** by initiating the **Cell Phone Protocol** or sending someone to make the report.
7. The **Emergency Team** will convey further instructions.

8. The Superintendent/Executive Director will establish communications with emergency agencies as necessary
9. The Business Manager and the School Secretary will set up the Superintendent/Executive Director's Office as the Emergency Center. All students will be released to parents or approved adult at the **Emergency Center**.
10. The school will automatically become a Disaster Center and will remain open until every child has been released to an authorized person.
11. All personnel will be required to remain on campus until released by the Superintendent/Executive Director or designee.

If outside the school building

1. All school staff and students should:
 - Get clear of all buildings, trees, exposed wires, or other hazards that may fall
 - Assume the "duck and cover" position until quake is over,
 - Follow **Evacuation Plan**.

ALL CLEAR FOR EARTHQUAKE

When the "ALL CLEAR" signal is given by the Superintendent/Executive Director or designee, staff is responsible to:

1. To follow directions to return to classrooms resume normal schedule.
2. Depending on the time of the day, alternative dismissal plans may be implemented.

SHELTER IN PLACE

A Shelter in Place will be broadcast over the intercom or by the PA system. This is used as a precautionary measure when there is police activity in the neighborhood.

1. Doors should already be locked -retract **Lock Blok**, close your windows and blinds.
2. Students can move about the classroom.
3. Students should be escorted to the bathrooms.

ALL CLEAR SIGNAL FOR SHELTER IN PLACE

When the "ALL CLEAR" signal is given by the Superintendent/Executive Director designee, staff and students will be directed to resume normal schedule.

CODE BLUE/LOCKDOWN-STRANGER ON CAMPUS

A Code-Blue Alert will be broadcast over the intercom or by the PA system. Teacher, parents and students are instructed to seek shelter in the **nearest** classroom. A classroom may/will have extra people, see #3 below.

1. Doors were previously locked-retract **Lock Blok**, close your windows and blinds, and move away from the windows and doors. Do not leave the classroom.
2. Keep students calm and quiet go to drop position as you would for an earthquake drill.
3. After room is secured and students settled. Initiate **Cell Phone Protocol**.

INTRUDER, SHOOTING, AND HOSTAGE SITUATION

RESPONSIBILITIES OF STAFF IN DIRECT CONTACT WITH INTRUDER.

1. Staff and students should sit quietly if the situation is in their presence. TRY to remain calm. If gun fire starts, dive to the floor, try to go under cover and lie STILL.
2. DO NOT ENGAGE IN A CONVERSATION OR TRY TO PURSUADE THE INTRUDER TO LEAVE YOUR CLASSROOM OR SCHOOL. Remember, you are in an illogical situation so any logical argument may go unheard
3. If the intruder speaks to you or to your students; then answer him/her. DO NOT PROVOKE HIM/HER. Students should be told not to whisper to one another, laugh, or to make fun of the intruder.
4. Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside and are unable to find a barrier such as a tree or are unable to get into a room, they should run to a safe area (NOT A RESTROOM) even if it is off campus.
5. If and when possible, call the San Jose Police Department at 9-1-1 (If using a cell phone, dial (408) 277- 8911 or dial 0 for the operator, who will transfer you to 911 in the proper location) and give your name, location, and the situation. Provide as many details as possible. **Our Address: 4021 Teale Avenue, San Jose, CA 95117**

ALL CLEAR SIGNAL FOR CODE BLUE/LOCKDOWN:

When the "ALL CLEAR" signal is given by the Superintendent/Executive Director designee, staff is responsible to follow all directions conveyed.

1. If the situation was deemed 'no emergency' staff will be directed to return to normal routine.

If the situation is under Emergency Personnel control, it could take time to clear the scene and be deemed safe to move around. The situation in your classroom could have changed:

2. First aid should have been started, if necessary. Keep the **Emergency Team** updated regarding any injured students or adults.
3. The Superintendent/Executive Director or Business Manager will assess the situation communicated via the **Cell Phone Protocol** and help to determine where first responders are directed.
 - a. Teachers should use the - RED and GREEN CARDS:
 - i. Place RED outside the door or in window if a life-threatening situation is in the room.
 - ii. Place the GREEN card if all are accounted for and no emergencies exist inside the room.
4. DO NO PERMIT ANY STUDENT TO LEAVE THE CLASSROOM FOR ANY REASON.
5. You should have already reported any person whose whereabouts are unknown, or who is injured, to the administration.
6. Emergency personnel will notify staff and students of planned evacuation through personal contact or phone.

CERTIFIED CPR/FIRST AID TRAINED PERSONNEL:

Superintendent/Executive Director
Business Manager
School Secretary
Office Clerk
Safety Team

STUDENT/PARENT GUIDELINES FOR CODE BLUE ON CAMPUS STRANGER ON CAMPUS

1. Follow the directions of Discovery teachers, staff or volunteers – they will take care of you.
2. The safe place is in the classroom.
3. If you are outside- be aware of surroundings. Where would you go? Do not go to the bathrooms!
4. Run in a weaving pattern when running.
5. Report to a Discovery teacher or staff member if you see someone engaged in suspicious activity or if you see someone you think should not be on our campus.

ATTACHMENT 20: EMPLOYEE RECRUITMENT PLAN

The Discovery Charter Schools Board desires to employ the most highly qualified and appropriate person available for each open position in order to carry out the school's mission. Candidates are recruited for open positions based on an assessment of the school's needs for specific skills, knowledge, and abilities in compliance with NCLB requirements. A job description that accurately describes all essential and marginal functions and duties of each position is developed. Job postings are disseminated through various methods to ensure a wide range of candidates. Various methods may include participating in recruitment fairs and educational conferences, developing university contacts, establishing a student teacher program at the site, advertising in newspapers and professional journals, and postings on websites of the following organizations: California Charter School Association, Charter Schools Development Center, Ed-Join, and local universities.

The Superintendent/Executive Director is responsible to oversee the selection procedures that identify the best possible candidate for each position based on screening processes, interviews, observations, and recommendations from previous employers. Interview committees are established, as appropriate, to rank candidates and recommend finalists. Staff, parents, and students are invited to participate in the selection process. All discussions and recommendations are confidential in accordance with law.

During job interviews applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job. No inquiry shall be made with regard to any category of discrimination prohibited by state or federal law.

The Superintendent/Executive Director is responsible to make final staffing recommendations to the Board based on input from the interview committee. The Board will approve all personnel actions.

ATTACHMENT 21: JOB DESCRIPTIONS

DISCOVERY CHARTER SCHOOL

Rev/Est: 1/23/19

Job Code: 9032

EEOC Category: Official/Administrator

SUPERINTENDENT/EXECUTIVE DIRECTOR

Job Summary:

Under direction of the Discovery Board, is responsible for the day-to-day operations of Discovery. Serves as leader of educational programming and advises the Discovery Board regarding budget decisions, board policies, programming, etc. In collaboration with the Discovery Board, develops and successfully implements board policies, administers and supervises the school and its employees, leads development of educational program improvement, fosters a culture of positive, engaged learners, and serves as a strong advocate for the school's developmental philosophy and parental involvement.

Essential Functions:

1. Educational Program Management

- In collaboration with staff, designs, implements, and maintains educational program incorporating brain-based research (thematic learning, multiple intelligences), multi-age, standards-based, developmental program. Ensures incorporation of state standards and assessments in educational program.
- In collaboration with staff, regularly evaluates educational program and makes recommendations to the Discovery Board.
- Monitors and analyzes student performance data and prepares reports. Analyzes information and develops support systems for performance improvement.
- In collaboration with staff, creates and maintains programs to meet diverse student needs including, but not limited to, GATE, remediation, and special education.
- Provides input and guidance to school support committees including, but not limited to, Finance, Facilities, and Program Site Council.
- Advises the Discovery Board regarding current educational practices, trends, and research as well as legislative developments affecting education. Makes recommendations to the Discovery Board and staff.
- Explains and clarifies information received from various agencies including County Office of Education, California Department of Education, State Board of Education, and California Charter School Association (CCSA), and advises the Discovery Board accordingly of required actions.
- Works with staff and parents to plan and develop a parent education program.
- In conjunction with staff, develops and implements discipline policies.

2. Operations Management/Supervision

- Ensures compliance with all applicable State and Federal laws and regulations including, but not limited to, financial, record keeping, and employment.

- Researches, identifies, and recommends vendors to the Discovery Board for contracted services including, but not limited to, payroll, facilities, and physical education. Makes vendor recommendations and negotiates contract terms that are most cost effective for Discovery.
- Responsible for overall vendor management. Establishes procedures and oversees periodic performance reviews of services received to evaluate their effectiveness.
- Solicits and encourages input from staff regarding problem resolution, policy proposals, and overall advancement of Discovery programs.
- Develops, implements, and monitors work practices, systems, and methods that are effective, efficient, and consistent with school policies and procedures.
- Organizes and implements safety and emergency procedures.
- Responsible for preparation of annual performance audit.
- Directs staff in research and development of new programs including, but not limited to, after school enrichment and lunch programs.
- Attends and participates in Discovery Board meetings and committee meetings, including, but not limited to, Program Site Council, Finance, Facilities, and Discovery Educational Foundation.
- Under the direction of the Discovery Board, develops and implements policies.
- Serves as custodian of confidential personnel records.
- Develops accountability timelines for special projects and monitors to ensure timely project completion.
- Manages recruitment of staff and makes hiring recommendations to the Discovery Board. Evaluates and coaches staff.
- Oversees the creation of the staff's Professional Development Plans and delivery of performance appraisals.
- Manages staff training; provides opportunities for staff collaboration on an ongoing basis; coordinates all teacher work, in-service, and training days.
- Supervises staff and fosters positive, team oriented working relationships. Encourages and fosters collaborative environment among staff in order to develop and retain high quality employees.

3. Marketing/Communications Management

- Establishes and maintains professional and cooperative working relationships with all stakeholders: parents, students, staff, neighbors, and partners.
- Is a strong advocate for Discovery in the greater community and with the media. Promotes positive image and support for the school. Provides leadership in disseminating information to the public.
- Communicates issues, concerns, and needs of the Discovery community to the Discovery Board.
- Represents Discovery at district and county administrative meetings and other meetings as requested by the Discovery Board.
- Serves as liaison to the County and other outside agencies. Promotes and maintains a positive working relationship with the County. Responsible for reporting to and negotiating with the County regarding issues that directly impact Discovery.
- Maintains frequent and regular communications with parents through a weekly newsletter, school website, one-on-one meetings, etc., as appropriate.

- Fosters open and frequent communication with staff through staff letters, team meetings, classroom visits, coaching sessions, etc.

4. Fiscal Management

- Develops annual budget. Manages budgets (general fund, facilities, etc.) and makes recommendations to the Discovery Board.
- Works with the Discovery Board to set economic objectives, financial and accounting policies, and other fiscal policies and practices as necessary.
- Advises Discovery committees of pertinent legislative changes.
- Provides financial reports to the Discovery Board, the County, and other agencies as mandated by law.
- Arranges for quarterly and annual audits with an outside independent auditor to ensure the soundness of Discovery finances.

Performs other duties as assigned.

Employment Standards:

- Education & Experience: Excellent communication and community-building skills;
- Extensive knowledge of and experience with curriculum development and developmentally-based educational programs;
- A thorough knowledge of Special Education needs and issues;
- Strong leadership capabilities; and
- Experience in performance assessment.
- Bachelors Degree in education or related field (required).
- MA or equivalent (desirable)
- Experience coaching and developing staff.

Credentials: Possession of a valid California Administrative Credential and a valid California Elementary Teaching Credential desired.

Knowledge, Skills & Abilities:

Knowledge of:

- Local, state and federal laws applying to public schools and current trends in public school management;
- Special education needs and issues;
- Developmentally based educational programs; and
- Budget preparation and control procedures.

Skilled in:

- Managing developmentally based parent participation educational programs;
- Planning, coordinating, and directing work and activities of teaching professionals and other personnel, and developing a collaborative-oriented environment;

- Managing budgets, prioritizing expenditures, and seeking innovative methods for providing school resources;
- Recognizing needs and initiating actions in order to develop more efficient systems and procedures or to solve problems;
- Establishing and maintaining effective working relationships with children, staff, parents, community, and school board members; and
- Marketing and promoting developmental based educational programs and services.

Ability to:

- Communicate ideas and directives clearly and effectively both orally and in writing;
- Operate various office equipment;
- Tolerate high levels of stress; and
- Perform the essential functions of the position.

Working Conditions:

- Regular requirement to stand, walk, talk, hear, see, read, speak, reach, stretch with hands and arms, stoop, kneel, and crouch;
- Lift and carry objects weighing up to 50 pounds;
- Occasional exposure to blood, bodily fluids and tissue;
- Occasional interaction with unruly children; and
- Occasional evening and/or weekend work.

BUSINESS MANAGER

Reports to: Superintendent/Executive Director

Job Summary:

Under direction of the Superintendent/Executive Director, is responsible for the day-to-day operations at Discovery including, but not limited to, fiscal services, reporting requirements, operations, enrollment, transportation, nutrition services, information technologies, purchasing/warehouse, and facilities. Serves as an advocate for the school's developmental philosophy and parental involvement.

Essential Functions:

1. Fiscal Services

- Maintains financial accounting system and all management information databases. Prepares annual and monthly financial statements for the Superintendent/Executive Director (ED), consistent with non-profit and government generally accepted accounting principles (gaap).
- Reconciles petty cash fund and audits cash activities.
- Reconciles month-end cash balances and monthly bank statements.
- Approves, logs, and monitors expenditures; resolves discrepancies.
- Assists the ED with preparation of annual budget. Assists with monitoring adherence to budget.
- Assists with development and preparation of budgets (general fund, facilities, special projects, etc.) and expenditures and makes recommendations to the ED.
- Tracks expenditures and prepares reports for the ED and the Discovery Board.
- Prepares budget transfers as appropriate and monitors budget activity. Reviews for discrepancies and raises issues with the ED.
- Prepares and maintains payroll and human resources systems and records.
- Provides data to vendors and researches and resolves discrepancies.
- Is responsible for maintenance of all insurance requirements to ensure current standing.
- Researches and resolves questions regarding business and financial affairs of Discovery.
- Establishes open accounts with vendors; places and tracks orders against budget.
- Prepares and maintains purchase orders and other expense records. Approves logs and monitors expenditures. Resolves discrepancies and ensures expenditures are within budget.
- Under direction of the ED, reviews contracts and contractor performance. Reviews facilities maintenance and makes suggestions to the ED.
- In support of the ED, prepares reports for the Discovery Board, the County, and other agencies as mandated by law.

2. Operations

- Monitors work practices, methods, and systems that are effective, efficient, and consistent with school policies and procedures.

- Prepares confidential human resources documents (hire, upgrade, counsel, or termination).
- Oversees the maintenance of confidential files including, but not limited to, attendance, assessment results, emergency and family information, academic and health records, fingerprinting, TB records, and parent driver trip information.
- Oversees the processes for enrollment, transfer, discharge, and readmission of students, and the preparation and maintenance of related files and records.
- Supervises the maintenance of student cumulative files including, but not limited to, assessment results, test scores, discipline citations, medical reports, and records.
- Monitors special project's accountability timelines and coordinates timely completion of administrative/clerical tasks.
- Investigates circumstances of employee on-the-job injuries; prepares required documentation and reports safety hazards to the ED.
- Develops administrative policies for purchase, storage, and distribution of school supplies including, but not limited to, classroom, office, custodial, health, and athletic supplies. Under direction of the ED, makes purchases in accordance with school budgets.
- Oversees maintenance of all office equipment and duplicating services.
- Assists Parent Field Trip coordinators with problem resolution.
- Manages vendor contract relations including, but not limited to, transportation, food services, IT, payroll and HRIS services, facilities, and external auditors, etc. Researches and resolves disputes; reports activities to the ED.
- Oversees requisition and distribution of school and office materials and supplies.
- Plans and coordinates arrangements for school and community activities.
- Under direction of the ED, coordinates volunteer training.

3. Reporting

- Assists the ED with preparation of the annual performance audit.
- Oversees preparation and audits student enrollment and attendance reports for state funding.
- Under direction of the ED, assembles materials and reports for monthly Discovery Board meetings.
- Assists the ED with the local oversight authority's annual observation tours.

4. Enrollment

- In collaboration with the ED, coordinates arrangements for advertising, public relation events, and general recruitment.
- Maintains waiting lists.
- Coordinates all aspects of orientation including, but not limited to, summer mailing and registration and other meetings as appropriate. Coordinates preparation of information packets.
- Arranges for translators and translation of materials, as needed.

5. Communications

- Establishes and maintains professional and cooperative working relationships with all stakeholders: parents, students, staff, neighbors, and partners.
- In collaboration with the ED, assists with writing of weekly newsletter, letters, posters, etc. Coordinates publication and distribution of materials.
- Serves as liaison to parent committee responsible for web site maintenance.

Performs other duties as assigned.

Employment Standards:

Education & Experience: Any combination of education and experience equivalent to a Bachelor's degree in Public or Business Administration or related field from an accredited school; plus three years of related experience in fiscal services, administration, and human resources. Experience with a public school is preferred.

Knowledge, Skills & Abilities:

Knowledge of:

- Principles and practices of public school services and administration;
- Personnel and finance administration and sources of information related to public school issues;
- Research methods and report writing; and
- Effective public relations techniques.

Skilled in:

- Interpreting, implementing, and explaining complex rules, regulations, contracts, policies, and procedures;
- Analyzing problems, developing and evaluating options, and making sound recommendations;
- Writing reports, documents, correspondence, and memoranda;
- Using a personal computer and associated software for word-processors, spreadsheets, and databases;
- Making formal presentations to diverse groups;
- Establishing and maintaining effective working relationships with a variety of people;
- Prioritizing assignments and workload appropriately and responding to deadlines effectively; and
- First aid and CPR certification are highly desirable.

Ability to:

- Organize, coordinate, and oversee office activities;
- Operate standard office equipment such as computer, telephone, facsimile, photocopier, and other equipment;
- Tolerate high levels of stress;
- Work independently and in a team environment;
- Maintain confidentiality;
- Perform the essential functions of the position; and
- Speak Spanish is highly desirable.

Working Conditions:

- Regular requirement to stand, walk, talk, hear, see, read, speak, reach, stretch with hands and arms, stoop, kneel, and crouch;
- Lift and carry objects weighing up to 50 pounds;
- Occasional exposure to blood, bodily fluids, and tissue;
- Occasional interaction with unruly children; and

- Occasional evening and/or weekend work.

SCHOOL SECRETARY

Job Summary

Under direction of the school site Director, is responsible for the day-to-day operations at a Discovery Charter School campus including, but not limited to, enrollment, transportation, nutrition services, purchasing/warehouse, and facilities. Serves as an advocate for the school's developmental philosophy and parental involvement.

The school Secretary is a full time, hourly position that reports to the school Director. The School Secretary is the first point of contact for parents and students when they come to school, as well as a resource to the school community. School Secretaries should always exhibit professionalism, treat people with respect, and be firm but compassionate in the way that they address the day-to-day problems of the school.

Essential Functions:

- Assist with fall lotteries and answer questions related to applications and the lottery process.
- Collect enrollment documents from accepted students.

Responsibilities include:

Parents and Community

- Build strong working relationships with parents and families.
- Assist with the successful coordination of community meetings and events, either through delegating to parents or completing independently.
- Use established communication systems to send out school information as necessary.
- Be familiar with contents and structure of student information files.

Health, Safety, and Discipline

- Administer basic first aid, distribute medication, maintain injury reports, and contact parents as necessary.
- Be knowledgeable of all content in school safety binder, including emergency procedures.
- Report all injuries and other school incidents to the Director.
- Supervise students sent to the office for discipline and health reasons.
- Maintain forms and records for workplace safety (OSHA and Worker's Comp).

Meals

- Collect lunch payments from parents.

Facilities

- Assist in managing and reporting day-to-day facilities problems.
- Schedule maintenance vendors and meet them as they arrive on campus.
- Execute responsibilities related to emergency situations as assigned by the Director.
- Ensure that all documents delivered or messages received are immediately given to main Discovery Office, as most issues are time sensitive.

- Maintain confidentiality regarding all information, oral and written, regarding students who receive special education services.
- Partner with specialists on a school site to arrange 504 or other meetings and as necessary or when needed.

Administrative

- Perform general clerical duties including answering phones, taking and distributing messages, sorting mail and preparing general correspondence.
- Facilitate arrangements for school activities and arrange logistics for meetings, teacher development, parent ed and other activities.
- Provide support to the Director, Business Manager, and teachers as necessary.

Performs other duties as assigned.

Employment Standards:

Education & Experience: Any combination of education and/or experience equivalent to a Bachelor's degree in Public or Business Administration or related field from an accredited school; plus three years of related experience in fiscal services, administration, and human resources. Experience with a public school is preferred.

Knowledge, Skills & Abilities:

Knowledge of:

- Principles and practices of public school services and administration;
- Personnel and finance administration and sources of information related to public school issues;
- Research methods and report writing; and
- Effective public relations techniques.

Skilled in:

- Interpreting, implementing, and explaining complex rules, regulations, contracts, policies, and procedures;
- Analyzing problems, developing and evaluating options, and making sound recommendations;
- Writing reports, documents, correspondence, and memoranda;
- Using a personal computer and associated software for word-processors, spreadsheets, and databases;
- Making formal presentations to diverse groups;
- Establishing and maintaining effective working relationships with a variety of people;
- Prioritizing assignments and workload appropriately and responding to deadlines effectively; and
- First aid and CPR certification are highly desirable.

Ability to:

- Organize, coordinate, and oversee office activities;
- Operate standard office equipment such as computer, telephone, facsimile, photocopier, and other equipment;
- Tolerate high levels of stress;
- Work independently and in a team environment;
- Maintain confidentiality;

- Perform the essential functions of the position; and
- Speak Spanish is highly desirable.

Working Conditions:

- Regular requirement to stand, walk, talk, hear, see, read, speak, reach, stretch with hands and arms, stoop, kneel, and crouch;
- Lift and carry objects weighing up to 50 pounds;
- Occasional exposure to blood, bodily fluids, and tissue;
- Occasional interaction with unruly children; and
- Occasional evening and/or weekend work.

Discovery Charter School

Job Codes: 2021, 2022

EEOC: Professional

TEACHER, K-8

Job Summary:

Under direction of Director, responsible for implementing developmental instructional programs for pupils in grades K-8.

Essential Job Functions:

- Develops instructional plans on a yearly and unit basis within the framework of the prescribed curriculum.
- Provides planned experiences that motivate pupils toward independent and original thought. Provide opportunities for student choice and decision-making.
- Develops a program to meet the needs of pupils with widely varying intelligence and capabilities by providing individualized and small-group instruction, multi-level materials, and independent study.
- Creates a functional and attractive environment for learning through displays, bulletin boards, and interest centers.
- Establishes and maintain standards of pupil behavior needed to provide an effective learning environment.
- Identifies pupil's needs and cooperate with other professionals to assess and help pupils solve health, attitude, and learning problems.
- Provides planned learning experiences which include leading pupils to reaching state goals and objectives.
- Develops and/or utilize appropriate evaluation systems and techniques which monitor pupils' progress toward mastering curricular objectives.
- Works cooperatively in measuring student growth; evaluate pupil's academic and social growth; keep appropriate records; prepare progress reports; and communicate with parents as needed on the pupil's progress.
- Uses student progress data to design classroom instruction and instructional intervention.
- Supervises pupils in out-of-classroom activities during the working day.
- Integrates field trips to enrich curricula.
- Shares in the responsibilities for school activities and participates in faculty committees.
- Instructs students in emergency procedures and supervises drills.
- Plans and pursues a program of personal professional growth; participates in appropriate School, county and statewide in-service education activities.
- Participates in the identification of School goals and objectives and the development of strategies for their implementation.
- Participates in curriculum improvement and other developmental programs within the school.
- Plans and coordinates the work of student teachers, aides, and other para-professionals, including parent volunteers.

- Works effectively with parent volunteers and help volunteers increase their understanding of teaching methodology and small group management skills.

Performs other duties as assigned.

Employment Standards:

Education & Experience: Possession of a Bachelor's degree. Prior experience working with developmental based educational programs is highly desirable.

Credentials: Elementary level (K-5) teachers must possess a valid California Multiple Subject Teaching Credential. Middle school level (6-8) teachers must possess a valid California Multiple Subject Teaching Credential and/or Single Subject Teaching Credential, as well as, meet the NCLB "highly qualified teacher" requirements of core subject matter competency. Special Education Teachers must hold an appropriate credential.

Knowledge, Skills & Abilities:

- Knowledge of developmental based educational instructional strategies;
- Ability to communicate ideas and instruction clearly and effectively both orally and in writing;
- Ability to evaluate tests and measurements of achievement;
- Ability and desire to work effectively with classroom volunteers;
- Ability to work effectively as a team member;
- Ability to perform the essential functions of the position.

Working Conditions:

- Regular requirement to stand, walk, talk, hear, see, read, speak, reach, stretch with hands and arms, stoop, kneel and crouch;
- Lift and carry objects weighing up to 50 pounds;
- Occasional exposure to blood, bodily fluids and tissue;
- Occasional evening and/or weekend work.

ATTACHMENT 22: EMPLOYEE DEVELOPMENT PLAN

PLAN FOR THE DEVELOPMENT OF FACULTY AND STAFF

We believe that schools are only as strong and effective as their teaching faculty. One of our core goals at Discovery Charter Schools is to establish a culture of continuous learning not only for our students and parents, but for our staff as well. Teachers will collaborate to create curriculum and assessments and will be guided by professional development plans created jointly with administrators. In order to achieve this goal, teachers must be granted autonomy, while being supported and coached by administrators whose primary focus is student achievement. A leadership team, which includes grade level representatives, will meet monthly with the Director to plan grade level and staff meetings and address issues involving many aspects of school planning. Shared decision-making and consensus building are valued and inherent parts of our culture.

Discovery will implement five Professional Development Days each year. During the Professional Development Days teachers will work together to refine curriculum, create assessments, and define focus areas for the school year based upon the past year's student achievement data and parent survey results. In addition, teachers will have opportunities to attend workshops and conferences that are aligned with the school's goals and their professional development growth goals.

The school schedule and budget will support teacher learning by providing:

- A budget for each teacher to use on their own professional development during the school year;

- Weekly grade level and cross grade level meetings where staff will collaborate on curriculum, assessments, and teaching methods;

- Monthly staff meetings designed to discuss the latest research-based educational strategies and maintain a professional learning community among all Discovery staff; and

- A professional resource library and membership in a variety of professional organizations.

How Does Professional Development Enhance our Mission?

Meeting the Needs of the Whole Child

Each teacher will be provided the time and resources to adapt and develop their instruction to meet the needs of their diverse student population.

Teachers as Learners

We expect our teachers to continue to be learners. Each teacher will:

- Attend professional grade level meetings to discuss curriculum and assessment;

- Attend monthly staff meetings to collaborate on teaching practice, student behavior expectations, and other site-related issues; and

- Attend summer and winter professional development days.

Program Highlights

Professional Development Plan

The Director and each teacher or staff member will meet each fall to develop mutually agreed upon goals which will be reviewed during the course of the year and used as part of their year-end evaluation. All staff will be responsible for attending professional growth opportunities throughout the year and ensuring that they continue to develop their skills and range of knowledge about teaching and child development.

Teacher Observations

The Director, using both formal and informal observations, will observe all faculty on an ongoing basis. Informal observations can occur during any instructional time and will include a post-observation conference. Formal observations will include a pre-observation conference as well as a post-observation conference. The pre-observation conference may be conducted in person or through written communication. Post-observation conferences will be in person and will occur within three (3) school days after the observation. During the school year, each teacher will have at least two (2) formal observations. Probationary teachers will receive four (4) formal observations per year. Results of formal and informal observations, consisting of the teacher's and the Director's observations and recommendations, will be put in writing and included in the teacher's personnel file.

ATTACHMENT 23: TEACHER EVALUATION PROCESS

Discovery Charter School
Teacher Evaluation

Name: Year: Assignment:

ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

Teachers build on students' prior knowledge, life experience, and interests to achieve learning goals for all students. Teachers use a variety of instructional strategies and resources that respond to students' diverse needs. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interaction and choice. Teachers actively engage all students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn.

Meets the Standard: Needs Improvement:

CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENTS

Teachers create physical environments that engage all students in purposeful learning activities and encourage constructive interactions among students. Teachers maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Teachers encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.

Meets the Standard: Needs Improvement:

UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

Teachers exhibit strong working knowledge of subject matter and student development. Teachers organize curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area. Teachers interrelate ideas and information within and across curricular areas to extend students' understanding. Teachers use their knowledge of student development, subject matter, instructional resources and teaching strategies to make subject matter accessible to all students.

Meets the Standard: Needs Improvement:

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

Teachers plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. Teachers establish challenging learning goals for all students based on student experience, language, development, and home and school expectations. Teachers sequence curriculum and design long-term and short-range plans that incorporate subject matter knowledge, reflect grade-level curriculum expectations, and include a repertoire of instructional strategies. Teachers use instructional activities that promote learning goals and connect with student experiences and interests. Teachers modify and adjust instructional plans according to student engagement and achievement.

Meets the Standard: Needs Improvement:

ASSESSING STUDENT LEARNING

Teachers establish and clearly communicate learning goals for all students. Teachers collect information about student performance from a variety of sources. Teachers involve all students in assessing their own learning. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students. Teachers exchange information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic progress.

Meets the Standard:

Needs Improvement:

DEVELOPING AS A PROFESSIONAL EDUCATOR

Teachers reflect on their teaching practice and actively engage in planning their professional development. Teachers establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. Teachers learn about and work with local communities to improve their professional practice. Teachers communicate effectively with families and involve them in student learning and the school community. Teachers contribute to school activities, promote school goals and improve professional practice by working collegially with all school staff. Teachers balance professional responsibilities and maintain motivation and commitment to all students.

Meets the Standard:

Needs Improvement:

Overall Evaluation meets the standard: Needs Improvement:

Comments:

Goals for Next Year:

Signatures: _____

Date:

Date:

ATTACHMENT 24: PUBLIC RANDOM DRAWING POLICY

DISCOVERY CHARTER SCHOOL

Board Policy:190115.1

Approved: 15 January 2019

Title: Admissions Lottery to Determine School Placement

Applicability

This policy applies to all qualified applicants to Discovery Charter School (Discovery) during the Open Enrollment Period.

Policy Statements

1. If the number of students applying for any grade exceeds the expected capacity for that grade, an admissions lottery shall be conducted for the Open Enrollment Period applicants for the oversubscribed grades by an independent outside party to determine school placement. The date and location of the lottery will be posted on the Discovery website and in the school office.
2. The expected number of classes and class size for each grade will be specified by the Board and announced in advance.
3. Each family will be assigned a family number and each child in the family will be assigned a student number to create a child ID number. For example, the ID's for the children of Family 001 would be 001.1, 001.2, 001.3, and so on.
4. An "Applicant List" shall be prepared. Each applicant on the list will be assigned a Lottery ID in the following format:

Preference Group – Grade – Family# . Student# – Last name . First name For example:
A –K – 001.1 – Smith.John

B – 2 – 003.1 – Jones.Michael C –
4 – 007.1 – Chavez.Emilio C – 6 –
007.2 – Chavez.Maria

Detailed explanation of each Lottery ID element:

Preference Group

Enrollment preferences shall be given in the following order:

- A. Siblings of currently enrolled students
- B. Children of Discovery Employees*
- C. Students who are currently enrolled in or who reside in the elementary school attendance area of the public elementary school in which Discovery is located (for purposes of the Charter School Facility Grant Program).
- D. Residents of Moreland School District
- E. California residents who are eligible to receive free or reduced price meals as determined by federal guidelines.**

F. All other California residents

*Where a Discovery Employee is defined as:

- a. Any person working for Discovery more than 20 hours per week and who receives their paycheck directly from Discovery, or
- b. Any person working for Discovery more than 20 hours per week and who receives their paycheck from a company contracted by Discovery, AND who has worked for Discovery through this contractor for at least one full school year at more than 20 hours per week.

** Following admission, Discovery will conduct an audit of the records of students who utilize this preference. Any student who utilizes this preference but is not eligible to receive free or reduced price meals will forfeit admission.

Grade

The grade this student is applying for. Options are: K, 1, 2, 3, 4, 5, 6, 7 and 8.

Family Number & Student Number

Family Number is a sequential number of the enrollment application, e.g. 001, 002, 003, etc. Student Number is a sequential number of the student on that enrollment application,

e.g. 1, 2, 3, etc. For a family with three students applying the construct would therefore be: 001.1, 001.2, and 001.3

Family is defined as children and parent(s)/guardian(s) living at the same address.

Last Name & First Name

Student's last and first name, e.g. Smith.John.

5. The "Applicant List" will be certified by signatures of two Discovery Charter School Board Members. The original will be kept in the office and 5 copies will be separately mailed via US Mail to Discovery Charter School. The envelopes will remain sealed until such time as a dispute arises between a family included in the lottery and Discovery Charter School, or the school year ends.
6. A single lottery ticket will be created for each family. The ticket will include the Abbreviated Lottery ID for all students from that family in the following format:
Preference Group – Grade – Family# . Student#
Definitions of the Abbreviated Lottery ID elements are equivalent to the definitions of the Lottery ID elements and are listed in bullet 4.
7. Families will be informed of their Lottery ID(s) prior to the admissions lottery by email via the email address provided on the enrollment application. Families that do not have email access will be notified by US Mail.
8. Prior to commencement of the admission lottery, two Discovery Charter School Board Members shall verify that the Abbreviated Lottery ID(s) on the lottery tickets match the information on the certified "Applicant List", and that there is a 1 to 1 correlation.
9. The tickets shall be sorted by admissions preference category.

10. The school Director shall choose an unbiased party to draw the lottery tickets.
11. The admissions lottery will be structured by preference category in the order specified in bullet 4 under the Preference Group heading.
12. For each admissions preference category, tickets shall be drawn randomly to determine placement on the relevant grade list. A number showing the order in which the ticket was drawn shall be written on the ticket.
13. As each ticket is drawn, the Abbreviated Lottery ID(s) of all children on the ticket shall be announced and sequentially added to the relevant grade list.
14. After the admissions lottery is complete, Discovery shall post the lottery results on the Discovery website and in the Discovery school office.
15. The lottery result list will be used to fill available grade level spaces. The remaining applicants on the lottery list will form the wait lists for each grade.
16. Families who receive offers of acceptance for available spaces in a given grade level will receive registration forms via U.S. Mail or via email. If the completed registration forms are not returned to Discovery by the date required in the offer letter, the admission slot will be forfeited and offered to the top wait-listed student in that grade.
17. It is the parent/guardian's responsibility to update their contact information with Discovery. Discovery shall not be responsible for failure to contact the parent/guardian of either accepted or wait-listed applicants due to expired contact information.
18. A student placed on a wait list will remain on the wait list until either:
 - The student is accepted into a Discovery Charter School, or
 - The parent/guardian declines an offer of acceptance for their student, or
 - The parent/guardian requests in writing that the student be removed from the wait list, or
 - The school year ends.
19. In the event a situation arises that is not covered by this policy, no more than three Discovery Charter School Board Members present at the lottery will determine the fairest method for resolution of the issue.

ATTACHMENT 25: ENROLLMENT AND ADMISSION PROCEDURES

Enrollment and Admission Procedures

There will be one common admission application for each Discovery Charter School site.

The Application for Enrollment document will be available from the Discovery main office and downloadable from the website. Paper copies are available at each office site, and available on the website in selected foreign languages.

Each Application for Enrollment document will list the Discovery school site, requiring the family to apply at each school in which the family desires to enroll their child/children.

A family may apply to more than one Discovery Charter School site.

The accompanying documentation are to be mailed or delivered to the Discovery main office.

The main office will distribute qualified applications to the individual school site's administration to organize and hold individual school site lotteries.

A qualified application is one in which the Application for Enrollment, accompanying documentation, and qualifying meeting and tour, have been completed.

The Application for Enrollment packets that are received during Discovery's Open Enrollment Period will qualify for the public random drawing.

Public random drawings will be held separately for each Discovery school site, and each drawing will be run according to the Public Random Drawing Policy set by the Discovery School Board.

ATTACHMENT 26: DISCOVERY CHARTER SCHOOL MARKETING AND COMMUNITY OUTREACH PLAN

**Discovery Charter School I
(Phoenix Campus)
Community Outreach Plan**

Discovery Charter School I (DCSI) is committed to maintaining a racially and economically diverse student population reflective of the Moreland School District. DCSI will institute a recruitment program designed to educate and inform potential students and their families about its instructional program and to ensure that all Moreland residents are given an equal opportunity to enroll their children at the school.

MORELAND MOU

It is important to be aware that to obtain facilities Discovery has entered into an agreement that restricts our recruitment activities. The Moreland DCS Facilities agreement Section B. Other Obligations (Page 5) states: “...DCS shall also agree not to recruit in-District students for the duration of the Agreement. “Recruiting” shall be defined to include any communication that is directly sent or targeted to, or that mentions, in-District students.”

The recruitment program will include, but not necessarily be limited to:

- The development of promotional materials, such as brochures, flyers, advertisements and media press kits in English as well as Spanish;
- Visits to local preschools, community centers, and community organizations to publicize the school;
- Direct mail to local preschools;
- Geo-targeted direct mail into identified communities/neighborhoods;
- Attendance and participation at local events and activities to promote the school and to meet prospective students and their families;
- Distribution of promotional material to local businesses, libraries, and San Jose/Campbell Family ResourceCenters;
- Cultivation of a media presence by inviting local television and print media to visit the school and learn about the instructional program;
- Open house and school tour visits on a regular, on-going basis to offer opportunities for prospective students and their families to learn more about the program;

DCSI will document its outreach efforts and results and utilize this information to refine its outreach efforts to achieve racial, socio-economic and ethnic balance of its student population.

MEDIA & COMMUNICATIONS

DCS collaborates with these media outlets to publicize the school:

Organization	Format
El Observador	Newspaper, Web, email
Bay Area Parent	Parent Magazine, web, email
Bay Area News Group	Mercury news, email
Mix 106.6 & K.Bay 94.5	Radio
Screenvision	Movie theater ads

LEAFLETING

DCS I will create an informational flier about the school and the open enrollment process. These fliers will be distributed to the following locations, with permission from each:

San Jose/Campbell Public Libraries

San Jose/Campbell Police Activities League

Greater San Jose/Campbell and other Community
Centers

Local Preschools

Discovery Charter Schools do not discriminate on the basis of race, color, national origin, gender, disability, or age in its programs and activities

Appendix A - Preschool

Yearly Discovery Charter Schools mails approximately 140+ preschools.

Listed here are preschools in surrounding areas of the Discovery I Phoenix campus.

Let's Play in Spanish 3275 Williams Road San Jose , CA 95117 (408) 370-3399 http://letsplayinspanish.com/	Pasitos School 801 Hibiscus Lane San Jose, CA 95117 (408) 244-3551 http://www.pasitosschool.com/
Amazing Creations Pre-School 1025 The Dalles Ave. Sunnyvale, CA 94087 (408) 730-0365 https://amazingcreationspreschool.org/	Pasitos School 102 Sonora Ave. San Jose, CA 95110 (408) 392-000 http://www.pasitosschool.com/
Starbright School – San Jose Campus 4645 Albany Drive. San Jose, CA 95129 (408) 985-1460 https://www.starbright.com/	Sunny Days Preschool 897 Broadleaf Lane San Jose, CA 95128 (408) 625-6198 http://sunnydayspreschool.com/
Bright Beginnings Parent Participation Preschool 10123 North Wolfe Road, Suite 2085 Cupertino, CA 95014 (408) 522-2700 https://www.fuhsdadultschool.com/apps/pages/index.jsp?uREC_ID=625861&type=d&pREC_ID=1098619	Campbell Parent Participation Preschool 5035 Poston Drive Campbell , CA 95136 (408) 629-1185 center572@cdicdc.org
Trace CDC 651 Dana Ave, San Jose, CA 95126 (408) 278-1876 center10123@cdicdc.org	Eaton CDC 20220 Suisun Dr., Cupertino, CA 95014 (408) 257-3570 center50507@cdicdc.org
Segwick CDC 19200 Phil Lane, Cupertino, CA 95014 (408)725-0909 center50509@cdicdc.org	Murdock-Portal CDC 1188 WunderlichDr., CA 95129 (408)996-1547 center50510@cdicdc.org
Giving Tree Montessori School 2555 Moorpark Ave., San Jose, CA 95128 (408) 977-1772	Los Gatos Parent Nursery School 15 Lyndon Ave. Los Gatos, CA 95030 (408) 354-1433
SJSU Child Development Lab Preschool One Washington Square San Jose, CA 95192-0075 (408) 924-3727 Sjsu.edu/chad/preschool	<u>Sunnymont-Westside Co-op Nursery School</u> 15040 Union Ave., San Jose, CA 95124 San Jose, CA 95111 (408) 371-7646 http://www.sunnymontwestside.org/
K's Quality Child Development Center 15063 Union Ave San Jose, CA 95124 Phone number (408) 377-6660 kqchildcenter.com	Centro Armonia Spanish Schools 531 W. Rincon Ave., Campbell, CA 95008 408-866-2585 http://armoniapreschool.com

Appendix B – Public Libraries

Complete listing of San Jose Public Libraries. Asterisk indicates those close to Discovery Phoenix campus.

<p>Cambrian Branch Library 780 Hillsdale Ave. San Jose, CA 95124 (408) 808-3080</p>	<p>Pearl Avenue Branch Library 4270 Pearl Ave. San Jose, CA 95136 (408) 808-3053</p>
<p>Edenvale Branch Library 101 Branham Lane San Jose, CA 95111 (408) 808-3036</p>	<p>Seven Trees Branch Library 3590 Cas Drive San Jose, CA 95111 (408) 808-3056</p>
<p>Tully Community Branch Library 880 Tully Road San Jose, CA 95121 (408) 808-3030</p>	<p>Evergreen Branch Library 2635 Aborn Road San Jose, CA 95121 (408) 808-3060</p>
<p>Willow Glen Branch Library* 1157 Minnesota Ave San Jose, CA 95125 (408) 808-3045</p>	<p>Dr. Martin Luther King Jr. Library <i>(include always)*</i> 150 E San Fernando St, San Jose, CA 95112 (408) 808-2000</p>
<p>Bascom Branch Library* 1000 S Bascom Ave, San Jose, CA 95128 (408) 808-3077</p>	<p>West Valley Branch Library* 1243 San Tomas Aquino Rd, San Jose, CA 95117 (408) 244-4747</p>
<p>Rose Garden Branch Library* 1580 Naglee Ave, San Jose, CA 95126 (408) 808-3070</p>	<p>East San Jose Carnegie Branch Library* 1102 E Santa Clara St, San Jose, CA 95116 (408) 808-3075</p>
<p>Educational Park Branch Library 1772 Educational Park Dr, San Jose, CA 95133 (408) 808-3073</p>	<p>Hillview Branch Library 1600 Hopkins Dr, San Jose, CA 95122 (408) 808-3033</p>
<p>Dr. Roberto Cruz - Alum Rock Branch Library 3090 Alum Rock Ave, San Jose, CA 95127 (408) 808-3090</p>	<p>Berryessa Branch Library 3355 Noble Ave, San Jose, CA 95132 (408) 808-3050</p>
<p>Alviso Branch Library 5050 N 1st St, San Jose, CA 95002 (408) 263-3626</p>	

Appendix C – Greater San Jose Community Centers

Complete listing of Greater San Jose Community Centers.

Asterisk indicates those close to Discovery Phoenix campus

Camden Community Center 3369 Union Ave, San Jose, CA 95124 (408) 559-8553	San Jose Recreation Preschool at Southside Community Center 5585 Cottle Rd, San Jose, CA 95123 (408) 629-3336
Evergreen Recreation Center 2887 McLaughlin Ave, San Jose, CA 95121 (408) 535-3500	Seven Trees Community Center 3590 Cas Drive San Jose, CA 95111 (408) 808-3056
Almaden Community Center 6445 Camden Ave, San Jose, CA 95120 (408) 268-1133	Camden Community Center 2635 Aborn Road San Jose, CA 95121 (408) 808-3060
Bascom Community Center* 1000 S Bascom Ave, San Jose, CA 95128 (408) 794-6289	Alma Community & Senior Center 136 W Alma Ave, San Jose, CA 95110 (408) 275-1315
Gardner Community Center 520 W Virginia St, San Jose, CA 95125 (408) 279-1498	George Shirakawa Community Center 2072 Lucretia Ave, San Jose, CA 95122 (408) 535-3500
Trung Tâm Cộng Đồng Việt-Mỹ, Vietnamese-American Community Center 2072 Lucretia Ave, San Jose, CA 95122 (408) 794-6552	Leininger Community Center 1300 Senter Rd, San Jose, CA 95112 (408) 794-7275
Billy DeFrank LGBT Community Center* 938 The Alameda, San Jose, CA 95126 (408) 293-3040	McKinley Neighborhood Center – CommUniverCity 651 Macredes Ave, San Jose, CA 95116 (408) 297-3301
West San Jose Community Center* 3707 Williams Rd, San Jose, CA 95117 (408) ???	City of San Jose- Cypress Community and Senior Center 403 Cypress Ave, San Jose, CA 95117 (408) 244-1353
Third Street Community Center* 160 N 3rd St, San Jose, CA 95112 (408) 295-8722	Grace Community Center* 488 N 6th St, San Jose, CA 95112 (408) 293-0422
Roosevelt Community Center* 901 E Santa Clara St, San Jose, CA 95116 (408) 794-7555	Mayfair Community Center 2039 Kammerer Ave, San Jose, CA 95116 (408) 794-1060
Campbell Community Center* West Campbell Ave., Campbell, CA 95008 (408) 866-2104	

Appendix D – Organizations

San Jose Police Activities League	http://sjdpal.com/
San José Recreation Preschool	Offered at 12 community centers through: San Jose Department of Parks, Recreation & Neighborhood Services. 200 E. Santa Clara St. San Jose, CA 95113 (408) 535-3570
FIRST5 Santa Clara County	Child Signature Program 4000 Moorpark Avenue, San Jose, CA 95117 (408)260-3700 info@first5kids.org
4Cs Community Child Care Council	150 River Oaks Parkway, Suite F-1 San Jose, CA 95134 (408) 487-0747 http://www.4c.org
Other	

2018/2019 Marketing Activity		
Editorial	Time period	Count/Impressions
Bay Area Parent		
1/4 page size Ad placement within periodical (4 months)	December - March /Monthly	47,000 per month printed copies/11,000 digital subscribers.
Education/Enrichments Guide listing and ad	All Year (June - August)	40,000 print/10,000 digital subscribers
The Best of Bay Area 1/8 size ad	All Year (June - August)	<u>65,000 print/33,000 digital subscribers</u>
Bay Area Parent Article page		TOTAL 293,000 print and 87,000 digital subscribers
Open House Directory		
Does not include website		30,000 per month views on BAP website
EI Observador Publications, Inc.		
Ad placement within periodical	December - March /Monthly	35,000 subscribers
Editorial written and placed in Special Education edition	Mid January	Demographics: Mexico:61%
		Puerto Rico:12%
		Other:16%
Bay Area News Group (Mercury News)		
Thursday Print - Local section/Eye	January thru February	Sunday 534,500 subscribers
		Daily 407,900 subscribers
Digital		
Bay Area News Group (Mercury News)		
	January 1 - March 1	
Search engine marketing (Google/Yahoo/Bing)		50K households
West San Jose: 95008, 95117, 95128, 95129, 95130		
South San Jose: 95118, 95119, 95120, 95123, 95136, 95139		
Radio		
Mix 106.5 & 94.5 K.Bay	Traditionally first two weeks of Jan & Feb.	
	84 commercials run	1 million "hears" everytime ad runs
Mail		
Postcard	Mail drop December	
Geo-target		
West San Jose: 95008, 95117, 95128, 95129, 95130		
South San Jose: 95118, 95119, 95120, 95123, 95136, 95139		2,300 homes South SJ area
Letters to Bay Area preschools		150+ preschools
Cinema		
Screenvision		
Falcon Campus Location - CineLux Almaden 5 :30 spot	Starts week of 1/12/2015	22,500 views
Pheonix Campus Location - CineLux Campbell :30 spot		
Other		
Public Library & Community Center Flyer Drop	Dec - March 1	
San Jose Police Activities League Flyer Drop	Based on activities available	Based on activities available
Other oppportunities		
Discovery Website	Year round	1152 average daily views
Wikipedia Pages (not yet created)		

ATTACHMENT 27: PUPIL SUSPENSION AND EXPULSION PROCEDURES

Board Policy: 190129.1

Approved: January 29, 2019

Title: Pupil Suspension and Expulsion Policy and Procedure

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at Discovery Charter Schools (“School” or “Charter School”). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.*, which describe the non-charter schools’ list of offenses and procedures, to establish its own list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School’s policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing of all discipline and involuntary disenrollment policies and procedures upon their student[s]’ enrollment. The notice shall state that this policy and administrative procedures are available on request at the Director’s office.

Suspended or expelled students shall be excluded from all school and school related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Act (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures

applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504, the IDEA, and all applicable federal and state laws including but not limited to the California Education Code when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. The Charter School shall notify the County of the suspension of any student identified under the IDEA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and work with the County to ensure that all applicable laws related to discipline for students with be provided with the procedural protections as outlined below in this policy.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage, or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.
- l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical

or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

- q) Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases. or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened, or intimidated school property or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students and that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including but is not limited to, a student with exceptional needs, who exercises average care, skill, and

- judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 1) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - i. An act of cyber sexual bullying.
 - (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- i. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
 - 3) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
 - v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent/Executive Director or designee's concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Superintendent/Executive Director or designee's concurrence.
 - b) Brandishing a knife at another person.
 - c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
 - d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n)
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage, or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.

- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threaten to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened, or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including but not limited to, bullying committed by means of an electronic act.
 - 1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:

- (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent/Executive Director or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent/Executive Director or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n)

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or designee with the student and his or her parent and, whenever practical, the teacher, supervisor, or school employee who referred the student to the Director. The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her

version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i).

This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, the Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Superintendent/Executive Director or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. . In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference. This determination will be made by the Superintendent/Executive Director or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the Board, being neutral and impartial, following a hearing before it or by the Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil nor a member of the Board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent/Executive Director or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
1. A copy of the School's disciplinary rules which relate to the alleged violation;
1. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
2. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
3. The right to inspect and obtain copies of all documents to be used at the hearing;
4. The opportunity to confront and question all witnesses who testify at the hearing;
5. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Superintendent/Executive Director or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student; and
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Superintendent/Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following:

1. The student's name; and
2. The specific expellable offense committed by the student.

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school

district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Superintendent/Executive Director and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Superintendent/Executive Director shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Notice to Teachers

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

P. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

2. Notification of SELPA

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA for the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability who is suspended for more than ten (10) school days during a school year.

3. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward

meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

4. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Superintendent/Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC Section 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

- c) Has inflicted serious bodily injury, as defined by 20 USC Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a) The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b) The parent has requested an evaluation of the child.
- c) The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge of that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ATTACHMENT 28: SUICIDE PREVENTION POLICY

Board Policy #: 171115.2
Adopted: November 15, 2017

The Board of Directors of Discovery Charter School (“Discovery”) recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with Discovery and community stakeholders, Discovery school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating Discovery’s strategies for suicide prevention and intervention. Discovery must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Discovery shall appoint an individual (or team) to serve as the suicide prevention point of contact for Discovery. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

A. Staff Development

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff).

Training:

- All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;

- Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
- Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
- Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
- Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - Youth affected by suicide;
 - Youth with a history of suicide ideation or attempts;
 - Youth with disabilities, mental illness, or substance abuse disorders;
 - Youth with serious medical conditions;
 - Lesbian, gay, bisexual, transgender, or questioning youth;
 - Youth experiencing homelessness or in out-of-home settings, such as foster care;
 - Youth who have suffered traumatic experiences;
 - Students whose immigration status is undocumented or whose parents' immigration status is undocumented.
- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
 - The impact of traumatic stress on emotional and mental health;
 - Common misconceptions about suicide;
 - School and community suicide prevention resources;
 - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
 - The factors associated with suicide (risk factors, warning signs, protective factors);
 - How to identify youth who may be at risk of suicide;
 - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on Discovery guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on Discovery guidelines;
 - Discovery-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
 - Discovery-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
 - Responding after a suicide occurs (suicide postvention);
 - Resources regarding youth suicide prevention;
 - Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
 - Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

B. Employee Qualifications and Scope of Services

Employees of Discovery must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

C. Parents, Guardians, and Caregivers Participation and Education

- Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, schools shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
- All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

D. Student Participation and Education

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Discovery along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with Discovery and is characterized by caring staff and harmonious interrelationships among students.

Discovery's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience

Discovery's instructional curriculum may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding Discovery's suicide prevention, intervention, and referral procedures.

The content of the education may include:

- Coping strategies for dealing with stress and trauma;
- How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;

- Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
- Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).

Discovery will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, Peer Counseling, Freshman Success, and National Alliance on Mental Illness on Campus High School Clubs).

E. Intervention and Emergency Procedures

Discovery designates the following staff members to act as the primary and secondary suicide prevention liaisons:

- School Counselor
- Director

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the school counselor and the school's director.. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Director or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

Intervention for a student with suicidal ideation, or who has attempted suicide, shall include the following steps:

1. Assessment by the School Counselor. An interview with the student as well as their teacher and others who may have knowledge of the immediate situation.
2. The Counselor and/or Director will notify the student's parents.
3. If deemed necessary, a referral shall be made to Eastfield Ming Quong's (EMQ) Crisis Intervention Team.
4. If EMQ is unavailable, the Counselor and/or Director will ask the student's parents to transport them to the Emergency Room for an emergency psychiatric evaluation.
5. If EMQ and parents are both unavailable and/or unwilling to transport the student, then 911 shall be called.

The suicide prevention liaison shall also refer the student to mental health resources at Discovery or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one of the following, as appropriate:
 - Securing immediate medical treatment if a suicide attempt has occurred;
 - Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
 - Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
 - Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed;
 - Moving all other students out of the immediate area;
 - Not sending the student away or leaving him/her alone, even to go to the restroom;
 - Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence;
 - Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
3. Create a Safety Plan with the student that details steps that the student should take, including contacts with phone numbers of school personnel who they can call, if they are feeling unsafe.
4. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.
5. After a referral is made, Discovery shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, Discovery may contact Child Protective Services.
6. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Discovery.
7. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Discovery campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in Discovery's safety plan. After consultation with the Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Discovery staff may receive assistance from Discovery counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the Discovery campus and unrelated to school activities, the Director or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like Discovery to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for re-integration to School. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan.

F. Supporting Students during or after a Mental Health Crisis

Students shall be encouraged through the education program and in Discovery activities to notify a teacher, the Director, another Discovery administrator, psychologist, Discovery counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Discovery staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

G. Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. Discovery shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

- Coordinate with the Director to:
 - Confirm death and cause;
 - Identify a staff member to contact deceased's family (within 24 hours);
 - Enact the Suicide Postvention Response;
 - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
 - Notification (if not already conducted) to staff about suicide death;
 - Emotional support and resources available to staff;
 - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
 - Share information that is relevant and that which you have permission to disclose.

- Prepare staff to respond to needs of students regarding the following:
 - Review of protocols for referring students for support/assessment;
 - Talking points for staff to notify students;
 - Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
- Identify media spokesperson if needed.
- Include long-term suicide postvention responses:
 - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
 - Support siblings, close friends, teachers, and/or students of deceased
 - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

ATTACHMENT 29: DISCOVERY EXPERIENCE

DCS EXPERIENCE GOAL

Students

- have positive experience
- develop growth mindset
- demonstrate resilience
- are capable and critical thinkers
- know how they learn best and have agency over their own learning
- are involved and empowered in decision making
- exhibit confidence and empathy
- have a voice in leadership and school culture
- feel a sense of responsibility for their school and are active contributors to its well being

Parents

- Model behavior we would want students to emulate
- Are trained in positive discipline
- Honor and foster the Discovery experience
- Are empowered in and out of the classroom to participate as members of the community to present ideas and offer their talents
- Make a commitment to the classroom and the school as defined by the parent agreement
- Read communications
- Participate in events
- Recognize their value in the classroom and school-wide community

Teachers

- Foster growth mindset in students and work to develop their own mindset
- Lead the development of classroom community
- Utilize flexible collaborative learning groups
- Empower parent support
- Collaborate across grade level
- Provide narrative assessments
- Model behavior we would our students to emulate
- Communicate with parents and use them as resources
- Participate in professional development
- Have a voice in leadership and school culture
- Have a clear understanding of Discovery philosophy and are practicing it

Classes

- Pursue student interest and honors them as capable contributors to their own learning

Meet regularly to build community

- Have posted class agreements
- Assign homework that is relevant and meaningful
- Meet a variety of learning levels
- Are setup to support a collaborative environment
- Recognize and develop students multiple intelligences
- Foster student discussions
- Are a safe environment where every voice is value
- Incorporate life skills learning
- Incorporate up to 10 field trips each year, which are connected to academic or social emotional growth

Board Members and Administrators

- Advocate for the Discovery mission and philosophy
- Value collaborative decision making
- Are actively engaged in the community through participation in school events

School

- Builds community through shared resources and talents by teachers, parents, staff and the wider community
- Foster community through events (class, grade, school) and education (training and lectures)
- Is standards-based but not standard-driven
- Values depth of understanding and critical thinking
- Is a welcoming community where people can feel physically and emotionally safe

ATTACHMENT 30: SCHEDULE OF INSTRUCTIONAL TIME

DISCOVERY CHARTER SCHOOL
SCHEDULE OF INSTRUCTIONAL TIME
For the Fiscal Year Ended June 30, 2018

Discovery Charter School

<u>Grade Level</u>	<u>Minutes Requirements</u>	<u>2017-2018 Actual Minutes</u>	<u>Number of Days Traditional Calendar</u>	<u>Status</u>
Kindergarten	36,000	44,620	180	In compliance
Grade 1	50,400	54,580	180	In compliance
Grade 2	50,400	55,100	180	In compliance
Grade 3	50,400	55,100	180	In compliance
Grade 4	54,000	55,100	180	In compliance
Grade 5	54,000	55,100	180	In compliance
Grade 6	54,000	55,740	180	In compliance
Grade 7	54,000	55,740	180	In compliance
Grade 8	54,000	55,740	180	In compliance

ATTACHMENT 31: DISCOVERY CHARTER SCHOOL MULTI-YEAR FINANCIAL PROJECTIONS

**Discovery Budget Narrative
Projections for 2018/19 through 2023-2024**

The attached budget and cash flow projections are based on conservative estimates of the costs to operate Discovery.

**Discovery-0767
Multi-year Projection**

	Year 1 2018-19	Year 2 2019-20	Year 3 2020-21	Year 4 2021-22	Year 5 2022-23	Year 6 2023-24
SUMMARY						
Revenue						
LCFF Entitlement	4,400,070	4,571,861	4,697,315	4,858,343	5,016,708	5,094,969
Federal Revenue	-	-	-	-	-	-
Other State Revenues	704,518	574,732	576,422	578,082	579,792	581,553
Local Revenues	338,250	341,333	347,997	347,997	347,997	347,997
Fundraising and Grants	682,672	696,326	710,252	710,252	710,252	710,252
Total Revenue	6,125,510	6,184,252	6,331,986	6,494,675	6,654,750	6,734,772
Expenses						
Compensation and Benefits	4,453,570	4,403,321	4,507,206	4,589,428	4,704,448	4,790,607
Books and Supplies	171,715	169,796	171,494	173,209	174,941	176,690
Services and Other Operating Expenditures	1,546,698	1,589,767	1,619,226	1,649,728	1,680,910	1,712,016
Depreciation	4,436	4,436	4,436	2,648	221	-
Other Outflows	-	-	-	-	-	-
Total Expenses	6,176,419	6,167,320	6,302,363	6,415,013	6,560,519	6,679,313
Operating Income	(50,909)	16,931	29,624	79,662	94,230	55,459
Fund Balance						
Beginning Balance (Unaudited)	2,950,445	2,950,810	2,967,742	2,997,366	3,077,027	3,171,257
Audit Adjustment	51,275	-	-	-	-	-
Beginning Balance (Audited)	3,001,720	2,950,810	2,967,742	2,997,366	3,077,027	3,171,257
Operating Income	(50,909)	16,931	29,624	79,662	94,230	55,459
Ending Fund Balance	2,950,810	2,967,742	2,997,366	3,077,027	3,171,257	3,226,716
Total Revenue Per ADA	11,273	11,282	11,551	11,848	12,140	12,286
Total Expenses Per ADA	11,367	11,251	11,497	11,703	11,968	12,185
Operating Income Per ADA	(94)	31	54	145	172	101
Fund Balance as a % of Expenses	48%	48%	48%	48%	48%	48%

Discovery-0767
Multi-year Projection

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Key Assumptions						
Enrollment Summary						
K-3	220	224	224	224	224	224
4-6	193	194	194	194	194	194
7-8	153	153	153	153	153	153
Total Enrolled	566	571	571	571	571	571
ADA %						
K-3	96.0%	96.0%	96.0%	96.0%	96.0%	96.0%
4-6	96.0%	96.0%	96.0%	96.0%	96.0%	96.0%
7-8	96.0%	96.0%	96.0%	96.0%	96.0%	96.0%
Average ADA %	96.0%	96.0%	96.0%	96.0%	96.0%	96.0%
ADA						
K-3	211.2	215.0	215.0	215.0	215.0	215.0
4-6	185.3	186.2	186.2	186.2	186.2	186.2
7-8	146.9	146.9	146.9	146.9	146.9	146.9
Total ADA	543.4	548.2	548.2	548.2	548.2	548.2
Demographic Information						
CALPADS Enrollment (for unduplicated % calc)	566	571	571	571	571	571
# Unduplicated (CALPADS)	88	89	89	89	89	89
# Free & Reduced Lunch (CALPADS)	42	42	42	42	42	42
# ELL (CALPADS)	59	60	60	60	60	60
New Students	16	5	-	-	-	-
School Information						
FTE's	56	55	55	55	55	55
Teachers	33	33	33	33	33	33
Certificated Pay Increases						
Classified Pay Increases						
# of school days	-	-	-	-	-	-
Default Expense Inflation Rate		3%	3%	3%	3%	3%

Discovery-0767
Multi-year Projection

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
REVENUE						
LCFF Entitlement						
8011 Charter Schools LCFF - State Aid	1,432,564	1,578,140	1,703,594	1,864,622	2,022,987	2,101,248
8012 Education Protection Account Entitlement	108,672	109,632	109,632	109,632	109,632	109,632
8096 Charter Schools in Lieu of Property Taxes	2,858,834	2,884,089	2,884,089	2,884,089	2,884,089	2,884,089
SUBTOTAL - LCFF Entitlement	4,400,070	4,571,861	4,697,315	4,858,343	5,016,708	5,094,969
Federal Revenue						
SUBTOTAL - Federal Revenue	-	-	-	-	-	-
Other State Revenue						
8382 Special Education Reimbursement (State)	400,307	400,307	400,307	400,307	400,307	400,307
8545 School Facilities Apportionments	52,162	53,727	55,339	56,999	58,709	60,470
8550 Mandated Cost Reimbursements	104,526	8,873	8,951	8,951	8,951	8,951
8560 State Lottery Revenue	110,845	111,825	111,825	111,825	111,825	111,825
8590 All Other State Revenue	36,677	-	-	-	-	-
SUBTOTAL - Other State Revenue	704,518	574,732	576,422	578,082	579,792	581,553
Local Revenue						
8634 Food Service Sales	10,086	15,745	16,060	16,060	16,060	16,060
8660 Interest	9,732	8,140	8,140	8,140	8,140	8,140
8662 Net Increase (Decrease) in the Fair Value of Investments	1,452	-	-	-	-	-
8676 Extended Care Program	152,412	155,460	158,569	158,569	158,569	158,569
8690 PY Interest Revenue	5,756	-	-	-	-	-
8693 Field Trips	115,690	118,004	120,364	120,364	120,364	120,364
8699 All Other Local Revenue	33,830	34,507	35,197	35,197	35,197	35,197
8701 Selective Program Revenue	9,291	9,477	9,666	9,666	9,666	9,666
SUBTOTAL - Local Revenue	338,250	341,333	347,997	347,997	347,997	347,997
Fundraising and Grants						
8801 Donations - Parents	175,544	179,054	182,635	182,635	182,635	182,635
8802 Donations - Private	55,556	56,668	57,801	57,801	57,801	57,801
8803 Fundraising	431,055	439,676	448,470	448,470	448,470	448,470
8804 Fundraising - Events	20,517	20,927	21,346	21,346	21,346	21,346
SUBTOTAL - Fundraising and Grants	682,672	696,326	710,252	710,252	710,252	710,252

Discovery-0767
Multi-year Projection

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
TOTAL REVENUE	6,125,510	6,184,252	6,331,986	6,494,675	6,654,750	6,734,772

Discovery-0767
Multi-year Projection

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
EXPENSES						
Compensation & Benefits						
Certificated Salaries						
1100 Teachers Salaries	2,328,954	2,249,084	2,293,601	2,339,009	2,385,324	2,432,567
1103 Teacher - Substitute Pay	32,397	24,570	25,061	25,562	26,074	26,595
1148 Teacher - Special Ed	156,797	152,969	155,925	158,941	162,016	165,154
1150 Teacher - PE	221,010	224,661	229,102	233,633	238,254	242,967
SUBTOTAL - Certificated Salaries	2,739,157	2,651,284	2,703,690	2,757,145	2,811,668	2,867,283
Classified Salaries						
2100 Classified Instructional Aide Salaries	93,009	94,869	96,767	98,702	100,676	102,689
2200 Classified Support Salaries	111,575	111,593	113,773	115,997	118,265	120,579
2300 Classified Supervisor & Administrator Salaries	237,607	242,359	247,206	252,150	257,193	262,337
2400 Classified Clerical & Office Salaries	152,354	155,401	158,509	161,679	164,912	168,211
2900 Classified Other Salaries	21,731	22,166	22,609	23,061	23,522	23,993
2905 Other Classified - After School	106,245	108,370	110,537	112,748	115,003	117,303
2935 Other Classified - Substitute	7,564	5,464	5,573	5,685	5,798	5,914
SUBTOTAL - Classified Salaries	730,084	740,221	754,974	770,022	785,371	801,026
Employee Benefits						
3100 STRS	430,155	463,145	497,565	507,398	548,582	559,428
3300 OASDI-Medicare-Alternative	97,523	96,770	98,533	100,331	102,165	104,036
3400 Health & Welfare Benefits	328,100	323,850	323,850	323,850	323,850	323,850
3500 Unemployment Insurance	25,821	25,487	23,995	24,007	24,020	24,032
3600 Workers Comp Insurance	44,516	43,519	44,380	45,259	46,156	47,071
3900 Other Employee Benefits	58,214	59,046	60,219	61,416	62,637	63,882
SUBTOTAL - Employee Benefits	984,329	1,011,817	1,048,542	1,062,261	1,107,409	1,122,298
Books & Supplies						
4100 Approved Textbooks & Core Curricula Materials	23,690	23,927	24,166	24,408	24,652	24,898
4200 Books & Other Reference Materials	2,860	2,889	2,917	2,947	2,976	3,006
4320 Educational Software	1,817	1,835	1,854	1,872	1,891	1,910
4325 Instructional Materials & Supplies	15,000	15,150	15,302	15,455	15,609	15,765
4330 Office Supplies	16,035	16,195	16,357	16,521	16,686	16,853

Discovery-0767
Multi-year Projection

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
4335 PE Supplies	6,129	6,190	6,252	6,314	6,377	6,441
4353 Special Education Materials	7,330	7,403	7,477	7,552	7,628	7,704
4354 Extended Care Program	8,486	8,571	8,657	8,743	8,831	8,919
4410 Classroom Furniture & Equipment	12,000	12,120	12,241	12,364	12,487	12,612
4420 Computers (individual items less than \$5k)	39,179	39,571	39,967	40,366	40,770	41,178
4430 Office Furniture & Equipment	8,859	5,312	5,365	5,418	5,473	5,527
4710 Student Food Services	27,000	27,270	27,543	27,818	28,096	28,377
4720 Other Food	3,330	3,363	3,397	3,431	3,465	3,500
SUBTOTAL - Books and Supplies	171,715	169,796	171,494	173,209	174,941	176,690
Services & Other Operating Expenses						
5305 Dues & Membership - Professional	5,843	6,018	6,199	6,385	6,576	6,774
5400 Insurance	9,455	9,739	10,031	10,332	10,642	10,961
5450 Insurance - Other	34,247	35,274	36,332	37,422	38,545	39,701
5510 Utilities - Gas and Electric	21,460	22,104	22,767	23,450	24,153	24,878
5515 Janitorial, Gardening Services & Supplies	37,679	38,809	39,974	41,173	42,408	43,680
5520 Security	4,914	5,061	5,213	5,370	5,531	5,697
5525 Utilities - Waste	8,719	8,981	9,250	9,527	9,813	10,108
5530 Utilities - Water	11,142	11,476	11,821	12,175	12,540	12,917
5535 Utilities - All Utilities	1,184	1,220	1,256	1,294	1,333	1,373
5610 Rent	361,361	407,042	419,253	431,831	444,786	458,129
5611 Prop 39 Related Costs	69,550	71,636	73,785	75,999	78,279	80,627
5615 Repairs and Maintenance - Building	14,687	15,127	15,581	16,048	16,530	17,026
5616 Repairs and Maintenance - Computers	8,500	8,755	9,018	9,289	9,567	9,854
5617 Repairs and Maintenance - Other Equipment	9,252	9,530	9,815	10,110	10,413	10,726
5803 Accounting Fees	5,505	5,670	5,840	6,015	6,196	6,382
5809 Banking Fees	4,260	4,388	4,519	4,655	4,795	4,939
5812 Business Services	85,363	73,684	73,684	73,684	73,684	73,684
5814 Consultants - Instructional - Other	16,439	16,603	16,769	16,937	17,106	17,278
5815 Consultants - Instructional - Foreign Language	8,273	-	-	-	-	-
5824 District Oversight Fees	44,001	45,719	46,973	48,583	50,167	50,950
5828 Selective Program	9,270	9,363	9,456	9,551	9,646	9,743
5829 Enrichment Program	37,750	38,128	38,509	38,894	39,283	39,676
5830 Overnight Field Trips	95,318	96,271	97,234	98,206	99,188	100,180
5834 Day Field Trips	93,120	94,051	94,992	95,942	96,901	97,870
5836 Fingerprinting	55	56	56	57	57	58
5839 Fundraising Expenses	110,051	111,152	112,263	113,386	114,520	115,665

Discovery-0767
Multi-year Projection

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
5841 Party Expense	12,282	12,405	12,529	12,654	12,781	12,909
5845 Legal Fees	5,150	5,305	5,464	5,628	5,796	5,970
5851 Marketing and Student Recruiting	13,436	13,570	13,706	13,843	13,982	14,121
5857 Payroll Fees	8,652	8,912	9,179	9,454	9,738	10,030
5860 Printing and Reproduction	10,603	10,709	10,816	10,924	11,034	11,144
5861 Prior Yr Exp (not accrued)	58	-	-	-	-	-
5863 Professional Development	39,476	39,871	40,269	40,672	41,079	41,490
5866 Special Ed - Speech	122,462	123,687	124,923	126,173	127,434	128,709
5869 Special Ed- Psych	136,602	137,968	139,348	140,741	142,149	143,570
5878 Student Assessment	14,703	14,850	14,999	15,149	15,300	15,453
5881 Student Information System	38,311	38,694	39,081	39,472	39,867	40,265
5887 Technology Services	17,344	17,518	17,693	17,870	18,048	18,229
5910 Communications - Internet / Website Fees	9,647	9,743	9,841	9,939	10,039	10,139
5915 Postage and Delivery	3,398	3,432	3,466	3,501	3,536	3,571
5920 Communications - Telephone & Fax	7,177	7,249	7,321	7,394	7,468	7,543
SUBTOTAL - Services & Other Operating Exp.	1,546,698	1,589,767	1,619,226	1,649,728	1,680,910	1,712,016
Depreciation Expense						
6900 Depreciation	4,436	4,436	4,436	2,648	221	-
SUBTOTAL - Depreciation Expense	4,436	4,436	4,436	2,648	221	-
Other Outflows						
SUBTOTAL - Other Outflows	-	-	-	-	-	-
TOTAL EXPENSES	6,176,419	6,167,320	6,302,363	6,415,013	6,560,519	6,679,313

Discovery-0767
Monthly Cash Forecast

	2016-10													Forecast	Remaining Balance
	Jul Actuals	Aug Actuals	Sep Actuals	Oct Actuals	Nov Actuals	Dec Actuals	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast	Forecast		
Beginning Cash	2,137,824	1,897,032	1,788,497	2,037,761	2,192,261	2,002,297	2,064,642	1,845,212	1,805,248	1,874,676	1,726,777	2,029,619			
REVENUE															
LFF Entitlement	75,647	289,670	683,411	363,890	363,890	234,190	486,223	357,571	553,577	327,356	327,356	351,522	4,400,070	(14,232)	
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other State Revenue	-	-	-	-	-	2,216	45,260	79,351	3,056	3,056	444,696	3,056	704,518	123,826	
Other Local Revenue	(9,322)	91,466	(17,104)	87,515	125,386	11,880	13,324	11,021	11,021	11,021	11,021	11,021	338,250	-	
Fundraising & Grants	8,023	5,686	160,885	184,523	(165,078)	41,509	74,521	74,521	74,521	74,521	74,521	74,521	682,672	-	
TOTAL REVENUE	74,348	386,821	827,191	615,928	324,198	289,795	619,327	522,464	642,175	415,954	857,594	440,120	6,125,510	109,593	
EXPENSES															
Certificated Salaries	5,900	243,246	239,348	242,979	240,684	120,414	312,365	267,356	267,356	267,356	267,356	264,794	2,739,157	0	
Classified Salaries	31,235	45,249	71,385	72,743	68,615	33,612	67,874	67,874	67,874	67,874	67,874	67,874	730,084	-	
Employee Benefits	27,345	97,120	87,872	89,581	78,217	45,524	124,829	98,123	98,123	92,658	92,658	64,871	984,329	7,407	
Books & Supplies	27,323	15,203	7,336	8,806	8,484	5,971	16,432	16,432	16,432	16,432	16,432	16,432	171,715	-	
Services & Other Operating Expenses	83,606	117,886	150,307	110,243	133,841	83,686	157,187	138,951	138,951	146,741	135,741	146,741	1,546,698	2,819	
Capital Outlay & Depreciation	-	-	-	-	-	-	739	739	739	739	739	739	4,436	-	
Other Outflows	12,240	44	-	-	-	-	(12,179)	-	4	-	-	-	-	(108)	
TOTAL EXPENSES	187,649	518,748	556,248	504,352	529,841	289,207	667,247	589,476	589,480	591,801	580,801	561,452	6,176,419	10,119	
Operating Cash Inflow (Outflow)	(113,301)	(131,927)	270,944	111,576	(205,643)	588	(47,920)	(67,012)	52,696	(175,847)	276,793	(121,332)	(50,909)	99,475	
Revenues - Prior Year Accruals	154,679	-	-	27,480	-	26,519	(129,379)	14,381	14,381	14,381	14,381	7,081	-	-	
Other Assets	11,598	(1,452)	-	-	2,237	(4,276)	-	-	-	-	-	-	-	-	
Fixed Assets	-	-	-	-	-	-	739	739	739	739	739	739	739	-	
Expenses - Prior Year Accruals	(21,181)	(13,009)	(8,997)	-	-	-	(6,726)	(731)	(731)	(731)	(731)	(731)	(731)	-	
Accounts Payable - Current Year	(127,403)	468	250	1,462	(520)	34,650	(46,611)	-	-	-	-	-	-	-	
Summerholdback for Teachers	(115,750)	13,496	12,443	12,489	12,495	6,240	12,659	12,659	12,659	12,659	12,659	12,659	12,659	-	
Loans Payable (Long Term)	-	-	-	-	-	-	(10,416)	-	(10,416)	-	-	-	-	-	
Other Liabilities	(29,433)	23,888	(25,376)	1,484	1,476	(1,476)	8,322	-	-	-	-	-	-	-	
Ending Cash	1,897,032	1,788,497	2,037,761	2,192,261	2,002,297	2,064,642	1,845,212	1,805,248	1,874,676	1,726,777	2,029,619	1,928,036			

Discovery-0767
Monthly Cash Forecast

	2019-20												Forecast	Remaining Balance
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast		
Beginning Cash	1,928,035	1,741,484	1,580,390	1,632,809	1,573,204	1,521,633	1,444,740	1,391,648	1,362,518	1,513,513	1,429,523	1,798,414		
REVENUE														
LCFF Entitlement	78,216	249,746	511,017	369,496	369,496	396,664	369,496	372,259	580,096	347,880	347,880	375,288	4,571,861	204,328
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Revenue	-	-	-	-	-	-	26,864	27,711	-	-	-	441,450	-	574,732
Other Local Revenue	678	678	33,998	33,968	33,998	33,998	33,998	33,998	33,998	33,998	33,998	33,998	341,333	-
Fundraising & Grants	51,561	51,561	59,320	59,320	59,320	59,320	59,320	59,320	59,320	59,320	59,320	59,320	698,326	-
TOTAL REVENUE	130,455	301,985	604,335	462,814	462,814	489,982	489,677	493,289	673,414	441,198	882,648	468,606	6,184,252	283,034
EXPENSES														
Certificated Salaries	911	241,161	241,161	241,161	241,161	241,161	241,161	241,161	241,161	241,161	241,161	241,161	230,567	2,851,204
Classified Salaries	49,219	62,610	62,610	62,610	62,610	62,610	62,610	62,610	62,610	62,610	62,610	62,610	62,610	740,221
Employee Benefits	73,709	67,967	95,613	67,967	66,693	66,693	96,660	67,967	67,967	62,613	62,613	55,125	1,011,017	-
Books & Supplies	22,772	49,231	29,445	7,594	7,594	7,594	7,594	7,594	7,594	7,594	7,594	7,594	109,790	-
Services & Other Operating Expenses	104,370	96,859	135,074	135,074	143,574	135,074	146,504	135,074	135,074	143,197	131,767	143,197	1,589,767	2,929
Capital Outlay & Depreciation	370	370	370	370	370	370	370	370	370	370	370	370	4,436	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	251,351	640,425	664,601	635,004	642,230	633,730	655,354	635,004	635,004	637,773	628,343	607,672	6,167,320	2,929
Operating Cash Inflow (Outflow)	(120,896)	(238,440)	39,834	(72,190)	(79,417)	(43,748)	(65,677)	(41,715)	138,410	(96,574)	356,305	(39,065)	15,931	280,105
Revenues - Prior Year Accruals	69,020	69,020	-	-	13,041	(41,487)	-	-	-	-	-	-	-	-
Other Assets	11,507	(1,440)	-	-	2,220	(4,242)	-	-	-	-	-	-	-	-
Fixed Assets	370	370	370	370	370	370	370	370	370	370	370	370	370	-
Expenses - Prior Year Accruals	(7,296)	(2,819)	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summer/holdback for Teachers	(139,251)	12,215	12,215	12,215	12,215	12,215	12,215	12,215	12,215	12,215	12,215	12,215	12,215	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	1,741,484	1,580,390	1,632,809	1,573,204	1,521,633	1,444,740	1,391,648	1,362,518	1,513,513	1,429,523	1,798,414	1,771,934		

Discovery-0767
Monthly Cash Forecast

	2020-21												Forecast	Remaining Balance
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast		
Beginning Cash	1,771,934	1,559,696	1,360,664	1,419,298	1,364,428	1,316,562	1,492,514	1,445,172	1,418,258	1,563,842	1,477,154	1,844,308		
REVENUE														
LCFF Entitlement	85,180	258,225	526,822	384,051	384,051	411,450	384,051	384,051	584,504	355,210	355,210	382,618	4,667,315	201,886
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Revenue	-	-	-	-	-	-	27,669	27,956	-	-	442,098	-	576,422	78,699
Other Local Revenue	678	678	34,664	34,664	34,664	34,664	34,664	34,664	34,664	34,664	34,664	34,664	347,997	-
Fundraising & Grants	52,562	52,592	60,507	60,507	60,507	60,507	60,507	60,507	60,507	60,507	60,507	60,507	710,252	-
TOTAL REVENUE	138,460	311,495	621,993	479,221	479,221	506,629	506,691	507,178	679,675	450,381	892,478	477,789	6,331,986	280,585
EXPENSES														
Certificated Salaries	929	245,948	245,948	245,948	245,948	245,948	245,948	245,948	245,948	245,948	245,948	243,282	2,703,690	(0)
Classified Salaries	50,264	64,070	64,070	64,070	64,070	64,070	64,070	64,070	64,070	64,070	64,070	64,070	754,974	-
Employee Benefits	73,999	91,359	98,556	91,359	90,159	90,159	99,757	91,359	91,359	85,999	85,999	58,476	1,040,542	-
Books & Supplies	23,000	49,723	29,739	7,670	7,670	7,670	7,670	7,670	7,670	7,670	7,670	7,670	171,494	-
Services & Other Operating Expenses	106,555	100,878	137,504	137,504	146,238	137,504	149,247	137,504	137,504	145,841	134,098	145,841	1,619,226	3,010
Capital Outlay & Depreciation	370	370	370	370	370	370	370	370	370	370	370	370	4,436	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	255,067	552,347	576,188	546,921	554,456	545,721	567,062	546,921	546,921	549,897	538,154	519,709	6,302,363	3,010
Operating Cash Inflow (Outflow)	(116,606)	(240,852)	45,804	(67,699)	(75,233)	(39,092)	(60,171)	(39,743)	132,754	(99,517)	354,324	(41,921)	29,624	277,675
Revenues - Prior Year Accruals	32,637	32,637	-	-	13,432	204,328	-	-	-	-	-	-	-	-
Other Assets	5,731	(717)	-	-	1,105	(2,113)	-	-	-	-	-	-	-	-
Fixed Assets	370	370	370	370	370	370	370	370	370	370	370	370	370	-
Expenses - Prior Year Accruals	-5,35E+10	-2,93E+03	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(134,369)	12,460	12,460	12,460	12,460	12,460	12,460	12,460	12,460	12,460	12,460	12,460	12,460	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	1,559,696	1,360,664	1,419,298	1,364,428	1,316,562	1,492,514	1,445,172	1,418,258	1,563,842	1,477,154	1,844,308	1,815,217		

Discovery-0767
Monthly Cash Forecast

	2021-22 Actuals & Forecast												Forecast	Remaining Balance
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast		
Beginning Cash	1,815,217	1,604,255	1,403,296	1,466,505	1,416,436	1,373,469	1,551,789	1,509,671	1,487,557	1,637,941	1,555,836	1,928,390		
REVENUE														
LFFF Entitlement	93,231	266,276	541,315	398,543	398,543	425,951	398,543	398,543	508,996	369,702	369,702	397,110	4,858,343	201,886
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Revenue	-	-	-	-	-	-	28,500	27,956	-	-	442,513	-	578,082	79,114
Other Local Revenue	678	678	34,664	34,664	34,664	34,664	34,664	34,664	34,664	34,664	34,664	34,664	347,997	-
Fundraising & Grants	52,592	52,592	60,507	60,507	60,507	60,507	60,507	60,507	60,507	60,507	60,507	60,507	710,252	-
TOTAL REVENUE	146,502	319,547	636,486	493,714	493,714	521,122	522,214	521,670	694,167	464,873	907,366	492,281	6,484,675	281,000
EXPENSES														
Certificated Salaries	948	250,811	250,811	250,811	250,811	250,811	250,811	250,811	250,811	250,811	250,811	248,092	2,757,145	-
Classified Salaries	51,208	65,347	65,347	65,347	65,347	65,347	65,347	65,347	65,347	65,347	65,347	65,347	770,022	0
Employee Benefits	74,364	92,596	99,798	92,596	91,396	91,396	100,999	92,596	92,596	87,153	87,153	59,619	1,062,261	-
Books & Supplies	23,230	50,220	30,037	7,747	7,747	7,747	7,747	7,747	7,747	7,747	7,747	7,747	173,209	-
Services & Other Operating Expenses	108,797	102,950	139,992	139,992	149,025	139,992	152,138	139,992	139,992	148,630	136,484	148,630	1,649,728	3,113
Capital Outlay & Depreciation	221	221	221	221	221	221	221	221	221	221	221	221	2,648	(0)
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	258,767	562,144	586,295	556,713	564,546	555,513	577,282	556,713	556,713	559,907	547,762	529,655	6,415,013	3,113
Operating Cash Inflow (Outflow)	(112,265)	(242,597)	50,280	(62,999)	(70,832)	(34,391)	(55,048)	(35,043)	137,454	(95,034)	359,624	(37,374)	79,662	277,887
Revenues - Prior Year Accruals	32,432	32,432	-	-	13,835	201,886	-	-	-	-	-	-	-	-
Other Assets	5,708	(715)	-	-	1,101	(2,104)	-	-	-	-	-	-	-	-
Fixed Assets	221	221	221	221	221	221	221	221	221	221	221	221	221	-
Expenses - Prior Year Accruals	5,90E-09	-3.01E+03	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(137,057)	12,709	12,709	12,709	12,709	12,709	12,709	12,709	12,709	12,709	12,709	12,709	12,709	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	1,604,255	1,403,296	1,466,505	1,416,436	1,373,469	1,551,789	1,509,671	1,487,557	1,637,941	1,555,836	1,928,390	1,903,946		

Discovery-0767
Monthly Cash Forecast

	2022-23 Actuals & Forecast												Forecast	Remaining Balance
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast		
Beginning Cash	1,903,946	1,694,179	1,488,305	1,552,811	1,504,264	1,462,938	1,642,790	1,602,649	1,582,059	1,733,965	1,653,178	2,027,872		
REVENUE														
LFFF Entitlement	101,149	274,195	555,568	412,796	412,796	440,204	412,796	412,796	613,249	383,955	383,955	411,363	5,016,708	201,886
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Revenue	-	-	-	-	-	-	29,355	27,956	-	-	442,940	-	579,792	79,541
Other Local Revenue	678	678	34,664	34,664	34,664	34,664	34,664	34,664	34,664	34,664	34,664	34,664	347,997	-
Fundraising & Grants	52,592	52,592	60,507	60,507	60,507	60,507	60,507	60,507	60,507	60,507	60,507	60,507	710,252	-
TOTAL REVENUE	154,420	327,465	650,738	607,967	607,967	635,375	637,321	635,923	708,420	479,126	922,066	606,534	6,654,750	281,427
EXPENSES														
Certificated Salaries	967	255,770	255,770	255,770	255,770	255,770	255,770	255,770	255,770	255,770	255,770	252,997	2,811,668	-
Classified Salaries	52,232	66,649	66,649	66,649	66,649	66,649	66,649	66,649	66,649	66,649	66,649	66,649	785,371	-
Employee Benefits	74,746	96,692	103,896	96,692	95,491	95,491	105,099	96,692	96,692	91,164	91,164	63,589	1,107,409	-
Books & Supplies	23,462	50,722	30,337	7,824	7,824	7,824	7,824	7,824	7,824	7,824	7,824	7,824	174,941	-
Services & Other Operating Expenses	111,099	105,076	142,541	142,541	151,868	142,541	155,083	142,541	142,541	151,469	138,927	151,469	1,680,910	3,214
Capital Outlay & Depreciation	18	18	18	18	18	18	18	18	18	18	18	18	221	(0)
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	262,524	574,928	599,214	569,495	577,622	568,294	590,444	569,495	569,495	572,895	560,353	542,547	6,560,519	3,214
Operating Cash Inflow (Outflow)	(108,104)	(247,463)	51,525	(61,528)	(69,655)	(32,919)	(53,122)	(33,572)	138,925	(93,769)	361,713	(36,013)	94,230	278,213
Revenues - Prior Year Accruals	32,432	32,432	-	-	14,250	201,886	-	-	-	-	-	-	-	-
Other Assets	5,685	(712)	-	-	1,097	(2,096)	-	-	-	-	-	-	-	-
Fixed Assets	18	18	18	18	18	18	18	18	18	18	18	18	18	-
Expenses - Prior Year Accruals	-8,88E-10	-3.11E+03	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(139,798)	12,963	12,963	12,963	12,963	12,963	12,963	12,963	12,963	12,963	12,963	12,963	12,963	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	1,694,179	1,488,305	1,552,811	1,504,264	1,462,938	1,642,790	1,602,649	1,582,059	1,733,965	1,653,178	2,027,872	2,004,841		

Discovery-0767
Monthly Cash Forecast

	2023-24												Forecast	Remaining Balance
	Jul Forecast	Aug Forecast	Sep Forecast	Oct Forecast	Nov Forecast	Dec Forecast	Jan Forecast	Feb Forecast	Mar Forecast	Apr Forecast	May Forecast	Jun Forecast		
Beginning Cash	2,004,841	1,792,129	1,579,908	1,641,068	1,589,405	1,545,241	1,721,986	1,679,409	1,655,702	1,804,493	1,720,588	2,092,801		
REVENUE														
LCFF Entitlement	105,062	278,108	562,611	419,839	419,839	447,247	419,839	419,839	620,293	390,999	390,999	418,407	5,094,969	201,886
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Revenue	-	-	-	-	-	-	30,235	27,956	-	-	443,381	-	581,553	79,981
Other Local Revenue	678	678	34,664	34,664	34,664	34,664	34,664	34,664	34,664	34,664	34,664	34,664	347,997	-
Fundraising & Grants	52,592	52,592	60,507	60,507	60,507	60,507	60,507	60,507	60,507	60,507	60,507	60,507	710,252	-
TOTAL REVENUE	158,333	331,378	657,782	515,010	515,010	542,418	545,245	542,966	715,464	486,169	929,560	513,577	6,734,772	281,868
EXPENSES														
Certificated Salaries	985	260,830	260,830	260,830	260,830	260,830	260,830	260,830	260,830	260,830	260,830	258,001	2,867,283	0
Classified Salaries	53,277	67,977	67,977	67,977	67,977	67,977	67,977	67,977	67,977	67,977	67,977	67,977	801,020	-
Employee Benefits	75,125	98,035	105,245	98,035	96,833	96,833	106,446	98,035	98,035	92,421	92,421	64,834	1,122,296	-
Books & Supplies	23,697	51,229	30,641	7,903	7,903	7,903	7,903	7,903	7,903	7,903	7,903	7,903	176,600	-
Services & Other Operating Expenses	113,462	107,259	145,151	145,151	154,624	145,151	157,869	145,151	145,151	154,167	141,429	154,167	1,712,016	3,264
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	266,546	585,330	609,843	579,896	588,167	578,694	601,044	579,896	579,896	583,297	570,559	562,881	6,679,313	3,264
Operating Cash Inflow (Outflow)	(108,213)	(253,952)	47,938	(64,885)	(73,157)	(36,276)	(55,799)	(36,929)	135,568	(97,127)	358,991	(39,304)	55,459	278,603
Revenues - Prior Year Accruals	32,432	32,432	-	-	14,677	201,886	-	-	-	-	-	-	-	-
Other Assets	5,663	(709)	-	-	1,092	(2,088)	-	-	-	-	-	-	-	-
Fixed Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	9,60E-10	-3,21E+03	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(142,594)	13,222	13,222	13,222	13,222	13,222	13,222	13,222	13,222	13,222	13,222	13,222	-	
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	1,792,129	1,579,908	1,641,068	1,589,405	1,545,241	1,721,986	1,679,409	1,655,702	1,804,493	1,720,588	2,092,801	2,066,720		

[ATTACHMENT 32: LCAP](#)

LCAP Year: 2018-19

Addendum: General Instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Discovery Charter	Debby Perry	DPERRY@DISCOVERYK8.ORG
	Acting Superintendent	408-243-9800

2017-20 Plan Summary

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Discovery Charter School is in its twelfth year of operation and has been chartered through the Santa Clara County Office of Education. We have 560 kindergarten through eighth-grade students and are based on developmentally appropriate teaching methods that successfully integrate the whole child concerning 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 Schools 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.

The Discovery Charter School staff, parents, and community collaborate to meet the cognitive, social, emotional, and physical needs of every child. Our teachers and staff are committed to achieving the school's mission. 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.

Discovery implements a TLC (Learning Center) model for our Special Education students where students are encouraged to work together, and strengths are highlighted.

Each year, 600 families apply to our lottery to fill 82 open spots in our Kindergarten and sixth-grade

classes. Our entire staff and parent communities are trained and follow Positive Discipline to allow for common language on our campus. Small class sizes are an important part of our philosophy with 22 students in our K-3 classes and 27 in our 4-8th grades. Our population is a diverse one with 36.4% of our population identifying as white (non-Hispanic), 37.5% Asian, 5% Black or African American, 13% Hispanic, 1.5% American Indian, .5% Native Hawaiian and the rest two or more categories

Approximately 5% of our students receive free or reduced meal services. 8% of our students are ELL (English Language Learners), and 15% of our students receive Special Education services. About 43% of our students meet the qualifying criteria for our gifted program, and some of these students are twice- exceptional students who also receive Special Education services.

Discovery seeks to meet the needs of all of our students, and offers a wide range of programs to do so. Our Middle School students participate in Selectives which change due to student requests and parent skills. Some of our offerings this year included Wood Shop, Band, Spanish, Shakespeare and fitness training. Students in grades 1-8 are GATE tested; however, all students have access to our GATE programs and materials.

Students at Discovery get outdoors as much as possible and attend up to ten field trips per year. It is our belief that field trips are an extension of the classroom, and we seek opportunities to get students out in their community. Students have a voice in their education and are often the ones planning the trips as well as pitching tents and cooking food.

The 2017-2020 LCAP was developed initially by the Executive Director who has left our campus, and is being implemented with a great deal of input from the community stakeholders. Meetings are held monthly with parents, staff, and leadership to ensure goals are being met and we are reviewing data. The LCAP was reviewed and approved by the Board of Directors on June 20, 2018.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Working closely with all the stakeholders throughout our school, we have identified the following five goals for focus in the next three years to improve the outcomes of all students.

Goal 1: Of the students identified as English Learners (EL's) 50% or more will be reclassified on the California English Language Development (CELDT) test as fluent / English proficient.

Goal 2: All students, including gifted, low-SES, EL learners, and students with disabilities, demonstrate growth in ELA, science, and math.

Goal 3: Increase the number of students with disabilities who are fully included in the regular classrooms. Goal 4: Increase the number of low-SES students and students with disabilities who are proficient or advanced in science by 10%.

Goal 5: Increase support structure for parent education.

Based upon our performance indicator for the Fall 2017 Dashboard, we have added the following goals: Goal 6: Students will have increased time to familiarize themselves with state testing accommodations and staff will ensure accommodations are appropriately assigned to increase success in ELA and Math CAASPP testing.

Goal 7: Students with disabilities will receive direct teaching of testing language and test-taking strategies to ensure ELA and Math concepts are met with a deeper understanding.

Goal 8: Hispanic/Latino students will receive direct teaching of testing language and test-taking strategies to ensure ELA growth.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Discovery is proud of the academic progress of our English Learners who continue to have a Very High status and have increased 6.7%. We are also proud of our Very High Math progress with an increase of 3.1 points. This year, over 30 students participated in math competitions, and two were ranked number 3 in the nation for their grade levels. For the first time an all-girls math team was formed to compete in the Girls Adventure in Math competition, and they won for their division. Students at Discovery also put their engineering skills to work as they competed in our local Tech Challenge competition. Finally, this year our students in Middle School competed to earn a chance to fly an experiment on the International Space Station. Student experiments were judged by a panel of teachers, scientists, and local community members who chose the top three experiments which were sent on to see which was the most viable. In April we learned one of our teams of five students would have their experiment flown on the International Space Station in July and these same girls have been asked to present in Washington at the National Air and Space Museum.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

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According to the California School Dashboard Student Group Report, the all student group reports fall under blue, and one green under ELA. However, when looking at the sub-groups, students with disabilities saw a change in suspension rate, ELA and Math performance. Also under ELA, the hispanic group has remained the same in the orange (unchanged from previous year). In order to address these issues, Discovery needs to consider the ELA and Math performance of our students with disabilities.

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Performance Gaps

When looking at the sub-groups, students with disabilities saw a change in suspension rate, ELA, and Math performance. Also under ELA, the Hispanic group has remained the same in the orange (unchanged from the previous year). Our Suspension rate is still in the orange group as we had one student suspension in 15-16 and one student suspension in 16-17. Discovery has noticed that with Common Core, reading is now a contributing factor in Math as well as ELA. We are currently looking at interventions as well as best practices in teaching to assure our students are ready not only for the CAASPP tests but are progressing in reading.

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Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

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Total General Fund Budget Expenditures for LCAP Year	Compensation and Benefits - \$4,456,268 Books and Supplies - \$161,963.00 Services and other Ops - \$1,467,900.00 Depreciation - \$4,436.00
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Local Control Accountability Plan and Annual Update (LCAP) Template

LCAP Year: 2018-19

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Contact Name and Title

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Acting Superintendent

Email and Phone

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DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

LCFF Entitlement - \$4,366,694.00

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Increase family engagement in educational programs, interventions, and parent education.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5, 7

Local Priorities:

Annual Measurable Outcomes

Expected

Parents completed 1,100 hours of Barton tutoring as of May 1, 2016. By May 1, 2017 parents will complete 1,500 hours of Barton tutoring.

80% of the Discovery Charter School parents will attend parent education classes to enable them to effectively assist in the classroom

Actual

As of May 1, 2017 parents had completed 2,448 hours of Barton tutoring, representing a significant expansion of this program.

95% of the Discovery Charter School parents attended Parent Academy 101

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Continue trainings for new volunteers. • Identify more students in need of early reading intervention. • Recruit new tutors Parent Education around dyslexia and research-	All of the actions were necessary to reach the goal described above. Training and recruiting new volunteers has been a particular success.	\$20,000	\$16, 165

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
--------------------------	-------------------------	-----------------------	-------------------------------

Survey staff to prioritize classes and skills needed by parents
Promote to community

PA 101 was held in September with classes taught in reading and writing strategies, math, responding to oppositional behavior, small group management, Spanish Instruction, and supporting the sensitive child.
The event was promoted through flyers, newsletter and parent communication avenues. Classes were taught by Discovery Staff.

5,000.00 for teacher stipends and materials

5,000.00 was provided to staff in stipends and material costs.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Our Barton Coordinator recruits new tutors and conducts trainings whenever there are interested volunteers. The Coordinator monitors the tutors, provides feedback, coordinates the schedule of tutoring spaces, and works as a liaison between the tutors and teachers. In 2017-2018, our focus on increasing family engagement in parent education required a multi-step approach. This included parent and staff surveys to determine areas of need, staff recruiting and collaboration time to develop the curriculum, the creation of promotional materials and advertising and implementation of the program.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The program has been highly effective in meeting the needs of children with dyslexia or a difficulty in learning to read due to a lack of phonemic awareness. In 2017-2018, our focus on increasing family engagement in parent education was highly successful. Over 95% of the parent population attended classes presented by teachers and other staff on a wide variety of topics. Parent surveys provided after the event showed high parent satisfaction. Teachers reported an increase in parent engagement in student learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The original budget was increased due to the success of the Barton reading intervention program and our need to shift our focus to increasing family engagement in parent education.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In the 2017-2018 school year, we shifted our focus from the Barton reading intervention program, which far exceeded our expectations in participation,

to increasing family engagement in parent education. Discovery experienced a change in leadership this year, which created some challenges.?

Goal 2

Implement Common Core State Standards in math and achieve measurable student progress in math problem-solving skills.

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities:

Annual Measurable Outcomes

Expected

100% of students will be assessed using formative math assessments at the beginning and end of the school year.

In the 2017-2018 school year, 100% of the students will have access to math materials that are aligned with Common Core State Standards, they will be assessed using formative assessments at least twice a year and will achieve measurable progress as reflected in the results of the assessments and CAASPP results.

Actual

100% of students will be assessed using formative math assessments at the beginning and end of the school year.

100% of Discovery Charter School Students in grades K-5 will use TERC investigations as their primary Common Core curriculum. 100% of Discovery Charter School Students in grades 6-8 will use CPM as their primary Common Core curriculum. Results of 2018 CAASPP testing are not available at the time of this report.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Each teacher in K-5 will give the same assessment to their students at the beginning and end of the year. The assessments are designed to measure conceptual understanding of grade level Common Core Standards in math. • Ongoing teacher training in TERC Investigations. 	<ul style="list-style-type: none"> • Each teacher in K-5 gave the same assessment to their students at the beginning and end of the year. The assessments are designed to measure conceptual understanding of grade level Common Core Standards in math. • The second part of the teacher training in TERC Investigations took place in March 2016 and we decided not to continue with additional training from the publisher. 	0	0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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In the 2017-2018 school year, each teacher in K-8 will give the same assessment to their students at the beginning and end of the year as well as students in grades 3-8 participating? in CAASPP testing. The assessments are designed to measure conceptual understanding of grade level Common Core Standards in math.

Each teacher in K-8 gave the same assessment to their students at the beginning and end of the year, and students in grades 3-8 participated in CAASPP testing. The assessments are designed to measure conceptual understanding of grade level Common Core Standards in math.

none

none

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

In 2017-2018, teachers used the math assessments they previously designed by pulling questions from different sources, including TERC and CPM math textbooks, online resources, and problems that they've used in their classrooms. Teachers collaborated to ensure articulation across the grade levels. Teachers administered CAASPP testing to students in grades 3-8.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness is reflected in the testing results shown below.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The portion of our goal to Implement Common Core State Standards in math was met. In 2017-2018, we will report on measurable? student progress in math problem-solving? skills.

Goal 3

100 % of our teachers will be appropriately credentialed for their assignments.

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Local Priorities:

Annual Measurable Outcomes

Expected

100 % of our teachers will be appropriately credentialed for their assignments.

In 2017-2018 we will strive to have 100 % of our teachers are appropriately credentialed for their assignments.

Actual

100 % of our teachers are appropriately credentialed for their assignments.

In 2017-2018 despite our efforts to heavily recruit appropriately credentialed teachers for their assignment we had one teacher who was hired with a PIP (Provisional Intern Permit). She continues to work towards a clear multiple subject credential.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

- Continue to recruit teachers with Multiple Subject Credentials who can teach all of our classes, K-8. Promote Discovery to prospective teachers through the school's website, Edjoin (Online job postings) and by working with local Universities to support student teachers and interns from those Universities.

Actual Actions/Services

- We recruited teachers with Multiple Subject Credentials who can teach all of our classes, K-8. We promoted Discovery to prospective teachers through the school's website, Edjoin (Online job postings) and by working with local Universities to support student teachers and interns from those Universities.

Budgeted Expenditures

\$750

Estimated Actual Expenditures

\$750

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Each year, we attend the Santa Clara County Office of Education Teacher Recruitment Faire. In 2018, we also attended the National University job fair. From the contacts we made there with prospective teachers we hired one new fully qualified teacher.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Despite the statewide teacher shortage, we have hired 97% appropriately credentialed teachers for their assignments. The one exception is working towards becoming so.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

None

Goal 4

All students should have access to foreign language instruction.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 8

Local Priorities:

Annual Measurable Outcomes

Expected

100% of students in grades 1st-5th will receive regular instruction in Spanish. Middle school students will have access to Spanish as an elective class.

100% of students in grades K-5th will receive regular instruction in Spanish. Middle school students will have access to Spanish as an elective class. Staff and parents will form a Task Force that will provide an additional focus on cultural awareness.

Actual

100% of students in grades 1st-5th received regular instruction in Spanish. Middle school students had access to Spanish as an elective class.

100% of students in grades K-5th received regular instruction in Spanish. Middle school students had access to Spanish as an elective class. A Task Force was formed, and as a result, the community participated in an event celebrating cultural diversity.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

- Add 1st grade to classes receiving regular Spanish instruction.
- Increase the number of Latino cultural celebrations at school.

Actual Actions/Services

- The 1st grade to classes receiving regular Spanish instruction.
- We held Dia De Los Muertos and an assembly to honor Cesar Chavez Day.

Budgeted Expenditures

\$1500

Estimated Actual Expenditures

\$1500

Action 2

Planned Actions/Services

- Add Kindergarten to classes receiving regular Spanish instruction.
- Increase the number of Latino cultural celebrations at school.

Actual Actions/Services

In 2017-2018, Kindergarten students received regular Spanish instruction. In 2017-2018 Discovery students participated in Dia De Los Muertos activities and read Principal book picks which related to Ceasar Chavez. The community celebrated cultural diversity at our first annual Cultural Diversity Fair.

Budgeted Expenditures

500.00

Estimated Actual Expenditures

100.00

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

All students in grades 1-5 receive weekly instruction in Spanish. We have contracted with Language Achieve to train parent volunteers and oversee the program. Some of our teachers also are Spanish fluent or have enough proficiency with the language to include it during other instructional times. In 2017-2018 all students in grades K-5 participated in weekly Spanish instruction, all students in grades 6-8 had access to Spanish instruction. A Task Force was formed with teachers and parents to create the Community Cultural Fair.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Dissatisfaction with our Spanish program was evident in our parent and student surveys. Improving the program is something that we'll be working on with Language Achieve as well as our teachers. Talking with the students about the issues and possible solutions will be the first step in addressing this concern. In 2017-2018, we continued with Language Achieve, however, we provided more parent training. Our lead Spanish Teacher left Discovery, and a bilingual parent took over the program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

None

Goal 5

All students identified as English Learners (EL's) will be reclassified on the California English Language Development (CELDT) test as Fluent / English Proficient by their fourth year at Discovery.

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities:

Annual Measurable Outcomes

Expected

Each year all students identified as English Learners (EL) who have been attending Discovery for three years will be reclassified on the California English Language Development (CELDT) test as Fluent/English Proficient.

In the 2017-2018 school year, the CELDT test was replaced with the ELPAC. Due to the differences in this test, we are unsure how they will measure growth between the two tests as the results are not available to us yet.

Actual

30 of 61 EL students were reclassified as fluent during the 2016-17 school year. Of the 30 who were reclassified, 18 have been at Discovery¹ for three years or less, and 12 more than three years.

Results of the ELPAC are not available until late June and we will report on them during future updates.

Actions/Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services

- Training for parents who will lead vocabulary groups.
- Use of integrated groups for Readers and Writers Workshop.

Actual Actions/Services

The training occurred last year and the parents who were trained continued as EL tutors this year.

Budgeted Expenditures

No cost

Estimated Actual Expenditures

No cost

Planned Actions/Services**Actual Actions/Services****Budgeted Expenditures****Estimated Actual Expenditures**

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The Discovery program is language-based, with an emphasis on developing all students' oral language, reasoning, and vocabulary. These skills are taught across all subjects. Class meetings Problem-Based Learning, cooperative groups, and other strategies also improve the skills of our English Learners (EL's)

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Since almost half (30 of 61) of our EL students were reclassified as fluent, our program is successful in teaching English Learners.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

None

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

A community meeting was held on May 11, 2017 to discuss the results of the parent, staff, and student survey and the school's plans for 2017-18. A draft overview of the LCAP was shared at this meeting. The surveys were done online and open for several weeks in March and April. 356 parents completed a survey, 29 staff members completed a separate survey, and 366 students completed surveys. There were separate surveys for students in K-3 and 4th-8th. In 2017-2018 A community meeting was held to give updates on the LCAP and to gather community input. Parents were able to review and discuss the LCAP at monthly parent meetings. Also, a survey was taken to gather more input on the LCAP, and it's goals. Students, parents, and staff participated in the annual survey, and the results were used to form LCAP progress on goals, as well as look at the need of our community. Staff discussed the LCAP and it's progress on Staff Development days and in grade level meetings.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

How did these consultations impact the LCAP for the upcoming year?

Survey results from parents indicate that our Spanish program is an area of concern. Specifically, parents do not feel that their child is making progress in Spanish, and many parents report that their children dislike our Spanish program. The frequency of instruction (one or two sessions per week for most classrooms) is certainly a factor, but we need to explore other issues that may be adversely impacting our Spanish program.

Survey results in general express widespread satisfaction with our program, and this was confirmed in the community meeting, staff meetings, and in informal conversations with parents, students, and staff. Still, there is always room for improvement.

Parent, staff and student input is very important to our school. In 2017-2018, monthly meetings with stakeholders helped to inform our decisions about parent education, curriculum and ways to meet our goals. By holding numerous meetings throughout the year we were able to ensure we were meeting the needs of our community.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 1

Of the students identified as English Learners (EL's) 50% or more will be reclassified on the California English Language Development (CELDT) test as fluent / English proficient.

In 2017-2018 the English Language Proficiency Assessments for California (ELPAC) is the successor to the California English Language Development Test (CELDT) in which this goal is based. Because of this, we are unsure of the outcome and cannot report results due to availability.

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities: None

Identified Need:

To be able to make adjustments to this goal as needed when we are able to analyze results.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Each year, of the students identified as English Learners (EL), half (50%) or more will be reclassified on the California English Language Development (CELDT) test as Fluent / English Proficient.	30 of 61 EL's were reclassified. (49%)	Due to the change in assessment (from CELDT to ELPAC), we are currently unable to measure results as they are not available until after the LCAP deadline. We will report on this year's findings in the 18-19 year update.	The CELDT and ELPAC are very different tests. The ELPAC was a much more difficult test so we feel our students may struggle.	None

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners

Schoolwide

Specific Schools, Discovery I

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

No changes made

The CELDT and ELPAC are very different tests. The ELPAC was a much more difficult test so we feel our students may struggle. Because of their struggle, students may need more individualized instruction. Upon

The CELDT and ELPAC are very different tests. The ELPAC was a much more difficult test so we feel our students may struggle. Because of their struggle, students may need more individualized instruction. Upon

receipt of the test results, we will determine our next steps.?

receipt of the test results, we will determine our next steps.?

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$500.00	\$500.00	\$500.00
Source	Student Assessment	Student Assessment	Student Assessment
Budget Reference	5878	5878	5878

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 2

All students, including gifted, low-SES, EL learners, and students with disabilities, demonstrate growth in ELA, science, and math. Science CAST is currently being piloted, and results are not reported.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities: none

Identified Need:

Ensure all students show growth in in ELA, Science and Math

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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CAASPP Testing / California Dashboard	<p>ELA 44.3 points above level 3, an increase of 14.7 points. Green</p> <p>Math 47.6 points above level 3, an increase of 13.1 points. Blue</p>	<p>ELA - 40.7 points above level 3, a decrease of 3.6 points - Green</p> <p>Math -50.7 points above level 3, an increase of 3.1 points - Blue</p>	We expect that we will decrease or remain the same as the strategies have not yet been implemented, and the data is from the prior year on the state dashboard.	None
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Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

All Students

Specific Schools, Discovery I

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

2017-18 Actions/Services

Continue staff training in Six Traits Writing, Reading instruction, and book reads.

Ongoing training in NGSS.

Teachers developing scope and sequence for science following the NGSS.

Adoption of new science curriculum, or refurbishing of FOSS kits.

Select from New, Modified, or Unchanged for 2018-19

Modified

2018-19 Actions/Services

Discovery Leadership will review and make recommendations to the staff on the purchase of science curriculum which meets NGSS standards.

Ongoing staff training for Reading instruction
Adopt reading curriculum for struggling readers.

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2019-20 Actions/Services

Discovery Leadership will review and make recommendations to the staff on the purchase of science curriculum which meets NGSS standards.

Ongoing staff training for Reading instruction
Adopt reading curriculum for struggling readers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,000.00	\$22,000.00	\$22,000.00

Year	2017-18	2018-19	2019-20
Source	Approved Textbooks and Core Curricula Materials	Approved Textbooks and Core Curricula Materials Instructional consultants	Approved Textbooks and Core Curricula Materials Instructional consultants
Budget Reference	4100	4100 5815	4100 5815

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified

Goal 3

Increase the number of students with disabilities who are fully included in the regular classrooms.

State and/or Local Priorities addressed by this goal:

State Priorities: 7

Local Priorities:

Identified Need:

Minimize time Special Education students are outside the classroom.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

Increase in number of students with IEP's who are fully included, receiving all of their services in their home room. Increase co-teaching model with specialists teaching side by side with regular classroom teachers.

For the 2016-17 school year there were no students with an IEP who were fully included in their home room.

Due to a staffing change, and loss of outside resources, we needed to reevaluate this goal. One Resource Specialist co-taught a 2-3 math class and reported success. The teacher was able to keep the struggling students in the classroom, to deliver the materials in a way students were able to access

We will continue to explore co-teaching in the upper grades and find ways for students to receive services in the classroom. Staffing continues to be a challenge

Continue towards meeting goal if needed

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Students with Disabilities

Location(s)

Specific Schools, Discovery I

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

A committee of teachers and parents is receiving professional development around inclusion.

Due to the loss of staff and outside supports, we will continue to work on the goal, however, we won't be visiting schools.

Due to the loss of staff and outside supports, we will continue to work on the goal, however, we won't be visiting schools.

We are visiting other schools that are practicing full inclusion.

We are changing the way we write IEP's so that they're written from a capacity lens or perspective.

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	\$25,000.00	\$5000.00	\$5000.00
Source	Compensation and benefits	Salaries and benefits	Salaries and benefits
Budget Reference	Compensation and benefits	1148	1148

(Select from New Goal, Modified Goal, or Unchanged Goal)

New

Goal 4

Increase the number of low-SES students and students with disabilities who are proficient or advanced in science by 10%.

State and/or Local Priorities addressed by this goal:

State Priorities: 4

Local Priorities:

Identified Need:

We need a K-8 science curriculum and need to either refurbish the FOSS kits and make that our program, or adopt a new program.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

Task Force established
Increase number of low-SES students and students with disabilities who are proficient or advanced in science by 10%.
Adoption or change of science curriculum

No task force
8 out of 24 (33%) low SES and/or students with disabilities in the 5th and 8th grades scored in the proficient or advanced range

STAR test was replaced with CAST- is still in pilot stage.
Task Force

Task Force established with parents and staff attending monthly meetings. The Leadership team and staff will identify curriculum which will be implemented with training.

CAST test will become operational, the results will be available in the summer of 2019.

Since CAST is different than STAR (which the original goal is based upon), we expect to meet the goal, however we don't know what the impact of the new test will be.

Not yet projected

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Specific Student Groups, Low SES and students with disabilities

Location(s)

Specific Schools, Discovery I

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New

Select from New, Modified, or Unchanged for 2018-19

Modified

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

Establish Science Adoption Task Force

2018-19 Actions/Services

Science Adoption Task Force will assist the Leadership team in the adoption and implementation of new curriculum

2019-20 Actions/Services

Science Adoption Task Force will assist the Leadership team in the adoption and implementation of new curriculum

Budgeted Expenditures

Year

2017-18

2018-19

2019-20

Amount	10,000.00	\$25,000.00	\$25,000.00
Source	4100	Approved Textbooks and Core Curricula Teacher Salaries/Stipends	Approved Textbooks and Core Curricula Teacher Salaries/Stipends
Budget Reference	Approved Textbooks	1100	1100

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged

Goal 5

Increase support structure for parent education.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Identified Need:

To provide parents with opportunities to obtain parenting skills, training specific to their classroom needs, and helping them become effective community members.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

Increase parent ed opportunities by 50%

There were eleven parent ed events during the 2016-17 school year.

Staff will work with the Parent Ed Committee to plan 5 additional parent education events during the 2017-18 school year.

Staff will hold 3 classroom parent ed meetings per year. Parent Ed Committee will host one major speaker and monthly opportunities for parents that reflect the needs of the community.

Not yet established

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

N/A

N/A

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

English Learners, Low Income

Schoolwide

Specific Schools, Discovery I

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Goal was reviewed, staff held classroom meetings

A task force of parents, teachers, and administrators will meet to plan parent education events that pertain to the needs of the school community.

A task force of parents, teachers, and administrators will meet to plan parent education events that pertain to the needs of the school community.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5000.00	\$5,000.00	\$5,000.00
Source	Staff and Admin salaries, outside speaker costs	Staff and Admin salaries, outside speaker costs	Staff and Admin salaries, outside speaker costs
Budget Reference	1100 - Teacher Salaries 2300 - Administration Salary 5829 - Enrichment	1100 - Teacher Salaries 2300 - Administration Salary 5829 - Enrichment	1100 - Teacher Salaries 2300 - Administration Salary 5829 - Enrichment

(Select from New Goal, Modified Goal, or Unchanged Goal)

New

Goal 6

Students will have increased time to familiarize themselves with state testing accommodations and staff will ensure accommodations are appropriately assigned to increase success in ELA and Math CAASPP testing.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4

Local Priorities:

Identified Need:

Students need to be familiar with the state testing accommodations provided through their IEP, and know how best to access them during testing. Teachers need to review accommodations with students to ensure they understand them and that they are what is best for student needs.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

Students will use appropriate accommodations 95% percent of the time to ensure success in statewide tests.

Students are not consistently accessing their accommodations, which is leading to increased test time and stress. This is a contributor of their decline in test taking scores.

none

Students will understand and use their accommodations consistently. Teachers will review accommodations regularly to ensure student success.

none

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Students with Disabilities

Location(s)

Specific Schools, Discovery I

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

N/A

Scope of Services:

N/A

Location(s)

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged

Select from New, Modified, or Unchanged for 2018-19

New

Select from New, Modified, or Unchanged for 2019-20

Unchanged

2017-18 Actions/Services

I

2018-19 Actions/Services

Students with IEP's will have access to testing accommodations in order to become familiar - General ed are they aligned?

2019-20 Actions/Services

Students with IEP's will have access to testing accommodations in order to become familiar - General ed are they aligned?

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	5000.00	5000.00
Source	N/A	Special education teacher Aide	Special education teacher Aide
Budget Reference	N/A	5869 - Special Education Contract Instructors 1148 - Special Education Instructor	5869 - Special Education Contract Instructors 1148 - Special Education Instructor

(Select from New Goal, Modified Goal, or Unchanged Goal)

New

Goal 7

Students with disabilities will receive direct teaching of testing language and test-taking strategies to ensure ELA and Math concepts are met with a deeper understanding.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4

Local Priorities:

Identified Need:

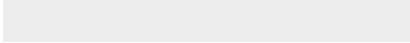
Specialized teachers report that students consistently express frustration with lack of understanding of the vocabulary used in CASSPP testing.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

Students with disabilities will have increased knowledge of test taking vocabulary and strategies which will be reflected in their CAASPP scores.

Students currently exhibit frustration with limited knowledge of test vocabulary and strategies. Current CAASPP testing time contributes to the frustration as it takes these students two to three times longer than published estimated time to completion.



Students with disabilities will have a deeper understanding of the vocabulary on the CASSPP test, and test-taking strategies to minimize frustration. Students with disabilities will reduce the amount of time spent taking tests.

To be determined

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

Students with Disabilities

Specific Schools, Discovery I

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Students with disabilities will spend 10% of their resource time reviewing test-taking vocabulary and strategies.

Students with disabilities will spend 10% of their resource time reviewing test-taking vocabulary and strategies.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	none	\$5,000.00	\$5,000.00
Source	none	Special Ed Instructors Special Ed contract employees	Special Ed Instructors Special Ed contract employees

Year	2017-18	2018-19	2019-20
Budget Reference	none	1148 - Special Ed Salaries 5869 - Special Ed Contract Employees	1148 - Special Ed Salaries 5869 - Special Ed Contract Employees

(Select from New Goal, Modified Goal, or Unchanged Goal)

New

Goal 8

Hispanic/Latino students will receive direct teaching of testing language and test-taking strategies to ensure ELA growth.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4

Local Priorities:

Identified Need:

Latino and Hispanic students are struggling in ELA as reflected in their CAASPP scores.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
--------------------	----------	---------	---------	---------

Latino and Hispanic students will be able to access the CAASPP testing materials with an increased knowledge of what is being asked and will be given strategies to decode.

Hispanic and Latino students are performing at a lower rate of success as their peers. It should be noted that the majority of these students are also Special Needs students.

Students will see an increase in their test scores due to direct teaching of vocabulary

To be determined

Planned Actions/Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action #1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Location(s)

Specific Student Groups, Hispanic and Latino students

Specific Schools, Discovery I

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

Scope of Services:

Location(s)

N/A

N/A

N/A

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

Students will be provided direct teaching of vocabulary to ensure success on the ELA portion of the CAASPP tests.

Students will be provided direct teaching of vocabulary to ensure success on the ELA portion of the CAASPP tests.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$10,000.00	\$10,000.00
Source	N/A	Teacher Support Curriculum	Teacher Support Curriculum

Year

2017-18

2018-19

2019-20

**Budget
Reference**

N/A

1100 -Certificated Salaries
4200 - Curriculum

1100 -Certificated Salaries
4200 - Curriculum

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

None

None

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

Discovery 1 does not receive Title One, Title Three, or funds for foster youth.

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

None

None

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or

quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds.

Discovery 1 does not receive Title One, Title Three, or funds for foster youth.

2018-2019 Academic Calendar - Phoenix Campus

August (13)

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September (18)

S	M	T	W	T	F	S
						1
2	3*	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October (22)

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22©	23©	24©	25©	26©	27
28	29©	30©	31			

November (16)

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12*	13	14	15	16	17
18	19*	20*	21*	22*	23*	24
25	26	27	28	29	30	

December (15)

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24*	25*	26*	27*	28*	29
30	31*					

January (13)

S	M	T	W	T	F	S
		1*	2*	3*	4*	5
6	7*	8*	9*	10*	11*	12
13	14	15	16	17	18	19
20	21*	22	23	24	25	26
27	28	29	30	31		

February (15)

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18*	19*	20*	21*	22*	23
24	25	26	27	28		

March (20)

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April (17)

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29©	30©				

May (22)

S	M	T	W	T	F	S
			1©	2©	3©	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June (9)

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10+	11+	12+	13+	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Holidays * No School

- September 3 - Labor Day
- November 12- Veteran's Day
- November 19 - 23- Thanksgiving
- Dec. 24- January 11 - Winter Break
- Jan.21 - Martin Luther King, Jr.'s Birthday
- Feb.18 -22nd - President's Break
- April 8-12 - Spring Break

First Day of School: 🍷 August 15

Last Day of School: 🍷 June 13

🍷 Staff Dev. - No School for Students

- August 14th
- September 21st
- October 19th
- March 15th, June 14th

*** School Break - No School**

© Conferences - Early Dismissal

180 Days - Instruction

185 Days - Teacher Contract

Early Dismissal -1:15 🍷

- December 21st
- June 10-13th

🍷= End of Semester

All Wednesdays - 1:15

All Conference Days - 1:15 ©

Board Approved 1/23/18