Santa Clara County Office of Education

Renewal Petitioner Certification Form

(TO BE USED FOR RENEWAL OF A SANTA CLARA COUNTY BOARD OF EDUCATION-AUTHORIZED CHARTER)

This form constitutes the petitioner's signed certification that the petitioner deems the petition to be complete for purposes of commencing the timelines, as specified in Education Code §47605(b) and 47605.6(b).

(MUST BE COMPLETED AND SIGNED BY PETITIONER)

Instructions to Lead Petitioner
1. Complete the SCCOE Charter Renewal Review Matrix Form (including petition page numbers).
2. Complete and sign this Petitioner Certification Form.
3. Submit completed & signed Petitioner Certification Form, Matrix, budget documents, and all other required documents with the charter petition to SCCOE Charter Schools Department.

(A) The petition includes a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed and has been updated as necessary to reflect the current program offered by the charter school.	☒ YES ☐ NO
(B) The petition contains academic performance data of the charter school on the state and local indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for the most recent preceding two years and any/all other data, plans, or information necessary to support renewal.	☒ YES ☐ NO
(C) The dashboard data is not available for the most recently completed year before renewal, and the petition contains verifiable data related to the dashboard indicators, such as data from the California Assessment of Student Performance and Progress, or any successor system for the most recent academic year.	☒ YES ☐ NO
(D) The petition includes a redlined version indicating all changes to the petition from when the petition was originally granted or last renewed. The petition packet includes a hard-copy version and electronic (Word & pdf) versions, including an Excel spreadsheet of the budget, LCFF calculator, and an executive summary of the changes from the current charter.	☒ YES ☐ NO

I hereby certify in accordance with Education Code Section 47605(b) or 47605.6(b) and County Board Policy 0420.4 that the attached petition, including any appendices and attachments, is deemed complete and the terms of this certification form are true and correct. I understand and acknowledge that failure to provide accurate or complete information may subject the charter to denial or revocation if later discovered and the omission/inaccuracy is material.

Name of Charter School: Discovery Charter School Phoenix

Name & Title of Lead Petitioner	DATE	Signature of Lead Petitioner
Lety Villa, Executive Director	11/5/2026	

Name & Title of County Personnel Receiving Petition	DATE	Signature of County Personnel Receiving Petition
Michelle Johnson, Director	11/6/2026	

DISCOVERY CHARTER SCHOOLS
Education Outside the Box

Discovery Charter - Phoenix

4021 Teale Ave.
San Jose, California 95117

Submitted to the Santa Clara County Board of Education
November 6, 2026

For the term:
July 1, 2027 – June 30, 2032

RECEIVED

NOV 6 2026

CHARTER SCHOOLS DEPARTMENT

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1. Articles of Incorporation
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3. Discovery Charter School Bylaws
4. Conflict of Interest Code
5. Discovery Charter School Multi-Year Financial Projections
6. LCAP
7. Discovery Employee Handbook
8. Discovery Family Handbook
9. Discovery Charter School Safety Plan

Charter School Intent and Charter Requirements

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

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 Section 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 meet the requirements of a charter petition as required by Education Code Section 47605 of the Act.

Affirmations/Declaration

As the authorized lead petitioner, I, Lety Villa, hereby certify that the information submitted in this petition for renewal of a California public charter school named Discovery Charter - Phoenix[1] ("Discovery Phoenix," "Discovery Charter School," or the "Charter School"), operated by Discovery Charter School, a nonprofit public benefit corporation, located within the boundaries of the Moreland School District ("Moreland" or the "District"), and authorized by the Santa Clara County Board of Education ("SCCBOE" or "County Board") with oversight by the Santa Clara County Office of Education ("SCCOE" or the "County Office") (collectively, the "County") hereby certifies that the information submitted in this petition for renewal is true to the best of my knowledge and belief; and further, I understand that if the charter is renewed, the Charter School 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(d)(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 ("EERA"). [Ref. Education Code Section 47605(c)(6)]. Discovery Charter School recognizes the employees' rights under the EERA provisions to organize for collective bargaining.
- The Charter School shall be nonsectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(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 Sections 47605(e)(2) and 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or of that student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(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(e)(2)(C). [Ref. Education Code Section 47605(e)(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

[1] As of this charter renewal, Discovery Charter will formally change its name to Discovery Charter - Phoenix.

has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(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 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").
- 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 the Commission on Teacher Credentialing ("CTC") certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Section 47605(l)(1)]
- 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(e)(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 adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]

- 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, legal guardians, and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations 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, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").
- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* ("CPRA").
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* ("Brown 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]
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 ("Section 1090").
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* ("PRA").
- To the extent the Charter School provides independent study programs, the Charter School shall comply with Education Code Section 51744, et seq. related to independent study, as applicable.
- The Charter School shall comply with the financial audit requirements of Education Code Section 41020, as mandated by AB 126 (2026). [Ref. Education Code Section 47605(m)]

Lety Villa, Executive Director
Lead Petitioner

11/6/2026
Date

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, 2014, and 2019. Our project-based learning, whole child approach continues to resonate with families, with over 800 children applying each year.

Term of Charter Renewal. The Petitioners request to renew the charter for Discovery Charter – Phoenix pursuant to Education Code Section 47607.2 for a term of five years from July 1, 2027 through June 30, 2032.

Students to Be Served. The Charter School serves students in Transitional Kindergarten ("TK") through grade eight.

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 composed 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 Site Director, to represent staff interests and employee relations, to provide input to the school budget, and to facilitate the execution of the Local Control and Accountability Plan ("LCAP") for the Charter School.

Academic Criteria for Charter Renewal

Evidence of Meeting Charter Renewal Criteria Pursuant to Education Code Section 47607.2(b) (middle performing).

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard ("Dashboard"), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria unless the chartering authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).
- Middle Performing – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of the students, evaluated using the Dashboard and Education Code Section 47607.2(b).

The CDE has published a list of high-, middle-, and low-performing charter schools. Discovery Charter - Phoenix is pleased to have been deemed a middle-performing school by the CDE and is thus entitled to a default renewal standard, for a five-year term.
The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only
- Academic: grades three through eight and grade eleven – English language arts/literacy and Mathematics

Legal Standard for Middle Tier Renewal

As a middle performing school, renewal of Discovery Charter is governed by Education Code Section 47607.2(b), which provides that the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the Charter School on the Dashboard state and local indicators. Further, the chartering authority shall provide **greater weight to performance on measurements of academic performance** in determining whether to grant a charter renewal.

In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

(A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.
(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

Clear and convincing evidence will be analyzed via verified data, which means data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. Verified data shall include measures of postsecondary outcomes.

The relevant question is whether the full record supports renewal under the middle performing standard.

Discovery Charter documents its performance on the Dashboard and through verified data, in support of approval of its charter renewal petition, below:

CA School Dashboard State and Local Indicators

The following charts reflect Discovery Charter's 2024 and 2025 Dashboard performance indicator colors for all students and for comparison purposes, the State's. Dashboard colors reflect both status and change in status from the prior year. AB 1505 defines charter renewal criterion one as all schools with two consecutive years of all red and orange or all blue and green colors being low or high performing for renewal, respectively. By this criterion, Discovery Charter is neither high nor low performing and moves to the second criterion for renewal.

Discovery Charter has had a mix of indicator colors over the past two years, with at least three indicators blue or green each year.

2024 and 2025 Dashboard Performance Indicator Colors

	2024		2025	
Indicator	Discovery Charter	State	Discovery Charter	State
ELA (academic)	Green	Orange	Green	Yellow
Math (academic)	Blue	Orange	Blue	Yellow
Science (academic)			Green	Yellow
ELPI (academic)	Green	Orange	Red	Yellow
Chronic Absenteeism	Yellow	Yellow	Yellow	Yellow
Suspension Rate	Blue	Green	Yellow	Green

CA School Dashboard indicator colors for All Students from 2024 and 2025 compared to District and State

The following charts provide evidence for Discovery Charter being middle performing for renewal following criterion two, which compares school performance Dashboard academic indicators to the state's performance for two consecutive years. Performance is evaluated for all

students, and for all student subgroups with thirty or more students at the charter school in the given indicator who, at the state level, perform below the state average. For Discovery Charter, these students groups are English learners ("EL"), socioeconomically disadvantaged ("SED") students, students with disabilities ("SWD"), African American ("AA") students, and Hispanic/Latino ("Hisp") students. For a school to be high performing by criterion two, all students and a majority of qualifying student groups must be above the state performance for all academic indicators for two years. Following this criterion, Discovery Charter is middle performing for renewal.

The below table reflects Discovery Charter's 2024 and 2025 Dashboard indicator status for all students and the aforementioned student groups on the academic indicators: ELA distance from standard (DFS), mathematics DFS, ELPI percent making progress, and Science points earned. Instances where Discovery Charter exceeded the statewide average are highlighted in green. Discovery Charter has been above the state schoolwide and across student groups in ELA and Math for most or all student groups.

2024 & 2025 CA School Dashboard Scores for Academic Indicators compared to State

	ELA		Math		ELPI		Science
	2024	2025	2024	2025	2024	2025	2025
All	32.1 DFS (45.3 pts higher)	34.8 DFS (42.9 pts higher)	38.1 DFS (85.7 pts higher)	38.1 DFS (80.5 pts higher)			63% (10.4% higher)
EL	-47.9 DFS (19.7 pts higher)	-32.8 DFS (27.1 pts higher)	-25.5 DFS (67.9 pts higher)	-12.5 DFS (73.6 pts higher)	63.3% (17.6% higher)	41.7% (4.7% lower)	
SED	-21.7 DFS (19.2 pts higher)	-46.3 DFS (11 pts lower)	-32.2 DFS (46 pts higher)	-40.4 DFS (32.5 pts higher)			
SWD	-62.9 DFS (32.7 pts higher)	-79.4 DFS (10 pts higher)	-82.4 DFS (41.9 pts higher)	-104.7 DFS (16 pts higher)			
AA		-19.9 DFS (31.4 pts higher)		-21.9 DFS (73.9 pts higher)			
Hisp	-10.1 DFS (29.2 pts higher)	-15.9 DFS (17.8 pts higher)	-47 DFS (32.2 pts higher)	-48 DFS (25.6 pts higher)			

CA School Dashboard status scores for All Students and significant student groups in 2024 and 2025 with comparison to State score in parentheses

The Charter School also met all its local indicators on the Dashboard in both 2024 and 2025.

	2024 Dashboard	2025 Dashboard
BASICS: Teachers, Instructional Materials, Facilities	STANDARD MET	STANDARD MET
Implementation of Academic Standards	STANDARD MET	STANDARD MET
Parent and Family Engagement	STANDARD MET	STANDARD MET
Local Climate Survey	STANDARD MET	STANDARD MET

Access to a Broad Course of Study	STANDARD MET	STANDARD MET

Verified Data: i-Ready by Curriculum Associates
i-Ready measures Typical Growth to show the annual growth of an average student at a given placement to show how students are growing relative to comparable peers. i-Ready provides separate criteria to determine one year's growth for K-8 and 9-12 programs.

i-Ready K-8: According to i-Ready guidance for CA charter renewals, "Schools that meet or exceed the following amounts of median Typical Growth from the fall to the spring can be said to have achieved sufficient growth during the year:"

Table 1: Median Progress to Typical Growth Targets to Identify Schools as Having Met California Charter School Growth Expectations

	Grades K–5	Grades 6–8
Math	80%	60%
Reading	75%	45%

The table below shows the median percent progress to typical growth schoolwide and by grade level. The green highlights indicate the years the charter met one year's growth in each tested subject.

Since the growth expectations provided by i-Ready are by grade band and the student group percentages span all grade levels tested, the green highlights for schoolwide performance are based on whether students met the K-5 growth target; the higher of the two targets.

MATH K-8: I-READY MEDIAN PERCENT PROGRESS TO TYPICAL GROWTH			
Student Grade	2023-2024	2024-2025	2025-2026
All Grades	**111%**	**113%**	**119%**
K	113%	115%	118%
1st	100%	94%	97%
2nd	135%	105%	119%
3rd	100%	92%	90%
4th	89%	100%	104%
5th	97%	129%	128%
6th	150%	163%	139%
7th	121%	122%	180%
8th	133%	139%	156%

READING K-8: I-READY MEDIAN PERCENT PROGRESS TO TYPICAL GROWTH			
Student Grade	2023-2024	2024-2025	2025-2026
All Grades	**123%**	**129%**	**140%**
K	94%	107%	106%
1st	117%	99%	96%
2nd	114%	133%	121%
3rd	123%	169%	112%
4th	153%	150%	92%

5th	137%	162%	186%
6th	147%	275%	186%
7th	150%	180%	201%
8th	178%	0%	200%

i-Ready Diagnostic Growth Report Median Percent Progress to Typical Growth

Over the past three years, the targets for one year's growth have been met in Math and ELA schoolwide and for every grade level or all but one grade level.

The tables below show the count of Students Assessed and the Total Enrollment from i-Ready's Diagnostic Growth Report. Those counts were used to produce the participation rate below.

The green highlights below indicate the years the charter met the 95% participation rate criteria schoolwide.

MATH K-8: PARTICIPATION RATE						
Student Grade / Group	2023-2024		2024-2025		2025-2026	
	#	%	#	%	#	%
All Grades	**541/587**	**92%**	**542/571**	**95%**	**544/566**	**96%**
K	48/58	83%	44/55	80%	50/55	91%
1st	54/57	95%	58/60	97%	53/55	96%
2nd	54/57	95%	56/59	95%	58/58	100%
3rd	55/56	98%	58/59	98%	54/56	96%
4th	56/56	100%	55/57	96%	57/58	98%
5th	56/56	100%	55/55	100%	55/56	98%
6th	76/90	84%	74/79	94%	82/85	96%
7th	64/73	88%	76/78	97%	66/68	97%
8th	78/84	93%	66/69	96%	69/75	92%

READING: PARTICIPATION RATE						
Student Grade / Group	2023-2024		2024-2025		2025-2026	
	#	%	#	%	#	%
All Grades	**541/586**	**92%**	**542/571**	**95%**	**544/566**	**96%**
K	49/58	84%	45/55	82%	49/55	89%
1st	53/56	95%	56/60	93%	53/55	96%
2nd	54/57	95%	56/59	95%	58/58	100%
3rd	55/56	98%	58/59	98%	54/56	96%
4th	56/56	100%	55/57	96%	57/58	98%
5th	56/56	100%	55/55	100%	56/56	100%
6th	80/90	89%	74/79	94%	82/85	96%
7th	67/73	92%	77/78	99%	66/68	97%
8th	71/84	85%	66/69	96%	69/75	92%

i-Ready participation rate based on Students Assessed out of Total on Diagnostic Growth Report

Comparison Analysis with Local Schools

To demonstrate how Discovery Charter serves its community well, it is compared to local schools, identified as all schools serving overlapping grade levels as Discovery Charter, within 2.5 miles, and with socioeconomically disadvantaged and English learner students within 10% of Discovery Charter's population in 2025, according to DataQuest.

The table below contains Discovery Charter's 2025 Census day demographics alongside the demographics of its comparison schools for all student groups that were counted for renewal in criterion two.

School	Grades	EL %	SED %	SWD %	AA %	Hisp %
Discovery Charter	K-8	16%	22%	13%	8%	22%
Christa McAuliffe	K-8	11%	15%	18%	0%	7%
D. J. Sedgwick Elementary	P-5	22%	26%	12%	0%	8%
Dwight D. Eisenhower Elementary	K-5	25%	29%	12%	1%	12%
Forest Hill Elementary	K-5	15%	16%	12%	3%	10%
Gussie M. Baker Elementary	K-5	22%	20%	12%	3%	23%
Joaquin Miller Middle	6-8	7%	17%	4%	0%	2%
Moreland Middle	6-8	23%	32%	15%	2%	45%
Nelson S. Dilworth Elementary	K-5	22%	18%	6%	1%	4%
Sutter Elementary	P-5	14%	14%	17%	2%	21%
Warren E. Hyde Middle	6-8	13%	28%	8%	1%	12%

Charter and Comparison Schools Demographics, according to DataQuest 2025 Enrollment Data

Academic Performance at Discovery Charter and Comparison Schools: English Language Arts and Mathematics

Discovery Charter compares its academic results to its comparison schools using data from the Dashboard, measured as Distance from Standard (DFS). DFS evaluates performance on the CAASPP exams by the average difference between each student's score and the score required for an achievement level of "Standard Met" on the ELA and Math exams.

The table below contains the ELA and Math performance on the dashboard over the past three years and by student subgroup at Discovery Charter and its comparison schools. Instances where a comparison school had a lower DFS than Discovery Charter are in red.

ELA Dashboard Performance 2023						
School	**All**	**EL**	**SED**	**SWD**	**AA**	**Hisp**
Discovery Charter	37.4	-34.8	-10.8	-59.0		-1.4
Christa McAuliffe	-21.3	-26.1	-63.9	-156.1		-160.3
D. J. Sedgwick Elementary	56.5	39.2	4.1	-46.3		-48.9

Dwight D. Eisenhower Elementary	55.9	9.6	23.6	-12.5		-4.1
Forest Hill Elementary	80.6	36.8	44.8	-6.7		35.8
Gussie M. Baker Elementary	59.4	37.7	-36.8	-94.1		-52.3
Joaquin Miller Middle	113.3	47.8	70.1	-12.8		-26.4
Moreland Middle	17.5	-82.9	-47.5	-96.5		-57.4
Nelson S. Dilworth Elementary	86.8	55.6	33.6	4.6		-17.1
Sutter Elementary	52.2	4.1	-21.9	-18		-37.1
Warren E. Hyde Middle	83.6	5.8	7.2	-47.1		-33.6
2024						
School	**All**	**EL**	**SED**	**SWD**	**AA**	**Hisp**
Discovery Charter	32.1	-47.9	-21.7	-62.9		-10.1
Christa McAuliffe	2.3	20.4	-59.2	-140.7		-74.1
D. J. Sedgwick Elementary	70.7	45.1	22.3	-39.4		-19.1
Dwight D. Eisenhower Elementary	50.1	19.4	4.1	-43.4		-37.4
Forest Hill Elementary	81.7	47.6	13.7	-12.7		30.9
Gussie M. Baker Elementary	44.5	-8.1	-59.1	-89.5		-52.3
Joaquin Miller Middle	112.5	38.1	61.8	-15.3		-13.9
Moreland Middle	14.7	-90.9	-51.6	-104.2		-59.6
Nelson S. Dilworth Elementary	92.2	47.9	52.3	8.9		
Sutter Elementary	44.3	1.6	-19.5	-19.3		-56.2
Warren E. Hyde Middle	81.3	11.9	21.0	-27.2		-44.8
2025						
School	**All**	**EL**	**SED**	**SWD**	**AA**	**Hisp**
Discovery Charter	34.8	-32.8	-46.3	-79.4	-19.9	-15.9
Christa McAuliffe	-17.1	-7.4	-75.1	-119.5		-143.2
D. J. Sedgwick Elementary	59.3	22.4	3.7	-60.1		-47.9
Dwight D. Eisenhower Elementary	36.9	4.6	-8.3	-28.4		-16.4
Forest Hill Elementary	75.9	61.0	2.0	-42.3		26.0
Gussie M. Baker Elementary	38.3	0.3	-55.8	-104.7		-59.7
Joaquin Miller Middle	109.0	36.0	53.7	3.1		-17.8
Moreland Middle	24.7	-65.7	-46.8	-96.6	-23.6	-53.9
Nelson S. Dilworth Elementary	97.5	61.5	48.8	21.4		-43.9
Sutter Elementary	36.9	-19.4	-29.9	-39.2		-57.4
Warren E. Hyde Middle	89.3	27.7	26.3	-46.4		-30.2

Math Dashboard Performance						
2023						
School	**All**	**EL**	**SED**	**SWD**	**AA**	**Hisp**
Discovery Charter	**36.0**	**-16.0**	**-8.1**	**-80.4**		**-38.7**
Christa McAuliffe	-25.5	-11.9	-65.0	-152.6		-173.8
D. J. Sedgwick Elementary	59.6	55.0	14.5	-41.8		-46.4
Dwight D. Eisenhower Elementary	63.8	44.9	17.4	-22.3		-35.6
Forest Hill Elementary	78.3	60.6	28.5	3.4		46.7
Gussie M. Baker Elementary	48	29.2	-77.3	-120.6		-77.1

Joaquin Miller Middle	147.8	71.4	92.3	-28.7		-86.8
Moreland Middle	-18.8	-112.1	-96.1	-131.9		-109.8
Nelson S. Dilworth Elementary	99.5	85.9	48.6	8.5		-45.0
Sutter Elementary	49.9	26.8	-20.8	13.1		-25.3
Warren E. Hyde Middle	93.8	20.9	-7.3	-84.2		-86.0
2024						
School	**All**	**EL**	**SED**	**SWD**	**AA**	**Hisp**
Discovery Charter	**38.1**	**-25.5**	**-32.2**	**-82.4**		**-47.0**
Christa McAuliffe	5.0	31.2	-70.3	-137.7		-58.2
D. J. Sedgwick Elementary	64.5	38.1	11.4	-34.2		-15.8
Dwight D. Eisenhower Elementary	58.6	48.6	6.3	-25.2		-45.0
Forest Hill Elementary	87.2	67.6	-2.9	-20.2		0.9
Gussie M. Baker Elementary	33.0	-11.5	-84.4	-119.4		-81.2
Joaquin Miller Middle	143.5	73.3	80.1	-12.1		-47.4
Moreland Middle	-21.5	-116.1	-93.8	-150.5		-114.1
Nelson S. Dilworth Elementary	104.3	80.1	73.1	2.7		
Sutter Elementary	46.0	15.4	-10.7	11.4		-36.7
Warren E. Hyde Middle	91.1	23.3	5.8	-79.3		-90.4
2025						
School	**All**	**EL**	**SED**	**SWD**	**AA**	**Hisp**
Discovery Charter	**38.1**	**-12.5**	**-40.4**	**-104.7**	**-21.9**	**-48.0**
Christa McAuliffe	-1.5	38.2	-57.5	-105.3		-126.6
D. J. Sedgwick Elementary	59.4	31.0	2.6	-50.6		-49.3
Dwight D. Eisenhower Elementary	52.2	32.6	-2.9	-19.4		-35.7
Forest Hill Elementary	73.6	76.0	6.4	-45.5		6.1
Gussie M. Baker Elementary	29.9	-10.3	-61.4	-107.9		-87.5
Joaquin Miller Middle	144.4	88.1	87.6	18.1		15.3
Moreland Middle	-3.4	-94.5	-87.4	-144.7	-102.7	-95.6
Nelson S. Dilworth Elementary	105.2	75.6	59.3	16.5		-73.8
Sutter Elementary	35.8	7.2	-42.1	-11.7		-68.3
Warren E. Hyde Middle	96.9	39.0	10.0	-88.6		-83.4

Charter and Comparison Schools Dashboard ELA and Math performance by school year and student group

Comparative data shows that Discovery Charter is consistently performing above its comparison schools for Hispanic students in both ELA and Math, and is above multiple comparison schools among socioeconomically disadvantaged students and students with disabilities.

Academic Performance at Discover Charter and Comparison Schools: English Learner Progress Indicator and Reclassification Rate

Discovery Charter compares its English Learner progress to comparison schools using the dashboard indicator, English Learner Progress and CDE DataQuest's reclassification rate. ELPI measures the percentage of students making progress on the English Language Proficiency Assessments for California ("ELPAC") and reclassification rate measures the percentage of English learners who reclassify as English proficient. Discovery Charter's ELPI rate was above many its comparisons in 2024 and reclassification rate was above all of its comparisons in

2025, the only recent year for which reclassification rate has been published. Discovery Charter's ELPI in 2025 was lower than its comparisons, driven students not completing on time and the high reclassification rate of the previous year.

The below tables contain ELPI and reclassification rates according to the Dashboard for Discovery Charter and its comparison schools. Instances where a comparison school had lower performance than Discovery Charter are in red.

ELPI Dashboard Performance			
School	**2023**	**2024**	**2025**
Discovery Charter	55.6%	63.3%	41.7%
Christa McAuliffe	68.2%	60.0%	78.8%
D. J. Sedgwick Elementary	69.4%	47.7%	62.3%
Dwight D. Eisenhower Elementary	76.2%	67.8%	57.1%
Forest Hill Elementary	60.0%	67.3%	55.3%
Gussie M. Baker Elementary	52.3%	46.6%	48.3%
Joaquin Miller Middle	78.8%	72.7%	79.7%
Moreland Middle	62.7%	66.4%	52.6%
Nelson S. Dilworth Elementary	61.1%	75.6%	56.3%
Sutter Elementary	63.6%	36.4%	45.5%
Warren E. Hyde Middle	74.3%	68.9%	60.3%

Charter and Comparison Schools Dashboard ELPI performance by school year

English Learner Reclassification Rate	
School	**2025**
Discovery Charter	25.7%
Christa McAuliffe	7.0%
D. J. Sedgwick Elementary	8.6%
Dwight D. Eisenhower Elementary	7.4%
Forest Hill Elementary	21.7%
Gussie M. Baker Elementary	9.7%
Joaquin Miller Middle	23.6%
Moreland Middle	20.2%
Nelson S. Dilworth Elementary	13.2%
Sutter Elementary	24.0%
Warren E. Hyde Middle	21.3%

Charter and Comparison Schools Reclassification Rate, according to DataQuest 2025 Data

ELEMENT 1: EDUCATIONAL 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 that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." – Education Code Section 47605(c)(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, 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." – Education Code Section 47605(c)(5)(A)(ii)

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 Phoenix 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 with staff, students, families, 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.

Targeted Student Population

Discovery Charter - Phoenix seeks to educate students in grades TK-8 who thrive in a developmental, inquiry-based, and personalized environment. The Charter School is designed for families who value a strong home-school partnership and who seek innovative alternatives grounded in project-based learning, looping classrooms, and differentiated instruction. Discovery Phoenix is particularly committed to serving historically underserved populations, including English Learners, socioeconomically disadvantaged students, and students with disabilities.

Discovery Charter - Phoenix serves a student population that is representative of the Moreland School District where the Charter School is located.

	Discovery – Phoenix (556 total enrollment)	Moreland School District (3,738 total enrollment)
English Learners	16.2%	28.5%
Homeless Youth	3.1%	4.4%
Students with Disabilities	12.6%	14.9%
Socioeconomically Disadvantaged	21.6%	30.6%
African American	8.5%	2.9%
Asian	32.2%	28.5%
Filipino	2.5%	2.4%
Hispanic	22.1%	36.7%
White	24.5%	16.2%
Two or More Races	9.7%	7.6%

The instructional model emphasizes collaboration, critical thinking, and self-directed learning. Students are provided multiple opportunities to demonstrate mastery through hands-on projects, thematic units, and technology integration. This approach ensures that all learners, including those who may struggle in traditional settings, especially neurodivergent students, have access to rigorous academic expectations in a supportive, inclusive community.

Age, Grade, and Student Enrollment

Discovery Charter - Phoenix serves students in TK-8, ages 4 through 14 years old. In the 2025-26 academic year, the Charter School served 556 students.

Average Number of Students per Class

Transitional Kindergarten: 20; Kindergarten-3rd grade: 22; 4th-8th grade: 26.

Discovery Phoenix is located within Moreland School District, an area where families consistently express demand for diverse educational options. Discovery Phoenix attracts those who are seeking an alternative to their current educational system, desire an innovative approach, and share the vision of Discovery Charter Schools. Since its founding, Discovery Phoenix has maintained strong enrollment with waitlists, demonstrating community demand for its model.

Attendance Requirements

Discovery Phoenix will offer annually, at a minimum, the number of minutes of instruction set forth in Education Code Section 47612.5 as follows:

- Transitional Kindergarten and Kindergarten – 36,000 minutes
- Grades 1 to 3 – 50,400 minutes
- Grades 4 to 8 – 54,000 minutes

In addition, the Charter School will offer a minimum of 175 school days in alignment with Title 5, California Code of Regulations, Section 11960.

Discovery Phoenix shall maintain accurate and contemporaneous written records using a student information system that complies with state law and documents all pupil attendance to ensure contemporaneous record keeping, supports state average daily attendance claims, and satisfies audits and inspections related to attendance that may be conducted.

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

Technology continues to transform nearly every aspect of our lives, shaping how we communicate, learn, work, and interact with the world around us. Today's students are growing up in an increasingly connected digital environment where artificial intelligence, social media, online communities, and emerging technologies are woven into their everyday experiences. They have unprecedented access to information and opportunities, but they also face new challenges related to privacy, misinformation, digital wellness, and ethical decision-making.

As educators, we have a responsibility to prepare students not only to use technology effectively, but also to understand its impact and navigate it responsibly. Developing strong digital citizenship skills—including critical thinking, responsible online behavior, media literacy, and an understanding of the role and limitations of artificial intelligence—is essential. By equipping students with these skills, we empower them to become informed, ethical, and engaged participants in a rapidly evolving digital world.

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.

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.

At the K/1 and 2/3 levels,we still utilize a multi-age approach. 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 an 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.

Teachers utilize flexible grouping, small-group instruction, and a variety of instructional approaches to meet students where they are and support their academic, social, and emotional

growth. By fostering an inclusive learning environment that values the strengths and perspectives of every child, Discovery ensures that all students are challenged, supported, and empowered to achieve their fullest potential.

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.

Educational Philosophy & 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, Next Generation Science Standards, History-Social Science Framework, English Language Development ("ELD") Standards, and the remaining State Content Standards (collectively referred to herein as the "State Standards."

There are various instructional models:

- **Primary classes** are 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 the 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 Electives** 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.

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.

Currently, our K/1 classrooms, as well as one of our 2/3 classrooms are organized around the multi-age classroom structure. 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.: At Discovery, we believe that strong relationships are the foundation of student success. To foster these meaningful connections, all Kindergarten through 7th grade classes utilize a looping model

in which students remain with the same teacher and classmates for two consecutive years. This continuity allows teachers to develop a deep understanding of each child's strengths, interests, and learning needs, while students benefit from the security and confidence that come from being known and supported.

Looping strengthens the bonds between students, teachers, and families, creating a close-knit learning community where trust, collaboration, and academic growth flourish. By building on established relationships from year to year, teachers are able to maximize instructional time, personalize learning, and support students socially, emotionally, and academically. The result is a stronger sense of belonging, deeper engagement in learning, and a lasting connection to the Discovery community.

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, along with the instructional strategies outlined here, are designed to maximize learning opportunities for all students across a broad range of abilities, backgrounds, and learning needs. Our program is grounded in research-based best practices, including differentiated instruction, Universal Design for Learning (UDL), and inclusive teaching practices that provide multiple pathways for students to access content, engage in learning, and demonstrate understanding.

Teachers utilize flexible grouping, small-group instruction, and a variety of instructional approaches to meet students where they are and support their academic, social, and emotional

growth. By fostering an inclusive learning environment that values the strengths and perspectives of every child, Discovery ensures that all students are challenged, supported, and empowered to achieve their fullest potential.

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 and social justice is embedded into instruction. See Attachment 8: Sample Curriculum.

Language arts is integrated across all curricular areas and offers a rich diversity of activities and resources. The comprehensive language arts 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. Reading instruction focuses on the five essential components: phonological awareness, phonics, fluency, vocabulary and comprehension. Writing is taught through a trait-based approach that helps students understand the qualities of strong writing and develop their skills as authors. Both reading and writing 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 incoming kindergarten students receive universal screening for reading difficulties, including dyslexia, utilizing state approved assessment tools. This screening continues, annually, for all students through the second grade.

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 CPM (College Preparatory Math) 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 State 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. In addition, we are currently working to identify a new Common Core State Standards aligned math curriculum for our K-5 program that reinforces the practices of mathematical thinking and connects to our hands on approach to learning. We hope to adopt a new curriculum by the Spring of 2027.

The science program at Discovery is guided by the Next Generation Science Standards and emphasizes hands-on, inquiry-based instruction. Students explore earth, physical, and life sciences through essential questions, investigations, labs, and real-world experiences that encourage curiosity and deeper understanding. Discovery utilizes a variety of curriculum resources, including Mystery Science, TCI, and Great Explorations in Math and Science

("GEMS"), to support engaging and meaningful science instruction. Students are encouraged to think critically and scientifically by asking questions, developing hypotheses, conducting investigations, and using evidence and scientific reasoning to explain their thinking. Science learning at Discovery extends beyond the classroom through lab experiences, problem-solving activities, gardening, cooking, and field trips that connect directly to classroom units. These experiences help students apply scientific concepts in authentic ways and build a strong foundation for understanding the world around them.

The social studies program at Discovery is integrated closely with language arts, providing students with meaningful opportunities to read, write, discuss, and think critically about history and the world around them. Guided by the History-Social Science Framework and State Standards, students explore historical events, cultures, and civic ideals through a variety of engaging resources and experiences. Discovery utilizes programs such as History Alive!, historical simulations, primary source documents, and rich literature to bring history to life. Through stories, biographies, and historical fiction, students connect with the lived experiences of people from diverse backgrounds and develop empathy and a deeper understanding of multiple perspectives. Instruction is guided by a social justice lens that encourages students to examine issues of equity, fairness, and civic responsibility while learning how the past shapes our present and future. Students actively engage in inquiry, asking questions, analyzing evidence, and communicating their ideas through reading, writing, discussion, and projects. Learning extends beyond the classroom through field trips and community experiences that connect historical concepts to the real world, helping students become informed, thoughtful, and engaged citizens.

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 have opportunities to participate in service-learning projects and are empowered to think about ways to give back to our community. Such opportunities are integrated into the curriculum.

In addition to the core curriculum, students participate in activity-based physical education, health, visual and performing arts, as well as enrichment activities such as foreign language, cooking, and gardening. Technology is used as a tool for teaching and learning. Older Students have access to technology for research, analysis, communication, skill building, and self-expression by using Chromebooks, which allow students to work independently or collaboratively.

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.

Academic Calendar and Bell Schedule

2026-2027 Phoenix Academic Calendar

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	

August

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10✓	11✓	12✪	13+	14+	15
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September

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October

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November

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December

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January

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February

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28						

March

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June

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13	14	15	16	17	18	19*
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27	28	29	30			

*** Holidays - No School**

July 3- Independence Day
September 7-Labor Day
October 2- October Break
November 11- Veteran's Day
November 23-27- Thanksgiving
Dec. 21 -January 8 - Winter Break
Jan. 18 - Martin Luther King, Jr.'s Birthday
Feb.15-19 President's Break
April 12-16- Spring Break
May 31 - Memorial Day
June 18- Juneteenth

✓ Staff Dev. -No School for Students

August 10-11
October 1
March 12
June 11

✪ First Day of School: August 12th
✪ Last Day of School: June 10th

180 Days - Instruction
185 Days - Teacher Work Year

Early Dismissal +

August 12-14
February 12
December 18
June 4-10 Field Day
June 7-10
All Wednesdays - Early Dismissal
Conferences - Early Dismissal

Discovery Charter School Phoenix 2026-2027 Bell Schedule

Elementary School

Grade	School Begins	Brunch/Recess	Lunch/Recess	Dismissal
TK	8:30	10:10-10:40	12:15-12:35	12:35
Kindergarten	8:30	10:20-10:50	12:25-12:45	12:45
1st	8:30	10:20-10:50	12:25-1:05	3:05
2/3	8:30	10:30-10:50	12:35-1:15	3:05
4/5	8:30	10:35-10:55	12:45-1:25	3:15

Middle School

Grade	Homeroom	Period 1	Period 2	Brunch/Recess	Period 3	Period 4	Lunch/Recess	A Period	B Period
6-8	8:35-8:45	8:45-9:41	9:44-10:40	10:40-11:00	11:00-11:56	11:59-12:55	12:55-1:35	1:35-2:26	2:29-3:20

Minimum Day and Wednesday Schedule

Grade	Breakfast Served	School Begins	Lunch/Recess	Dismissal
TK	8:10	8:30	10:10-10:40	12:35
K/1	8:10	8:30	10:20-10:50	12:45
2/3	8:10	8:30	10:30-10:50	12:45
4/5	8:10	8:30	10:35-10:55	12:45
6 - 8	8:10	8:35	10:40-11:00	12:55

Independent Study

Short-term

Discovery Charter - Phoenix may offer independent study to meet the short-term educational needs of pupils enrolled in the Charter School. Independent study is an optional educational alternative for any student in the Charter School who will be absent for a minimum of three (3) days to a maximum of 15 cumulative school days per year. Independent study is designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully.

Transitional Kindergarten

Discovery Charter - Phoenix implements a high-quality two-year kindergarten program beginning with Transitional Kindergarten.

This program is intentionally designed as a bridge between preschool and kindergarten, providing young learners with the time, support, and foundation they need for long-term academic and social success. Our program is structured around a play-based, developmentally appropriate course of study based on best practices in the classroom. These include creating an appropriate curriculum with both guided and free-choice activities, building a positive and predictable classroom environment, and using a variety of instructional settings like whole-group, small-group, and one-on-one. Our approach is intentional, purposeful, and reflective of our students' developmental continuum. This is rooted in our core classroom philosophy, which is built on the understanding that social-emotional development is foundational to academic

learning. Our program aims to bridge variations in students' early experiences by providing extended opportunities for learning and socialization.

The Charter School shall adhere to the classroom size, adult to student ratio, and teacher qualification requirements for TK, as set forth in Education Code Section 48000(g).

Key Strategies

- Universal Design for Learning: The classroom is proactively designed using UDL principles to be accessible to all learners. This involves providing multiple means of engagement, multiple means of representation, and multiple means of expression. For instance, concepts are represented through graphic images, real pictures, and three-dimensional objects.
- Project-Based Learning experiences: Students engage in an inquiry-based course of study 3 times a year. This study is student-centered, involves real-world applications, and requires students to engage in a sustained, collaborative inquiry to develop practical solutions. Our most recent PBL was entitled "How do we create a classroom community?"
- Reggio-Inspired Aesthetic and Organized Space: The classroom is aesthetically pleasing, organized, and clutter-free, fostering exploration and supporting classroom management. Materials and visuals are placed at the students' eye level.
- Learning Areas (Centers): The classroom is divided into designated learning areas, such as Language and Literacy, Art, Science and Discovery, and Dramatic Play. These spaces are stocked with a variety of open-ended materials (e.g., art supplies, blocks) that focus on the process of discovery and creativity, alongside close-ended materials (e.g., puzzles, matching games) with specific outcomes, promoting conceptual development through guided experiences.
- Literacy-Rich Environment: The classroom is intentionally print-rich, displaying charts, labels (including student-dictated text), alphabet materials, and printed materials throughout areas like dramatic play and blocks to reinforce the meaning and purpose of print.
- Flexibility and Work-in-Progress: The arrangement is flexible, permitting movement and easy scanning by the teacher to identify students needing support. The school respects student dedication by providing a space to save and return to "work in progress" projects, such as elaborate block structures, allowing for long-term exploration.
- Outdoor Learning/Field Trips: Learning is extended to the outdoor environment to engage students in gross-motor activities, real science, and student-initiated movement and exploration.

Instruction and Curriculum

Instruction is delivered using a balanced approach that integrates content across subject matters. The curriculum is modeled on a modified kindergarten curriculum that is age and developmentally appropriate.

Instructional Strategies:

- Play-Based Instruction: Active learning through purposeful play is maximized, as it is seen as important for developing the child's brain and fostering skills like independence, perseverance, and problem-solving. Instructional time is balanced between teacher-directed learning and student-initiated work. The daily routine incorporates approximately 30 minutes of choice time.
- Oral Language and Vocabulary: Teachers prioritize oral language development in all content areas. They explicitly teach rich and specific vocabulary routines (e.g., giving a child-friendly explanation, sharing examples and non-examples) and provide multiple opportunities for children to use these new words in context.
- Scaffolding: Teachers use scaffolding to provide temporary support to help children advance toward skills that lie just beyond their current independent level, gradually reducing support as the child gains competence.
- Think-Alouds: Teachers use think-alouds to model thoughtful reflection and strategies for dealing with challenges, such as addressing difficult vocabulary in a book or managing social conflicts.
- Routines and Transitions: Daily routines are predictable and consistent, using both auditory and visual cues (like visual schedules posted at eye level) to guide students through transitions and promote self-regulation.

Inclusion and SEL Strategies:

- Positive Interactions: To cultivate a positive classroom environment, teachers aim to provide positive statements or redirection statements based on the *Positive Discipline* philosophy. They foster positive teacher-student relationships by focusing on attentive commitment, detailed commentary, and asking open-ended questions that value students' thoughts and opinions.
- Social-Emotional Instruction: The curriculum employs explicit teaching strategies for promoting social-emotional development, including training in relationships, conflict negotiation (problem solving), and child regulation of emotions and behaviors.
- Inclusionary Practice for Disabilities (LRE): The Charter School's approach is inclusionary, ensuring students with disabilities receive instruction in the Least Restrictive Environment (LRE). That instruction is specifically aligned with and supportive of the student's Individualized Education Program (IEP). UDL principles reduce the need for specific adaptations, but teachers utilize accommodations (e.g., individual visual schedules, adapted tools) as needed to support individual challenges.

<u>Assessment and Family Partnerships</u>

Continuous monitoring and responsiveness to student and family needs are essential to support our classroom communities. These include:

- Authentic Assessment: Teachers conduct ongoing assessment using multiple measures collected over time and in a variety of contexts, emphasizing tools that are authentic, informal, and strength-based. These documents focus on social-emotional and academic goals through observation and work samples embedded in the daily routine.
- Differentiation using Data: Assessment data is continuously reviewed and used to differentiate instruction. Teachers employ flexible grouping (homogeneous or heterogeneous small groups) to provide targeted support or extended learning

opportunities. They adjust the pace, content complexity, and questioning strategies to meet the assessed readiness level of each child.

- Family and Community Engagement: The school cultivates authentic partnerships with families, viewing them as valued partners and recognizing the parent as the child's first teacher. Communication is two-way and ongoing, utilizing informal opportunities (e.g., newsletters, conversations at drop-off/pick-up, messages, and emails) and formal meetings (e.g., parent-teacher conferences) to share progress and gather input. Families also plan and implement activities (e.g., Ceramics, Gardening, Cooking) that enrich the students' experiences and allow them to further develop real-life experiences.

Interventions

Multi-Tiered System of Supports (MTSS). At Discovery, Multi-Tiered System of Supports includes a comprehensive, data-driven framework designed to provide academic, behavioral, and social-emotional support to all students based on their individual needs. MTSS integrates assessment, intervention, and progress monitoring to ensure that students receive timely, evidence-based instruction and interventions matched to their level of need. Our goal is to provide a structured, data-driven system that identifies student needs early, aligns resources, and engages educators and families as partners in problem-solving.

Tier 1: Universal Supports – High-Quality Core Instruction

Data-Driven Core

- We conduct data deep dives three times a year (Beginning, Middle, and End of Year) using i-Ready universal screeners and teacher-collected assessments.
- The Tier 1 Data Analysis Template guides teachers to analyze class performance, identify trends (e.g., phonics, comprehension, number sense), and implement supplements to the core instruction that are directly aligned to data trends.
- We use data to regularly analyze the quality of our core instruction and to make sure we are meeting the needs of our student population in all areas of academics, as well as behavior and social-emotional development.

Enhancing Core Curriculum

- All teachers use evidence-based and research-validated instructional practices and curriculum.
- Teachers embed Universal Design for Learning and Restorative Practices to make learning accessible and engaging for all students.
- Core instruction includes:
    - Differentiated lessons and scaffolded supports.
    - Consistent "What I Need" (WIN) time across all grade levels, where teachers reteach, enrich, and target foundational skills.
    - Daily SEL routines such as Zones of Regulation and Morning Meetings.
- Our core curriculum is further strengthened through the integration of Guided Language Acquisition Design (GLAD) strategies, which support language development, academic

discourse, and access to rigorous content for all learners, including English Language Learners.
- The core curriculum is grounded in Project-Based Learning (PBL), engaging students in authentic, hands-on inquiries that foster critical thinking, collaboration, and real-world application of knowledge across disciplines.

Progress Monitoring
- Staff document goals and use formative assessments every 4–6 weeks to determine growth and adjust instruction.

Tier 2: Targeted Supports – Small-Group Interventions

Identification
- Students who demonstrate "Some Risk" on universal screeners are flagged in the Tier 2 Data Analysis Template.
- Interventionists and teachers review the Data Informed Instruction: Tier 2 Template to group students based on specific skill domains such as phonics, fluency, or problem solving.

Implementation
- Small-group sessions (15–20 minutes, 3–5 × per week) emphasize:
  - Evidence-based and research-validated curriculum and instructional practices
  - Explicit skill instruction.
  - Guided practice with manipulatives and visuals.
  - Frequent progress checks and flexible regrouping.
- WIN time serves as the delivery structure for these supports campus wide.

Collaboration
- Grade-level and intervention teams meet to review data stories—translating trends into actionable next steps.
- When growth is limited, students are referred to SST (Student Success Team) for additional analysis and Tier 3 consideration. SST is an integral part of our pre-/Child Find process

Tier 3: Intensive Supports – Individualized Interventions

Individualized Academic and Behavioral Plans
- Tier 3 supports include enhanced 504 plans, specialized instruction, and SPED programming.
- Phoenix is in the planning initial planning phase of introducing FLIP—Phoenix Learning Inclusion Program—at the school site.
- Behavior Intervention Plans (BIP) may be developed and implemented using data and Functional Behavior Analysis. BIPs include environmental supports, teaching strategies, and data collection designed to develop individual students' skills so that they may engage in prosocial behavior.

- Progress toward goals is closely monitored through data collection, student self-reflections, and staff input.
- Students participate in goal-setting and reflection processes, helping to identify strategies that best support their learning, regulation, and well-being. This empowers students to take ownership of their growth and reinforces self-advocacy skills.

Multidisciplinary Collaboration

- Teachers, interventionists, specialists, the site director, the school psychologist, the counselor, and the Dean of Students meet regularly to align supports.
- The counselor delivers individualized, school-related counseling services to students through a referral process or as outlined in their IEP to address school-related social-emotional, behavioral, or academic needs.
- Intervention data, goal tracking, and SEL reflections are integrated to ensure each student's plan is holistic and responsive.
- Families are engaged as partners in Tier 2 planning through regular communication, collaborative meetings, and opportunities to contribute to intervention strategies that align home and school supports.
- For students with chronic absenteeism, individualized attendance meetings are held with families to identify barriers and develop improvement plans. These meetings often include administrators, teachers, and other staff members, and may result in a coordinated support plan or SARB referral when necessary.

Crisis and Safety Supports

- There is a Crisis Intervention Team that can conduct suicide risk assessments and safety planning (Resiliency Plans).
- Re-entry meetings are held after a suspension and hospitalization to help rebuild relationships by identifying appropriate supports and setting attainable goals for the student.
- Offering de-escalation support and access to a safe space to co-regulate with students or help them regulate by identifying individualized steps and support.
- When appropriate, the school partners with community-based mental health providers and social service agencies to provide wraparound support that addresses factors beyond the classroom impacting the student's success.

Social-Emotional Learning (SEL) Integration

SEL is embedded across all tiers:

- Tier 1: Daily SEL lessons, restorative circles, and acknowledgment systems that build belonging.
- Tier 2: Small-group social-skills lessons, check-in/check-out systems, and behavior contracts.
- Tier 3: Individualized wellness and resiliency plans with counselor referrals and trauma-informed practices

Summary

At Discovery Phoenix, MTSS is not a program—it's how we do school. We use data to tell the story of each learner, strengthen our Tier 1 core, and provide targeted Tier 2 and Tier 3 supports through collaboration, compassion, and consistency. Every Discovery Phoenix student receives what they need to thrive—academically, socially, and emotionally.

Professional Development

Professional development at Discovery Phoenix is a foundational element of our educational model. It is intentionally designed to ensure alignment with the Charter School's mission, vision, and educational philosophy, while also supporting continuous improvement in instructional practices. Our approach reflects the belief that educators must be lifelong learners, just as we strive to develop that same mindset in our students.

Discovery Phoenix's philosophy is rooted in developmentally based, experiential learning. As such, our professional development emphasizes instructional strategies that are aligned with current research, child development principles, and the needs of the whole child—cognitively, socially, emotionally, and physically. Teachers engage in training and collaborative planning that supports personalized learning, project-based learning, differentiated instruction, and culturally responsive pedagogy.

Professional development is both proactive and responsive:

Proactive, in that it ensures ongoing alignment with Discovery Phoenix's vision and best practices in education.

Responsive, in that it reflects input from a variety of stakeholders, including feedback from staff, families, and students through surveys, the LCAP, and guidance from the County.

We provide five full professional development days annually, in addition to monthly Wednesday sessions dedicated to collaborative planning and professional learning. These sessions focus on:

- Designing learning experiences aligned with developmental readiness and individual student needs
- Analyzing assessment data to inform instruction
- Strengthening thematic units and project-based learning implementation
- Meeting the needs of diverse learners, including English Learners and students with IEPs
- Integrating social-emotional learning and trauma-informed practices
- Enhancing collaborative teaching models and team-based instructional design

Our teachers work in close partnership across grade levels and subject areas. Collaborative time is used to co-plan, analyze student work, review and revise curriculum, and ensure consistency in expectations and outcomes. Discovery Phoenix's model prioritizes shared responsibility for student success, and our professional development structure ensures that educators are equipped to deliver a cohesive, rigorous, and child-centered program.

By cultivating reflective practice and professional collaboration, Discovery Phoenix's professional development ensures that teachers remain responsive to students, committed to continuous improvement, and empowered to innovate—thus fulfilling our mission to prepare lifelong learners who are self-motivated, socially responsible, and ready to meet the challenges of the future.

Meeting the Needs of All Students

Serving Students who are Academically Low-Achieving

At Discovery Phoenix, low-achieving students are those who fall below the 50th percentile on the adopted standardized test and/or fall below learning behavior, language acquisition, and fine and gross motor skills on a developmental continuum. At Discovery Phoenix, at-promise students are students who achieve at or below the 40th percentile on adopted state tests who may or may not qualify for special education services, and whose achievement potential is not being realized.

When parents volunteer to help in the classroom, their 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-promise 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 Phoenix we assess students whom teachers have identified as struggling with learning to read using programs like the Comprehensive Test of Phonological Processing. Students found to have a cognitive deficit affecting their ability to read (as opposed to a delay in developmental readiness) are given intensive small group or individual intervention tutoring using a program like the Barton Reading and Spelling Program. Additionally, online platforms such as Lexia may be used to enhance reading practice and development. In math we also assess struggling students as early as possible through differentiated instruction and provide leveled math centers, additional small group instruction and 1:1 tutoring under the MTSS model. Additionally, the online platforms such as i-Ready Personalized Learning may be used to enhance math learning development. Interventions may also include help from The Learning Center ("TLC") team prior to (or without) formal identification as a student with a disability.

Looping classrooms give at-promise 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. Differentiation across grade levels, particularly in mathematics, allows students to 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. All students have opportunities to take both leading and following roles in cooperative activities. This allows at-promise 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-promise 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 at every grade level give at-promise students opportunities to learn in a variety of modalities, helping them to eventually develop the learning strategies that work best for them.

Parents of at-promise 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 cross-age tutoring and student study teams.

Serving Students who are Academically High Achieving

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

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 opportunities 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.

The teacher can organize the students into small groups and with the help of volunteers. The Charter 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.

English Learner Services

Discovery Phoenix shall meet all legal requirements for English Learners (ELs), including long-term English Language or English Learners at risk of becoming long-term English Learners, as they pertain 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 Phoenix shall implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of parents and pupils. A Roadmap for English Learners has been developed. A Teacher on Special Assignment may be available to support the implementation. Staff has been trained in Guided Language Acquisition Design and is implementing GLAD strategies in the classrooms.

Home Language Survey
The Home Language Survey ("HLS") is administered upon a student's initial enrollment into a California public school (on enrollment forms). If Discovery Phoenix is not a student's first California public school, then Discovery Phoenix receives a copy of the student's HLS from the prior school(s) of attendance.

Annual Assessments
Discovery Phoenix shall follow all 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 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.

The IA testing window will be year-round (July 1–June 30). 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 Phoenix implements a structured English immersion program that provides English Learners with both Integrated and Designated English Language Development throughout the instructional day. This dual approach ensures that students develop English language proficiency while engaging with rigorous, standards-aligned academic content across all subject areas. The program is grounded in the ELD Standards and the ELA/ELD Framework, and is designed to ensure equitable access to grade-level curriculum and to accelerate language acquisition.

Integrated ELD occurs across all content areas, with general education teachers providing language support during core instruction in English Language Arts, Mathematics, Science, and Social Studies. Instruction is interactive, intellectually rich, and scaffolded to promote comprehension, participation, and academic discourse. Integrated ELD ensures that EL students can access and master grade-level standards while developing academic English.
Designated ELD consists of targeted, explicit instruction in English language development delivered through short, frequent lessons. These lessons focus on vocabulary, syntax, grammar, reading comprehension, oral language, and academic language functions. Designated ELD is delivered by classroom teachers and supported by the ELD Teacher on Special Assignment, who ensures alignment with the EL Roadmap and California ELD Standards.

Discovery Phoenix utilizes a comprehensive suite of curriculum resources and instructional materials to support both Integrated and Designated ELD, including:

- English Language Development:
    - Discovery Charter- and teacher-created units and lessons aligned to the California ELD Framework
    - Equipping ELs
    - BrainPOP EL (Grades 3-8)
    - Lexia Learning (Grades K-8) for adaptive reading and language support
    - ReadWorks (Grades 2-8) to support vocabulary development and reading comprehension
- English Language Arts:
    - Discovery Charter- and teacher-created standards-based units
    - University of Florida Literacy Institute (UFLI) Phonics Program (Grades K-3)

    - i-Ready Reading (Grades K-8) for diagnostics, progress monitoring, and targeted intervention
- Mathematics:
    - Discovery Charter- and teacher-created math units with language scaffolds
    - i-Ready Math (Grades K-8)
    - CPM Educational Program (Grades 6-8), including Spanish-language resources for accessibility
- Science and Social Studies:
    - Teacher's Curriculum Institute (TCI) (Grades K-8)
    - Mystery Science (Grades K-5)

All instructional materials are aligned with State Standards and are supplemented with teacher-created lessons designed to meet the linguistic and academic needs of English Learners. Instruction intentionally builds on students' primary language, cultural assets, and prior knowledge to create meaningful and engaging learning experiences.

Teachers receive ongoing professional development in research-based instructional practices for English Learners, including the use of Guided Language Acquisition Design strategies, data-driven instruction, and formative assessment tools. Instructional coaches and the ELD TOSA provide regular support to ensure fidelity of implementation and alignment with Discovery's English Learner Roadmap.

Through this integrated and designated ELD model, Discovery Phoenix ensures that English Learners have equitable access to rigorous, grade-level curriculum while receiving the targeted language instruction necessary to achieve English proficiency, reclassification, and academic success.

Staff Member Qualifications

Discovery is committed to hiring an instructional staff that meets the needs of all students, including students who are ELs. All teachers at Discovery Phoenix will meet requirements of the Elementary and Secondary Education Act and will be authorized to serve English Learners, which is most frequently attained through a Cross-cultural, Language and Academic Development ("CLAD") Certification or other EL Authorization as required for the certificated assignment.

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:

- Overall proficiency levels of Moderately Developed and Well Developed on ELPAC with proficiency levels of intermediate or above in all three test components (listening/speaking, reading, and writing)

- Adequate performance on school progress report cards
- Teacher recommendation and evidence of successful performance in reading and writing in the classroom
- Parental opinion and consultation

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 of work samples and grades, and intervention if needed.

Plan for Special Education

Overview

Discovery Phoenix shall adhere to all laws affecting individuals with exceptional needs, including all provisions of the IDEA, Section 504, and the ADA. All students are given equal access to the Charter School, regardless of disabilities, and the Charter School does not discriminate against any student based on their disabilities. We do not require the modification of an IEP or 504 plan as a condition of admission to the Charter School.

Discovery Phoenix recognizes the importance of providing education opportunities to all students regardless of physical challenges or special needs. To that end, Discovery Phoenix 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 paraprofessionals, working together to address the unique needs of their students. Discovery Phoenix strives to be a full inclusion model of special education, attempting to serve all students with special needs in the general classroom as much as possible.

IDEA

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504, the ADA, and the IDEA. The MOU shall supersede and replace any inconsistent on contrary discussion on compliance with the IDEA, Section 504, and/or the ADA in this charter and the County's obligations relative to IDEA, Section 504, and/or the ADA are strictly limited to the provisions set forth in this MOU irrespective of the terms set forth in this section.

For purposes of the provision of the special education services, Discovery Phoenix is deemed a public school of the County. Any change in the Charter School's status (from a school of a local educational agency to a local educational agency Special Education Local Plan Area ("SELPA") member for purposes of special education shall require written notification to the County a year and a day preceding the change (SELPA Policy 14.1) and as a described in this paragraph. The change to become its own SELPA shall only be effective at the start of a fiscal year. The Charter School may apply to any SELPA in the state to operate as a local educational agency within the SELPA.

Should the Charter School ever determine that it is interested in becoming its own LEA for purposes of providing special education services: such change would constitute a material revision to the charter and the Charter School. By February 1, or soon thereafter as reasonably feasible, of the fiscal year preceding the fiscal year in which it desires to become its own LEA, the Charter School must provide the SCCOE with verifiable written assurances that Charter School has been accepted to and will participate in a SELPA approved by the State Board of Education in accordance with Education Code Section 47641(a). Concurrently with submittal of this notice, the Charter School shall submit a request for material revision to the Charter and to this MOU, to be processed in accordance with the requirements of the Charter School Act, which shall include revised terms for compliance with the IDEA consistent with the SCCOE's requirements for charter schools under its oversight which serve as their own LEA for the purposes of special education, the County shall have no further responsibility for the coordination or provision of special education services to Charter School students and for any and all other obligations of a school or school district relative to services for students with special needs.

If the Charter School submits the required notice, is accepted to a SELPA and timely submits the required evidence, and receives approval of its corresponding material revision, the Charter School shall be designated as a local educational agency within that SELPA for the following school year. Otherwise, the Charter School shall be designated as a public school of the SCCOE for purposes of compliance with the IDEA.

SCCOE shall retain authority to review the Charter School's special education files, records, service delivery records and actual practices, attend IEP meetings, attend SST meetings, and review minutes and documents from all such meetings. The Charter School shall send written or electronic (email) notice to SCCOE at least (10) calendar days prior to each upcoming IEP meeting or when the parent is notified for emergency meetings).

The Charter School is designated a public school of the County for the purposes of special education services and funding, and the following apply:

a. The Charter School shall adhere to the policies, procedures and other requirements of the Local Plan for Special Education and of SCCOE regarding the provision of services to students with exceptional needs.
b. The Charter School's special education staffing ratios will meet or exceed those used by SCCOE.

c. The Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled in the Charter School, at its own expense, utilizing state and federal funds allocated to the Charter School. With mutual agreement, the Charter School may provide services utilizing its own staff or by hiring or contracting with credentialed or licensed service providers through private agencies or independent contractors. In the event that the Charter School is unable to secure its own credentialed special education staff, reasonable notice shall be provided to SCCOE requesting appropriate staffing support.
d. Should the Charter School be unable to provide the services necessary to comply with the requirements of the IDEA, the Charter School may request that the SCCOE provide the necessary services subject to agreement by the SCCOE in the SCCOE's sole discretion, and/or the Charter School may contract with outside service providers at the Charter School's sole expense. Should SCCOE provide administrative and/or other support services, including but not limited to specialized academic instruction, speech and language therapy, psychological services, occupational therapy, and/or physical therapy to Charter School related to compliance with the IDEA, the Charter School shall pay for such services at SCCOE's hourly or per diem rates as charged by SCCOE's special education department.
e. The SCCOE shall obtain state and federal special education funding allocated for Charter School students through the SELPA. Once obtained, the SCCOE will pass on all applicable state and federal special education funding to the SELPA, and the Charter School shall submit to the SCCOE special education office and/or SELPA invoices for special education expenses incurred by the Charter School. At the end of the fiscal year, the SCCOE shall obtain from the SELPA any remaining special education funds attributable to the Charter School and shall pass on those remaining funds less any payments due to the SCCOE for services provided to the Charter School. Should there not be enough remaining special education funds to cover all costs owed by the Charter School to the SCCOE, the Charter School shall remit payment within thirty (30) days of receipt of an invoice from the SCCOE.
f. The Charter School is solely responsible for the management of its special education budgets, personnel, programs and services. The Charter School shall ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed, or on waiver consistent with California laws and regulations. The Charter School shall ensure at all times that it directly employs at least one (1) special education teacher with a mild/moderate credential to oversee the provision of special education and related services as necessary to entitle the Charter School to receive apportionment pursuant to Education Code Section 47612.5(e). This credentialed employee shall be an employee of the Charter School, not an employee of a contract services provider. Should any student who requires extensive support needs seek admittance, Charter School shall immediately hire an employee with a moderate/severe credential or seek support from SCCOE and pay any and all additional costs for the student's alternative placement. In no event shall any student with a disability be turned

away or denied admission to Charter School because the Charter School does not have an employee(s) with the appropriate credential to provide services to the student.

g. The Charter School shall be responsible for all costs incurred in the provision of special education services in excess of special education funding allocated for the Charter School student through the SELPA, as part of the equitable share it contributes pursuant to the MOU. These costs may include, but are not limited to, assessments, placements, (including placement in SCCOE operated programs and nonpublic school placements), related services as defined by the IDEA, complaints, due process hearings, and attorney's fees.

h. Pursuant to Education Code Section 47646(c), the Charter School shall contribute an equitable share of resources for SELPA-wide special education expenditures as calculated annually by the SELPA as charged by the SELPA to all SELPA members.

i. The Charter School shall convene IEP team meetings, as required by law, and shall ensure that each IEP meeting includes all legally required members, including a representative of the Charter School and a general education teacher of the student with exceptional needs, in accordance with the IDEA. The required members of an IEP team may include, but are not limited to: the parent/guardian; the student, if appropriate, the Site Director, at least one special education teacher, a general education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment, current service provider(s), and, if the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results. The Charter School shall ensure appropriate documentation of the IEP process and ensure compliance with all parent and student rights. The Charter School will use SCCOE/SELPA forms to develop, maintain, and review assessments and IEPs in the format required by the SCCOE/SELPA and in accordance with the SCCOE/SELPA policies and procedures. Decisions regarding eligibility, goals/objectives, program, placement, services, and exit from special education shall be the decision of the IEP team. The full continuum of services and placements shall be provided to all eligible Chater School students in accordance with the policies, procedures, and requirements of the SCCOE and of the Local Plan for Special Education. Any services required by the student's IEP shall be provided by the Charter School.

j. The SCCOE may initiate due process hearings if the SCCOE determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations. Both the SCCOE and the Charter School shall be named in due process proceedings and any appeals. If a parent or guardian initiates a due process hearing but fails to name both agencies, the SCCOE and the Charter School, the named agency will join the other without objection. If the parent or guardian fails to name the Charter School and the administrative law judge fails to join the Charter School, any liability of the SCCOE, (programmatic as well as financial) shall be discharged in accordance with obligations defined by this MOU. The Charter School shall be solely responsible for any prospective special education and related services, compensatory education, reimbursement,

and/or attorney's fees awarded by a due process hearing officer, or court for any time period a student was enrolled in the Charter School. The SCCOE and the Charter School will work in good faith to attempt to resolve the matter at an early stage. If the SCCOE determines that legal representation is needed during due process proceedings and any other legal proceedings or actions involving special education, the SCCOE's legal counsel may jointly represent the SCCOE and the Charter School unless it is determined that there is a conflict of interest. In this case, the cost of said legal counsel shall be equally shared by the SCCOE and the Chater School. If the Charter School objects to the joint representation and retains its own legal representation for a due process proceeding or action, the Charter School will be solely responsible for the cost of such legal representation.

k. The County Superintendent of Schools or designee shall represent the Charter School's special education interests and needs as it represents the needs of all schools in the SCCOE at all SELPA meetings. The SCCOE shall communicate to the Charter School relevant special education issues, including SELPA decisions and policies, in the same way that it communicates such information to all other schools in the SCCOE. SCCOE and/or SELPA information and training opportunities regarding special education shall be available to Charter School staff to the same extent that such information and opportunities are available to site staff at all other schools in the SCCOE. The Charter School commits to attend at least three trainings per year presented by the SCCOE to review special education fundamentals, legal requirements, and best practices. The SCCOE shall provide the Charter School the opportunity to represent their school at committee meetings of the SELPA to the same extent that such opportunities are available to the SCCOE site staff.

l. The Charter School shall be solely responsible for the identification and referral of students who have or may be suspected of having exceptional needs that qualify them to receive special education services to meet its Child Find Obligation under the IDEA. The Charter School shall following the SCCOE policies and procedures to ensure identification and referral of students who have, or may be suspected of having, such exceptional needs. These policies and procedures will accord with applicable state and federal laws and regulations. The Charter School shall determine which special education assessments are necessary, including assessments for all referred students, annual assessments and triennial assessments, in accordance with the SCCOE's general practices and procedures, and applicable laws and regulations. The Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state, and SCCOE timelines. The Charter School will also respond to parent/guardian requests for independent educational evaluations ("IEE"), and any IEEs granted by the Chater School will be solely funded by the Chater School.

m. The Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA and Section 504, regarding discipline of students with students with disabilities. Discipline procedures will include positive behavioral interventions. Prior to recommending expulsion and/or prior to the eleventh day of consecutive suspension or a change of placement pursuant to 32 CFR Section 300.536, for a student with a disability, the Charter School will convene a manifestation determination IEP or Section 504 meeting. The Charter School will collect data pertaining to the number of students with disabilities who are suspended or expelled.
n. The Charter School is solely responsible for obtaining the cumulative files, prior and/or current IEPs and other special education information for any student enrolling from a non-SCCOE operated program. The SCCOE shall ensure that the Charter School receives notification and relevant files of all students with an existing IEP who transfer to the Charter School from an SCCOE operated program.
o. The Charter School will develop, maintain and implement policies and procedures to ensure that all parents/guardians are fully informed of their rights and those families of students with exceptional needs are given copies of the document, *Special Education Rights of Parents and Children: Notice of Procedural Safeguards* (Revised January 2000. The link for this document is http://www.cde.ca.gov/sp/se/qa/documents/pseng.doc.

Notification and Coordination

The Charter School shall follow County policies as they apply to all schools for notifying school personnel regarding the discipline of special education students. The Charter School shall assist in the coordination of any communications and immediately act according to County policies and Education Code relating to disciplining special education students.

Identification and Referral

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 and the County shall respond to a request within 15 days and schedule a Student Study Team meeting to develop a plan to be implemented for six (6) weeks. At the six-week mark, the SST reconvenes to determine if the interventions are sufficient or if assessments are required.

The Charter School shall follow County 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 shall 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 in collaboration with the County to obtain parent/guardian consent to assess Charter School students. The Charter School shall not conduct assessments without prior written approval of the County.

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. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the County and 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, which will include two progress reports per year and an annual IEP. 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.

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 County and 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 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 County and 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 County conducts and 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 their 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.

Section 504/ADA

Discovery Phoenix shall be solely responsible for its compliance with Section 504 and the ADA and assume full responsibility for appropriate accommodations, modifications and services to address the needs of any student regardless of the student's district of residence. All facilities of the Charter 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 Phoenix 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 Charter 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.

A 504 team will be assembled by the Site Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the

student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

- 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.

- Tests are selected and administered to 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.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable

outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's LCAP. Each of these goals addresses the unique needs of all students attending the Charter School, including numerically significant student subgroups. The metrics associated with these goals help the Charter School 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 can be found as Attachment 6: Local Control and Accountability Plan. The Charter School 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. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. The Charter School shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter and shall be maintained by the Charter School at the school site.

ELEMENT 2: MEASURABLE STUDENT OUTCOMES

"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 pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." - Education Code Section 47605(c)(5)(B)

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

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of Discovery Phoenix's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in Discovery Phoenix's LCAP. 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 Phoenix 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 6: Local Control Accountability Plan. Discovery Phoenix 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 Phoenix reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. Discovery Phoenix shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

Below is a high-level overview of alignment of the Charter School's LCAP activities in and aligned with the Eight State Priorities. Detailed descriptions can be found in the current LCAP.

LCFF STATE PRIORITIES

(Charter Term Commencing July 1, 2027)

GOAL #1

Our schools foster developmentally based, experiential learning that produces well-rounded, capable, critically thinking citizens who become lifelong learners.	Related State Priorities: ☒ 1 ☒ 4 ☒ 7 ☒ 2 ☐ 5 ☒ 8 ☐ 3 ☐ 6

Specific Annual Actions to Achieve Goal

Deliver standards-aligned, developmentally appropriate instruction using hands-on, project-based learning and strong core curricula in ELA, Math, and Science. Provide ongoing, targeted professional learning in PBL, data use, tiered instruction, ELD strategies (GLAD), inclusion, and classroom engagement. Recruit and retain fully credentialed, high-quality teachers with targeted HR strategies and ongoing support. Expand access to arts, foreign language, gardening, performing arts, and other enrichment activities to support the whole child. Use formative and summative assessments (i-Ready, F&P, CAASPP, Otus) to drive instruction, monitor subgroup progress, and guide interventions. Deliver structured English immersion with integrated and designated ELD, small-group language supports, and progress monitoring. Implement inclusive support, increased speech/psychology services, and targeted interventions. Use tiered academic supports (Lexia, small groups) to address gaps for EL, SED, SWD, and other subgroups.

Expected Annual Measurable Outcomes

Outcome #1: Increases in the percentage of students, including students in all significant subgroups, meeting or exceeding grade level standards in English Language Arts.
Metric/Method for Measuring: CAASPP

APPLICABLE STUDENT GROUPS	Baseline 2024-25	2027-28	2028-29	2029-30	2030-31	2031-32
All Students (Schoolwide)	64.1%	70%	72%	73%	74%	75%
English Learners	11.1%	15%	16%	18%	19%	20%
Socioeconomically Disadvantaged	30.8%	35%	37%	38%	40%	42%
Students with Disabilities	20.8%	25%	26%	27%	28%	30%
African American	38.2%	45%	46%	47%	49%	50%
Asian	79%	79%	80%	80%	82%	82%
Latino	41.8%	45%	48%	52%	56%	60%
Two or More Races	76.3%	77%	78%	78%	79%	80%
White	71.3%	75%	76%	78%	79%	80%

Outcome #2: Increases in the percentage of students, including students in all significant subgroups, meeting or exceeding grade level standards in mathematics.
Metric/Method for Measuring: CAASPP

APPLICABLE STUDENT GROUPS	Baseline 2024-25	2027-28	2028-29	2029-30	2030-31	2031-32
All Students (Schoolwide)	63.1%	65%	66%	67%	69%	70%
English Learners	22.2%	24%	27%	30%	33%	35%
Socioeconomically Disadvantaged	36.9%	38%	40%	42%	45%	47%
Students with Disabilities	15.1%	17%	19%	21%	23%	25%
African American	38.2%	45%	46%	47%	49%	50%
Asian	84.9%	85%	86%	87%	88%	89%

Latino	29.1%	31%	34%	38%	42%	45%
Two or More Races	76.3%	77%	78%	79%	80%	81%
White	69.2%	70%	71%	73%	74%	75%

Outcome #3: Increases in percentage of English Learners making progress annually.
Metric/Method for Measuring: ELPI

APPLICABLE STUDENT GROUPS	Baseline 2024-25	2027-28	2028-29	2029-30	2030-31	2031-32
English Learners	41.7%	43%	45%	50%	55%	60%

Outcome #4: Achieve ≥19% annually, the percentage of English Learners that are reclassified Fluent English Proficient.
Metric/Method for Measuring: CALPADS annual reclassification counts

APPLICABLE STUDENT GROUPS	Baseline 2024-25	2027-28	2028-29	2029-30	2030-31	2031-32
English Learners	25%	≥19%	≥19%	≥19%	≥19%	≥19%

Outcome #5: Teachers are appropriately credentialed and assigned.
Metric/Method for Measuring: SARC

APPLICABLE STUDENT GROUPS	Baseline 2024-25	2027-28	2028-29	2029-30	2030-31	2031-32
All Students (Schoolwide)	90.8%	95%	95%	95%	95%	95%

Outcome #6: All students have their own copies of standards-aligned curriculum and instructional materials.
Metric/Method for Measuring: SARC

APPLICABLE STUDENT GROUPS	Baseline 2025-26	2027-28	2028-29	2029-30	2030-31	2031-32
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #7: All students, including unduplicated pupils and individuals with exceptional needs, have access to and are enrolled in a broad course of study.
Metric/Method for Measuring: Master Schedule

APPLICABLE STUDENT GROUPS	Baseline 2025-26	2027-28	2028-29	2029-30	2030-31	2031-32
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

GOAL #2	
Discovery Phoenix develops students who are self-motivated, self-disciplined, and socially responsible.	Related State Priorities: ☒ 1 ☐ 4 ☐ 7 ☐ 2 ☒ 5 ☐ 8 ☐ 3 ☒ 6

Specific Annual Actions to Achieve Goal

Provide counseling and mental health support, professional development, and parent education to improve student well-being and behavior. Use Student Support Specialist and Family Liaison roles to implement tiered re-engagement strategies, attendance monitoring, and communication. Train staff and families in

restorative approaches to reduce suspensions and improve school culture. Integrate SEL lessons (classroom SEL blocks) to build emotional regulation, belonging, and community. Provide targeted case management, resource referrals, and attendance monitoring for foster and homeless youth. Maintain clean, safe facilities and proactive safety protocols to support physical well-being and a positive school environment.

Expected Annual Measurable Outcomes

Outcome #1: Reduce percentage of students who are chronically absent annually.
Metric/Method for Measuring: attendance reporting, CA School Dashboard

APPLICABLE STUDENT GROUPS	Baseline 2024-25	2027-28	2028-29	2029-30	2030-31	2031-32
All Students (Schoolwide)	10.1%	10%	8%	7%	6%	5%
English Learners	3.9%	≤5%	≤5%	≤5%	≤5%	≤5%
Socioeconomically Disadvantaged	13.9%	10%	8%	≤5%	≤5%	≤5%
Students with Disabilities	20.5%	20%	18%	15%	12%	10%
African American	7.4%	≤5%	≤5%	≤5%	≤5%	≤5%
Asian	5.5%	≤5%	≤5%	≤5%	≤5%	≤5%
Latino	10.6%	10%	8%	6%	≤5%	≤5%
Two or More Races	14.5%	11%	10%	8%	7%	5%
White	16.5%	12%	10%	8%	6%	5%

Outcome #2: Maintain low suspension rates <3% annually.
Metric/Method for Measuring: CA School Dashboard, Dataquest

APPLICABLE STUDENT GROUPS	Baseline 2024-25	2027-28	2028-29	2029-30	2030-31	2031-32
All Students (Schoolwide)	0.9%	<3%	<3%	<3%	<3%	<3%
English Learners	1%	<3%	<3%	<3%	<3%	<3%
Socioeconomically Disadvantaged	0.9%	<3%	<3%	<3%	<3%	<3%
Students with Disabilities	2.4%%	<3%	<3%	<3%	<3%	<3%
African American	0%	<3%	<3%	<3%	<3%	<3%
Asian	0.5%	<3%	<3%	<3%	<3%	<3%
Latino	0%	<3%	<3%	<3%	<3%	<3%
Two or More Races	0%	<3%	<3%	<3%	<3%	<3%
White	2.8%	<3%	<3%	<3%	<3%	<3%

Outcome #3: School facilities are maintained and in good repair.
Metric/Method for Measuring: Facility inspection tool; SARC

APPLICABLE STUDENT GROUPS	Baseline 2024-25	2027-28	2028-29	2029-30	2030-31	2031-32
All Students (Schoolwide)	Good	Good	Good	Good	Good	Good

Outcome #4: Maintain zero percent middle school dropout rate.
Metric/Method for Measuring: CALPADS

APPLICABLE STUDENT GROUPS	Baseline 2024-25	2027-28	2028-29	2029-30	2030-31	2031-32
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%

GOAL #3

Discovery Phoenix ensures that families can become involved in our school community in ways which reflect their own skills, interest, talents, and time; as well as, taking into consideration classroom/program needs and the constraints of family, work, and other commitments outside of school.	Related State Priorities: ☐1 ☐4 ☐7 ☐2 ☐5 ☐8 ☒3 ☐6

Specific Annual Actions to Achieve Goal

Provide workshops and events (e.g., Positive Discipline, Family Academy, Coffee with the Principal) to build parent skills and engagement. Use ParentSquare, newsletters, and multilingual outreach to keep families informed and involved. Strengthen leadership opportunities through Program Site Council, ELAC, and volunteer pathways; refine the Family Partnership model. Facilitate fall goal-setting and spring student-led conferences to foster strong partnerships. Host events (fairs, cultural celebrations, Walk and Talks) to deepen community connection. Engage local communities, preschools, and families to ensure a diverse and active school community.

Expected Annual Measurable Outcomes

Outcome #1: Ninety percent or more of parents/guardians attend/participate in parent-teacher conferences, school workshops, or other schoolwide family events.
Metric/Method for Measuring: Family surveys; event attendance.

APPLICABLE STUDENT GROUPS	Baseline 2025-26	2027-28	2028-29	2029-30	2030-31	2031-32
All Students (Schoolwide)	100%	≥90%	≥90%	≥90%	≥90%	≥90%

Outcome #2: Increase percentage of families meeting volunteer commitments annually.
Metric/Method for Measuring: Family surveys; volunteer tracking.

APPLICABLE STUDENT GROUPS	Baseline 2025-26	2027-28	2028-29	2029-30	2030-31	2031-32
All Students (Schoolwide)	88.9%	≥85%	≥85%	≥85%	≥85%	≥85%

Core Academic Skills

Discovery Phoenix has developed Student Outcomes that are based on the State Standards. In the areas of reading, writing, and mathematics we have identified the most essential standards. In addition to the State Standards, Discovery Phoenix 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, all of which enable them to comprehend and interpret multiple forms of expression, including literature from various time periods and cultures.

Science. Understanding and application of the major concepts underlying the various branches of science, which may include physics, biology, chemistry, ecology, astronomy, and earth sciences aligning with the Next Generation Science Standards. This knowledge will enable students to make informed decisions in an increasingly technological world.

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

Mathematics. Reasoning logically and understanding and applying 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.

Lifelong Learning Skills

Discovery Phoenix 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 that include 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 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.
- communicate clearly through oral, written, visual, and other forms of expression.
- engage in responsible and compassionate peer relationships.
- collaborate and work effectively with others in cooperative groups.
- listen actively and communicate clearly and respectfully.
- ask thoughtful questions and engage in meaningful dialogue.
- use appropriate body language and social cues.
- share, take turns, and work cooperatively with others.
- value diverse perspectives and contribute to group efforts.
- resolve conflicts calmly using respectful language.

- express emotions appropriately and use "I" statements.
- show empathy, kindness, and include others.
- manage emotions, demonstrate patience, and practice self-control.
- accept feedback and use it to grow.
- take responsibility for actions and follow through on commitments.
- support and encourage peers in a collaborative setting.

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.

ELEMENT 3: METHODS OF MEASUREMENT

"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." - Education Code Section 47605(c)(5)(C)

To measure the progress of the students at Discovery Phoenix and ensure that the goals of the charter are being met, Discovery Phoenix shall adhere to the State Standards with mandated standardized tests and conduct additional performance-based assessments. Student performance on these measures shall help the Charter School community make informed decisions about instruction and program modifications.

The following assessment approaches are included 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 CAASPP. The Charter School may also administer supplemental standardized tests as appropriate.

Benchmark Assessments: Benchmark assessments in reading, writing, and math are given three times 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 a student's 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 Phoenix.

Developmental Reading Assessment ("DRA"): Authentic assessment of children's reading skills in context shall be completed by teachers. Students read books to determine their instructional reading level. The students then receive a reading level designation based on their degree of fluency, accuracy, comprehension, and critical thinking.

Journals: Student journals are used to reflect the student's own performance in academic areas and in their use of 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. Eighth grade students shall work with advisors to complete their exit projects. 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 assessments: Teachers design appropriate tasks that measure understanding and mastery of grade level concepts on an ongoing basis. Data from these assessments shall also be 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 Phoenix 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 the student's parent/guardian.

- Students direct the conference
- Students share evidence which best represents their 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 Phoenix affirms:

- that "benchmark" skills and specific classroom-level skills will be developed.
- that its student outcomes align to its mission, curriculum, and assessments.
- that exit outcomes and performance goals may need to be modified over time.
- That Discovery Phoenix's list of schoolwide student performance goals that students will make over a given period of time, projected attendance, dropout, or graduation rate goals, etc., are described in the above list.
- Student achievement measurements, as established in the attached LCAP, include the following elements: alignment with the state priorities (documented in relation to each goal, action, and outcome in the LCAP); administration of state assessments; Dashboard indicator goals; the percentage of EL students who make progress toward English proficiency; and the EL reclassification rate.
- that its methods for measuring pupil outcomes for the Eight State Priorities, as described in this charter, shall be consistent with the way information is reported on a School Accountability Report Card as required by Education Code Section 47605(c)(5)(C).

Assessment Calendar / Schedule

Assessment	Grade Level	What it's Measuring	Frequency
State Assessments CAASPP (ELA, math)	3-8	How well students meet grade-level State Standards.	Annually
California Science Test	5 & 8		
ELPAC	K-8, as required		

Physical Fitness California Alternate Assessment	5 & 7 3-8 for ELA and math; 5 & 8 for Science		
Benchmark Assessments i-Ready; F&P; Internal benchmarks	All	Baseline and progress toward specific learning goals and standards throughout the school year	Fall (Aug/Sept) – baseline Winter (Jan/Feb) – growth Spring (May/June) – growth
Evidence Folder	All	Learner's knowledge, skills, and competencies over time	Ongoing through the year
Developmental Reading Assessment ("DRA") F&P Multitudes	K-2	Student's reading ability and reading behaviors	F&P as needed in alignment with benchmark assessments Multitudes twice yearly
Reflection Journals	Teacher determined	Ability to engage in critical thinking, self-reflection, and metacognition	Teacher determined
Projects	All	Problem-solving abilities, collaboration, communication, critical thinking, and the ability to apply knowledge to real-world contexts	Ongoing through the year
Teacher Observations	All	Growth, habits of mind, mastery of skills, social behaviors.	Ongoing through the year

Grading, Progress Reporting, and Promotion/Retention

Discovery Charter - Phoenix employs a comprehensive and transparent system for grading and reporting student progress that is aligned with State Standards and the Charter School's mission to ensure equity, high expectations, and readiness for college and career pathways.

Grading Practices

Progress is measured as emerging, progressing, and meeting. Teachers utilize standards-based grading practices that measure student mastery of the State Standards. Grades are determined using multiple measures, including classwork, projects, assessments, and participation, ensuring students have varied opportunities to demonstrate their learning. Rubrics and clear performance expectations are shared with students and families to promote consistency and fairness across classrooms.

Progress Reporting

Families receive formal progress reports that include student achievement on grade-level standards, effort and citizenship, and performance on local benchmarks such as NWEA MAP. Teachers also provide narrative feedback highlighting strengths, areas for improvement, and recommended supports. Parent-teacher conferences are scheduled at least twice per year, with

additional meetings available as needed, to review student progress and collaboratively develop academic and behavioral goals.

Promotion and Retention
Promotion decisions are based on a holistic review of student achievement, including performance on CAASPP, NWEA MAP growth, classroom grades, and teacher input. Students are expected to demonstrate sufficient progress toward mastery of grade-level standards to be promoted. For students at risk of retention, the school implements MTSS, including targeted interventions, small-group instruction, and progress monitoring. Parents are engaged early in the process, and retention is considered only after interventions have been documented and reviewed in consultation with the family. The ultimate goal is to ensure that each student has the academic and social-emotional skills necessary for success at the next grade level.

Use and Reporting of Data

Discovery Phoenix collects annual data from the assessments listed above and utilizes the data to identify areas for improvement in the educational program. Discovery Phoenix 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.

ELEMENT 4: GOVERNANCE STRUCTURE

"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." - Education Code Section 47605(c)(5)(D).

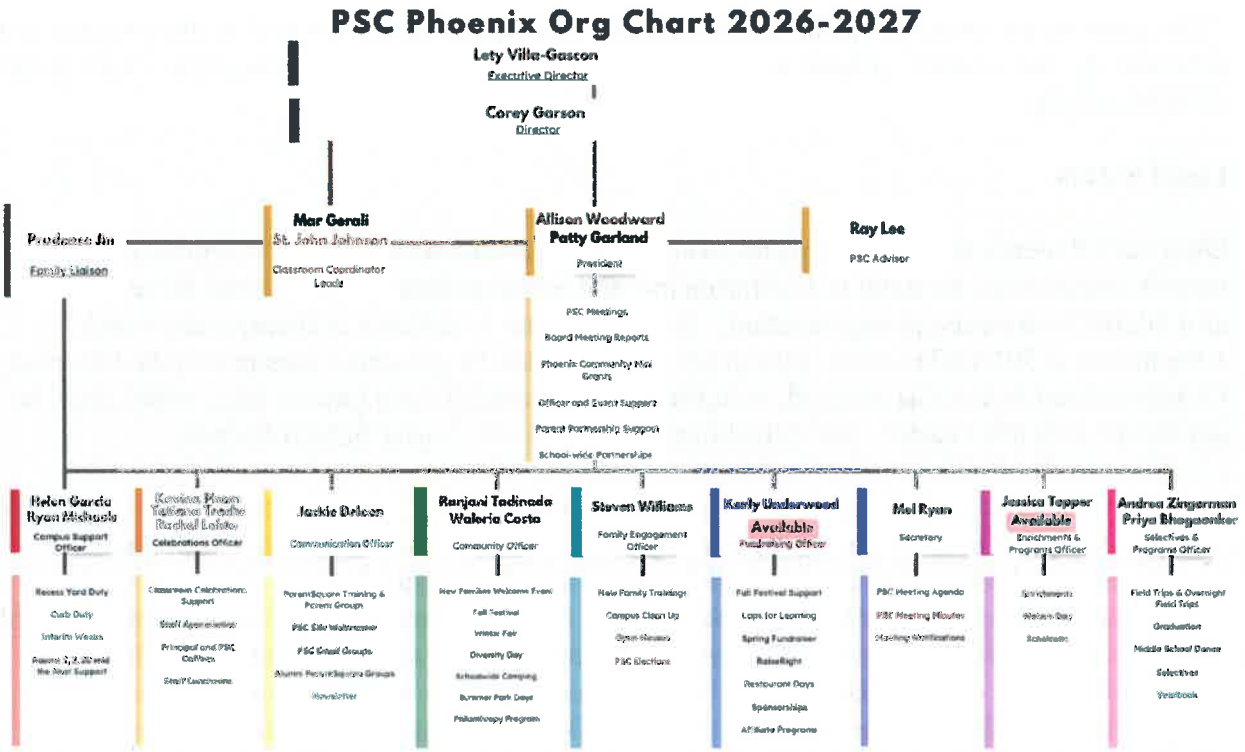
Legal Status

Discovery Phoenix is operated by Discovery Charter School, a California non-profit public benefit corporation, pursuant to California law and is recognized by the Internal Revenue Service as a 501(c)(3) tax-exempt organization. See Attachment 1: Articles of Incorporation and Attachment 2: 501(c)(3) Letter. Discovery Phoenix shall be governed pursuant to the Discovery Charter School Bylaws as adopted, as subsequently amended from time to time, which shall be consistent with this charter. See Attachment 3: Discovery Charter School Bylaws.

Discovery Phoenix shall operate autonomously from the Santa Clara County Board of Education, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the County and the Charter School. Pursuant to the Education Code Section 47604(d), the Santa Clara County Board of Education shall not be liable for the debts or obligations of the Charter School, operated by 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 Santa Clara County Board of Education 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 Phoenix/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.

Organizational Chart



Board of Directors

Both Discovery Charter Schools are governed by one 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 each of its charter schools. Board members have a responsibility to solicit input from parents, faculty, and staff from each school 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 charter and the oversight of the implementation of such policies by the Executive Director and each school Director. The Board will consist of at least five (5) and no more than eleven (11) members who will govern both Discovery Charter Schools. Additionally, in accordance with Education Code Section 47604(c), the chartering authority may select a representative to the Board. If the County Board chooses to do so, the Charter School may appoint an additional member to ensure that the Board is maintained with an odd number of directors.

New Board members are designated 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, accounting, technology, legal, nonprofit, and fundraising. Board members shall include parent and community leader representatives designated by the Board in accordance with the Bylaws.

The Board will meet on a regular basis (e.g., monthly) and in accordance with the Brown Act and Education Code Section 47604.1(c). The responsibilities of the Board include but are not limited to:

Vision and Strategic Plan

- The Board creates and collaborates with the Executive Director and approves the multi-year Strategic Plan;
- The Board adopts policies to successfully implement the Charter School Mission and the Strategic Plan;
- The Board oversees the Executive Director to ensure that the Charter School Mission and Strategic Plan are reflected in the day-to-day operations of the Charter School, including ensuring that the curriculum aligns with the Charter 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;
- 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.
- The Board annually reviews and revises the LCAP.

Staffing and Personnel

- The Board reviews and approves personnel policies and any amendments thereto;
- The Board hires, evaluates, and terminates the employment of the Executive Director.
- The Board establishes performance goals for the Executive Director and communicates the goals to the Executive Director;
- The Board annually reviews the Executive Director's performance;
- The Board annually reviews the Executive Director's employment contract and reevaluates it yearly;
- The Board approves the salaries and compensation policies for all Charter School personnel in compliance with any applicable state laws and collective bargaining procedures (if applicable).

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 Charter 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 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;
- Approve any contract that would cause the Charter School to compensate an individual contractor more than one hundred thousand dollars ($100,000) in a fiscal year.

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, including, but not limited to ethics (AB 2158), conflicts of interest and the Brown Act
- The Board develops and implements yearly a Board self-evaluation. From time to time, the Board re-evaluates its self-evaluation process.

The Board has adopted a Conflict of Interest Code that complies with the Political Reform Act and the Charter School complies with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. See Attachment 4: 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 Charter School any of those duties, with the exception of budget approval or revision, approval of the fiscal audit, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

The Charter School Board of Directors will attend an in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, ethics (AB 2158), conflicts of interest, the Brown Act, school finance (AB 640), and child abuse and neglect.

Board Committees/Advisory Councils

Finance Committee. The Finance Committee is responsible for providing fiscal oversight of the school's operations and ensuring the financial health and sustainability of the organization. The committee reviews monthly financial statements, cash flow, and budget-to-actual performance; oversees the development of the annual budget; and makes recommendations to the full Board on fiscal policy and financial strategy. The Finance Committee also monitors compliance with applicable fiscal regulations, charter school funding requirements, and internal controls.

Typical responsibilities include:

- Reviewing and recommending the annual operating budget
- Monitoring financial performance and key fiscal indicators
- Advising on long-term financial planning and reserves
- Supporting staff in ensuring compliance with authorizer and state fiscal reporting requirements

Development Committee. The Development Committee focuses on supporting the school's strategic growth and sustainability through fundraising, community engagement, and partnership cultivation. The committee helps develop and implement the school's annual development plan, supports donor stewardship, and identifies opportunities for grants, sponsorships, and other external funding. It also works to build community awareness of the school's mission and programs.

Typical responsibilities include:

- Overseeing fundraising goals and progress
- Identifying and cultivating donor and partner relationships
- Supporting special events and campaigns
- Advising on communications and outreach to build community support

Audit Committee. The Audit Committee provides independent oversight of the school's financial reporting processes, internal controls, and annual audit. The committee ensures the integrity of financial statements, reviews the results of the independent financial audit, and monitors the implementation of any corrective actions. Members of this committee operate separately from the Finance Committee to maintain independence and objectivity.

Typical responsibilities include:

- Recommending and engaging the independent audit firm
- Overseeing the annual audit process
- Reviewing audit reports and management letters
- Ensuring corrective actions are implemented as needed

Discovery Experience Committee *(Mission & Vision Implementation)*. The Discovery Experience Committee monitors and supports the implementation of the school's mission and vision across both campuses. The committee reviews annual parent, student, and staff survey data, site visit findings, and program reports to assess how well the school is fulfilling its

educational mission. It provides feedback and recommendations to the Board on opportunities to strengthen the Discovery model and maintain a cohesive school culture.

Typical responsibilities include:

- Reviewing and analyzing survey and feedback data
- Monitoring alignment between program implementation and the Charter School's mission and vision
- Identifying strengths and areas for improvement across sites
- Supporting leadership in maintaining a high-quality, mission-driven learning environment

Election Committee. The Election Committee oversees the board member nomination and election process, ensuring it is transparent, equitable, and consistent with the organization's bylaws. The committee develops and maintains procedures for recruiting, vetting, and onboarding new board members, as well as coordinating the annual election cycle. The committee works to ensure that the board reflects a diversity of skills, perspectives, and community representation.

Typical responsibilities include:

- Developing and publishing the timeline and procedures for board elections
- Recruiting and vetting board candidates
- Overseeing voting processes and ensuring compliance with bylaws
- Supporting the onboarding of newly elected board members

Executive Director

The Executive Director shall be the Chief Executive Officer of Discovery Charter School. The Executive Director is responsible for the effective operation of the charter schools, general administration of all instructional, business, or other operations of the schools, and for advising and making recommendations to the Discovery Charter School Board with respect to such activities. The Executive Director shall perform all the duties and accept all of the responsibilities usually required of a Superintendent in a school district, and the policies, rules, and regulations established by the Discovery Charter School Board.

Site Director

Under direction of the Executive Director, the Site Director is responsible for the day-to-day operations of Discovery Charter - Phoenix. The Site Director serves as leader of educational programming and advises the Executive Director and the Discovery Board regarding budget decisions, Board policies, programming, etc. In collaboration with the Executive Director, the Site Director implements Board policies, administers and supervises the Charter 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 Charter School's developmental philosophy. See Element 5 for employee qualifications.

Parent Involvement

Discovery Participation highly 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.

English Learner Advisory Committee. The English Learner Advisory Committee (ELAC) is responsible for advising the school's administration and Governing Board on programs and services for English Learners. The committee provides input on the development and implementation of the school's English Learner program, including instructional strategies, reclassification procedures, and supports for students and families. ELAC reviews relevant student achievement data and helps ensure that the needs of English Learners are represented in the school's educational program and improvement plans. Additionally, ELAC supports meaningful family engagement by providing a forum for parents of English Learners to give feedback, ask questions, and participate in decision-making related to EL programs and services.

Program Site Council. The Program Site Council's ("PSC") main function within Discovery Phoenix is to support the various school programs the Site Director and teachers have adopted to supplement classroom curriculum, enrich school life, and enhance the school community.

The PSC is a volunteer organization run by parents, with staff representation. Each parent-led program has a group of volunteers who work together to monitor and implement the specific requirements of each program. A volunteer coordinator from these committees can represent the group at monthly PSC meetings.

The PSC leadership consists of officers such as President, Vice President, Secretary, Treasurer, teacher representatives, the Site Director, Lead Classroom Coordinator, and one coordinator for each parent-led program. All Discovery parents and staff 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 Site Director. The PSC officers are selected through a nominating committee and voted on by the Discovery community.

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

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 online platform - ParentSquare
- Reports directly to the Site Director and implements approved changes on behalf of the Site Director;

- Sponsors activities that enhance the intrinsic value of the Charter School, contribute to the fulfillment of the Charter School's mission, and build community through activities such as summer events, festivals, and campouts; and
- Raises and manages funds to support student enrichment programs.

Leadership Team

A Leadership Team, created by the Site Director at each school site, will oversee multi-grade level articulation and the implementation of multi-grade level programming and professional development activities. The Leadership Team will work with colleagues and Site Director and the Executive Director to ensure that cross-curricular goals are reached through innovative developmentally based instructional strategies. The Leadership Team at each school site will work closely with the Site Director and Executive Director to plan all curriculum benchmarks. They will oversee the review and selection of appropriate materials to meet the required DCS curriculum benchmarks. The Lead Teachers on the Leadership Team will mentor other grade-level teachers.

The Leadership Team sets the goals for teacher participation in the life of the school and will represent the teachers to the DCS Board of Directors. The Leadership Team will facilitate the articulated grade level meetings through which all teachers will plan, discuss and resolve issues at their grade level.

Student Government

Student representatives are selected from each class, 2nd through 8th, to meet biweekly to engage with schoolwide suggestions (e.g., Halloween Parade). Student representatives provide a bimonthly report to the Board and input on decisions such as student activities.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

"The qualifications to be met by individuals to be employed by the charter school."- Education Code Section 47605(c)(5)(E)

Discovery Phoenix shall recruit professional and qualified personnel who believe in the philosophy of the Charter School for all staff positions. In accordance with Education Code Section 47605(e)(1), Discovery Phoenix shall be nonsectarian in its employment practices and all other operations. The Charter 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.

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 Charter School.

All Charter 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 Charter School's faculty, staff, and students prior to beginning work.

The following information outlines the high level responsibilities of each position as well as the minimum qualifications required for the position.

Teacher, TK–8

- **Responsibilities:** Plans and delivers instruction aligned with State Standards; differentiates learning; monitors progress; maintains classroom environment; engages families; participates in curriculum development.
- **Minimum Qualifications:** Bachelor's degree; the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment; EL Authorization required for the assignment; teaching experience preferred.

In accordance with Education Code Section 48000(g), the Charter School shall ensure that TK teachers meet legally required qualifications. The Charter School will hire substitute teachers in accordance with applicable law.

All teachers in charter schools shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code Sections 44339, 44340, and 44341.

Paraprofessional

- **Responsibilities:** Supports teachers by reinforcing instruction; works with individuals or small groups of students with disabilities; monitors behavior and safety; assists with IEPs, testing, and supervision.
- **Minimum Qualifications:** High school diploma; knowledge of child development and behavior strategies; Google tools proficiency; CPR/First Aid preferred.

Behavior Technician – Paraprofessional

- **Responsibilities:** Supports students with disabilities; delivers ABA-based interventions; assists with academics, behavior, and personal needs; participates in IEPs and testing.
- **Minimum Qualifications:** High school diploma; knowledge of ABA/Discrete Trial Training; experience with special needs students; Google tools proficiency; CPR/First Aid preferred.

Site Director

- **Responsibilities:** Under direction of the Executive Director, the Site Director supervises the teachers and non-instructional staff and shall manage the day-to-day functions of Discovery Phoenix. The Site Director shall act as the instructional leader at the Charter School and shall be responsible for helping the Charter School's students achieve outcomes as outlined in the Educational Program.
- **Minimum Qualifications:** 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: Bachelor's Degree in education or related field (required); MA or equivalent (desirable); California Administrative (desirable) and Teaching Credential; Teach or Experience in Related Field (desirable); The Board reserves the right to consider candidates based upon a combination of education and experience

Dean of Students

- **Responsibilities:** Leads student behavior, discipline, and safety; coordinates SEL programs, attendance, extracurriculars, and after-school activities; supervises staff; collaborates on IEPs, 504s, and behavior interventions.
- **Minimum Qualifications:** Valid CA credential or license; admin credential preferred; minimum 3 years teaching experience, or other teaching experience.

Operations Manager

- **Responsibilities:** Oversees school operational systems (budgeting, SIS, facilities, food service, IT, enrollment, safety); manages risk, compliance, and reporting; supervises site operations staff; supports student recruitment.
- **Minimum Qualifications:** Minimum 5 years work experience with 4 in management/supervision; strong project management and analytical skills; ability to manage compliance and risk.

Office Manager

- **Responsibilities:** Oversees daily school operations including fiscal services, student data, nutrition, facilities, enrollment, and safety; supervises office staff; manages records and compliance.
- **Minimum Qualifications:** High school diploma (Bachelor's preferred); organizational and problem-solving skills; proficiency with Google tools; bilingual Spanish preferred; CPR/First Aid preferred.

Human Resource Manager

- **Responsibilities:** Plans and directs HR functions including recruitment, onboarding, credentialing, employee relations, payroll/benefits, compliance, and record-keeping; supports school leaders with staffing and evaluations.
- **Minimum Qualifications:** Bachelor's degree preferred; 2–3 years credentialing and HR experience; proficiency in a Human Resources Information System (Paylocity/ADP) and Google/Microsoft tools.

School Secretary

- **Responsibilities:** Serves as the first point of contact for families, students, and staff; manages records, student data, enrollment, and substitutes; supports attendance, health, and facilities coordination.
- **Minimum Qualifications:** High school diploma (Bachelor's preferred), organizational skills, proficiency with Google tools, English fluency (Spanish preferred), CPR/First Aid preferred.

Occupational Therapist

- **Responsibilities:** Conducts assessments; develops and implements IEP-based intervention plans; consults with staff and parents; monitors student progress; ensures accessibility and compliance.
- **Minimum Qualifications:** Bachelor's degree; current CA Occupational Therapy license; at least 1 year of pediatric or school-based OT experience.

Accounts Payable/Receivable Clerk

- **Responsibilities:** Maintains financial records; processes invoices and payments; reconciles deposits and accounts; assists with annual fund collections and financial reporting.
- **Minimum Qualifications:** High school diploma (Bachelor's preferred); prior accounting/AP/AR experience; organizational skills; Google tools proficiency; bilingual Spanish preferred.

Summer School Principal

- **Responsibilities:** Manages summer school programs; oversees staff, curriculum, and student discipline; communicates with families; tracks attendance, grades, and program outcomes.
- **Minimum Qualifications:** Bachelor's degree (Master's preferred); valid teacher certification; current DCS staff preferred; strong leadership and communication skills.

Parent Liaison

- **Responsibilities:** Builds relationships between families and school; organizes parent events, workshops, and volunteer programs; conducts outreach and home visits; supports PSC/ELAC.
- **Minimum Qualifications:** AA/AS degree or 48 college units; effective communication skills; experience working with students and families; bilingual preferred.

Nutrition Services Assistant
- **Responsibilities:** Prepares and serves meals; maintains kitchen and food service equipment; ensures safety/sanitation compliance; assists with food inventory and record-keeping.
- **Minimum Qualifications:** 1 year of food prep/service experience; ability to obtain ServSafe certification; basic math and record-keeping skills.

School Psychologist
- **Responsibilities:** Conducts psychoeducational assessments; consults with staff and families; develops and monitors IEPs; provides counseling and behavior support; contributes to MTSS and SELPA compliance.
- **Minimum Qualifications:** Master's degree in psychology or related field; CA PPS credential with School Psychology authorization; TK–8 school experience preferred.

Office Clerk
- **Responsibilities:** Provides clerical support (phones, filing, attendance, records); assists students, parents, and staff; monitors health and safety needs; supports enrollment and independent study documentation.
- **Minimum Qualifications:** High school diploma or equivalent; office/clerical experience; Google Suite proficiency; bilingual Spanish and CPR/First Aid preferred.

Compensation and Benefits
Employees of Discovery Charter Schools shall 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 shall be reviewed annually, and a recommendation shall be made to the Discovery Board for cost of living adjustments and incentive pay to remain competitive.

Other Terms and Conditions of Employment
Discovery Phoenix shall provide opportunities for teachers and other professionals to continue their professional development.

Evaluation procedures shall be conducted in a manner established by the administration and approved by the Discovery Board. Discipline and dismissal procedures, as reflected in the Employee Handbook for the Charter School, shall be developed by the administration and approved by the Discovery Board.

Human Resources
Discovery Charter School System

The original Discovery Charter School 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 Phoenix, as well as the original Discovery Charter School.

The main office staff consists of the Executive Director, and an Operations Manager. The Executive Director will oversee the entire Discovery Charter School system and educational program. Reporting to the Executive Director and second in command is the Operations Manager.

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

"The procedures that the charter school will follow to ensure the health and safety of the 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) For all schools, the development of a school safety plan, and the annual review and update of the plan, pursuant to Section 47606.3." - Education Code Section 47605(c)(5)(F)

The Discovery Board has adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies are incorporated as appropriate into the Charter School's student and staff handbooks and shall be reviewed on an ongoing basis by the Charter School's staff and Board. These policies have been developed in consultation with the Charter School's insurance carriers and at a minimum shall address the following:

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 applicants for employment 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 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 Phoenix Director or designee shall monitor the fingerprinting and background clearance. The Board President shall monitor the fingerprinting and background clearance of the Executive Director. All volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Mandated Child Abuse and Neglect Reporting and Training

All employees, volunteers, contractors (whose duties require contact with or supervision of students), and governing board members of the Charter School are mandated child abuse reporters and follow all applicable reporting laws, the same policies and procedures use by the School districts. For purposes of this requirement, volunteers are defined as individuals who are over 18 years of age and interact with students outside of the immediate supervision and control of the student's parent or guardian or a Charter School employee. The Charter School shall provide training to all mandated reporters 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 enrolled students who receive classroom-based instruction and staff are 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. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Medication in School
The Charter School shall 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; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

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

Diabetes
The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. The Charter School shall 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.

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 workplace. Discovery Phoenix 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 ("HIV") 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. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking
The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources.

Menstrual Products
The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms
The Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals
The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Recess
Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

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.*).

Mental Health Education
If the Charter School offers one or more courses in health education to students in middle school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

Mental Health Information
The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

Referral Protocols for Addressing Student Behavioral Health Concerns
The Board shall adopt, at a regularly scheduled meeting, a policy on referral protocols for addressing student behavioral health concerns in grades 7-8, inclusive. The policy shall meet the requirements of Education Code Section 49428.2, and shall be developed in consultation with Charter School and community stakeholders and school-linked behavioral health professionals, and shall, at a minimum, address procedures relating to referrals to behavioral health professionals and support services.

Drug Free/Alcohol Free/Smoke Free Environment
The Charter School shall function as a drug, alcohol, and tobacco free environment.

School Safety Plan
The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of 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, including the development of all of the following pursuant to Education Code Section 332282(a)(2)(A)-(O):

a. child abuse reporting procedures
b. routine and emergency disaster procedures
c. policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
d. procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
e. a discrimination and harassment policy consistent with Education Code Section 200
f. provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
g. procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
h. a safe and orderly environment conducive to learning
i. the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
j. procedures for conducting tactical responses to criminal incidents
k. procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan
l. procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school
m. procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds
n. procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the school site
o. a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Site Director and, if there is merit to the concern, the Site Director shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communications with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace prevention plan consistent with the requirements of Labor Code Section 6401.9.

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.

Comprehensive Anti-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.

A copy of the sexual harassment policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

Bullying Prevention
The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Coe Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Supporting LGBTQ Students
Through the completion of the 2029-30 school year, the Charter School shall use an online training delivery platform and curriculum to provide at least one hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

SAFETY Act

Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Homicide Threats
The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice
At the beginning of the first semester annually, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the CDE.

Health Care and Emergencies
Discovery Phoenix 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.

Transportation Services
The Charter School shall comply with the requirements of SB 88 (2023-24) inclusive of Education Code Sections 39875, 39877, 39878, and 39879, as applicable, relating to background checks, testing, and other requirements for individuals and entities providing transportation services for students.

Extreme Weather Policy
The Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

ELEMENT 7: STUDENT POPULATION BALANCE

"The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school." (Education Code Section 47605(c)(5)(G).)

Discovery Phoenix programs and activities shall be free from discrimination. Discovery Phoenix 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).

In 2025-26, Discovery Charter – Phoenix served 555 students: 9.7% African American, 32.3% Asian, 3.2% Filipino, 20% Hispanic or Latino, 24.5% White, 8.8% Two or More Races. Our subgroups included 17.1% English Learners, 2.3% Homeless Youth, 12.6% Students with Disabilities, and 17.8% Socioeconomically Disadvantaged.

Student Recruitment and Outreach Plan

Purpose
Discovery Charter School is committed to ensuring equitable access and broad outreach to all students who wish to attend, consistent with Education Code Sections 47605 and 47607. In October 2025, the Charter School submitted a Corrective Action Plan ("CAP") to the Santa Clara County Office of Education ("SCCOE") in response to SCCOE's Notice of Concern regarding student enrollment demographics. This Student Recruitment and Outreach Plan incorporates the commitments made in the CAP and describes the means by which the Charter School will work to achieve a balance of racial and ethnic pupils, special education pupils, and English Learner pupils reflective of the general population residing within the territorial jurisdiction of its authorizer, pursuant to Education Code Section 47605(c)(5)(G).

The Charter School recognizes the importance of aligning its student population with the demographics of the community it serves and is implementing a targeted, multi-year recruitment plan to broaden its reach to Hispanic, English Learner, and Socioeconomically Disadvantaged families. This plan is grounded in transparency, community partnership, and ongoing data analysis to ensure that all families, particularly those from historically underserved communities, are aware of, welcomed to, and supported through the enrollment process.

I. <u>Recruitment and Outreach Objectives</u>

1. *Increase Representation:* Increase enrollment of Hispanic, English Learner, and Socioeconomically Disadvantaged students by 10% by Fall 2032.
1. *Broaden Awareness:* Conduct targeted, multilingual outreach to ensure families in West San Jose and Campbell are informed of the school's programs and admissions process.
2. *Remove Barriers:* Ensure that application and enrollment procedures are accessible, simple, and equitable for all families.
3. *Build Trust:* Strengthen community partnerships and family engagement to create authentic connections with underrepresented communities.

II. Outreach Strategies

1. Community Partnerships
   - Partner with community-based organizations (e.g., Las Madres, Rocketship, SIREN, local churches, and neighborhood associations) to conduct targeted outreach events in South San Jose, West San Joe, Central San Jose, and Campbell, co-host information sessions, and distribute application materials.
   - Engage trusted community leaders and parent ambassadors to help disseminate information in Spanish and English.
2. Accessible and Multilingual Materials
   - Ensure all application and informational materials are available in English and Spanish. Post translated materials online and make hard copies available at the Charter School, at each informational meeting, and at other locations throughout the community.
   - Revise the Charter School's website and FAQ sections to ensure they are accessible, clear, understandable, and welcoming, and to state clearly that parent volunteering is not a requirement for admission or continued enrollment and will not have any impact on a student's initial or continued enrollment or participation at the Charter School.
   - Provide clear, culturally responsive messaging that emphasizes equity and open enrollment.
3. Community-Based Events
   - Host quarterly "Discover Discovery Nights" at local community centers (Campbell and Bascom) and libraries (Campbell and Bascom), with interpretation, childcare, and enrollment assistance provided.
   - Offer bilingual campus tours and family information sessions at flexible times, including evenings and weekends, to accommodate working families.
   - Set up information tables at local fairs, farmers' markets, cultural events, and early childhood education centers.
4. Application Assistance and Access
   - Simplify the application and enrollment process and provide step-by-step guidance in English and Spanish.
   - Hold information and application assistance meetings at times and locations convenient to underrepresented communities and in multiple languages, both at the Charter School and at off-site locations such as community centers and libraries.

- Provide on-site application assistance and office hours at times convenient to working families, including evenings and Saturdays.
- Assist families in completing applications and, after admission, the paperwork required for enrollment.

III. Transparency and Admissions Practices

The Charter School is committed to ensuring full compliance with Education Code Section 47605(c)(5)(G) through public reporting and annual review, and will engage in the following transparency practices:

- Review existing admission preferences to determine whether modification is appropriate.
- Announce the number of available openings by grade level, to the Charter School's best estimation, prior to the open enrollment period each year, and publish this information on the Charter School's website.
- If the number of openings will result in an overall decrease in enrollment from the prior year, document and explain the enrollment adjustment to SCCOE with a written rationale.
- After openings are announced, the Charter School may increase, but may not decrease, the number of seats at any grade level for that open enrollment and lottery period. The Charter School will inform SCCOE of any increase made after the original announcement, with a written explanation of the basis for the increase.
- Audit the admission process and public random drawing procedures to verify fair access, completing the first audit in 2027 and conducting audits annually thereafter.
- Provide annual training for staff, volunteers, and parents who organize activities, seek donations, or support enrollment on the requirements and prohibitions of the free schools guarantee, pupil fees (Education Code Section 49010 et seq.), and non-discrimination. The Charter School prohibits any communications implying that donations or volunteerism are required or have any impact on a student's initial or continued enrollment or participation. The Charter School will ensure that 100% of enrollment and recruitment personnel, including staff and volunteers, complete the required compliance training.

IV. Enhancing School Culture and Belonging

- Integrate heritage celebrations, bilingual communications, and multicultural events into the school calendar.
- Highlight diverse student and family stories in monthly newsletters ("Why Discovery?").
- Increase participation of historically underserved groups in the Parent Site Council and English Learner Advisory Committee.
- Administer annual family engagement and belonging surveys and use results to inform recruitment and retention strategies.

V. Data, Accountability, and Monitoring

- Establish a baseline of applicant pool demographics in 2027, and track year-over-year changes in applications and enrollment by race/ethnicity, English Learner status, and Socioeconomically Disadvantaged status.
- Increase attendance at outreach events by 20% by June 2027, continue to grow attendance each year thereafter, and analyze conversion rates from interest to application to enrollment.
- Meet with the Director of SCCOE's Charter Schools Department each March, beginning March 2028, for a mid-year progress review regarding outreach and open enrollment.
- Prepare an annual review and analysis of the effectiveness of the Charter School's outreach efforts. The analysis will include metrics for assessing the effectiveness of each component of this plan and will not simply assume that the plan, or any component of it, is or is not working based on who enrolled; rather, it will include a specific analysis of the facts and factors indicating effectiveness and identify plans to increase effectiveness as necessary.
- By May 31 of each year, provide SCCOE with a written report of this analysis, documenting progress and community engagement outcomes, together with any updates to this plan, for review and collaboration on next steps.

I. Roles and Responsibilities

Position	Responsibility
Executive Director	Oversight and SCCOE liaison
Operations Manager	Data tracking, monitoring, reporting
Site Director	On-site implementation of outreach activities
Family Liaison	Community engagement, event coordination, family support

II. Timeline of Activities

Timeline	Activity	Deliverable
Fall 2026-Spring 2027	Launch targeted outreach partnerships	MOUs and event calendar
March 2027	Mid-year progress review with SCCOE	Meeting notes and updated metrics
May 2027	First annual recruitment and outreach report	Submitted to SCCOE
Annually thereafter	Continuous outreach, tracking, reporting	Annual updates to plan

III. Long-Term Commitment

Discovery Phoenix recognizes that achieving demographic balance is an ongoing process. The school is committed to working collaboratively with SCCOE and community partners to ensure open access, transparency, and continuous improvement in its recruitment and enrollment

practices. Should Discovery Phoenix's efforts not produce immediate results on their own, Discovery Phoenix shall seek professional experts in year 2 and/or 3 in areas noted lacking progress.

Through targeted outreach, cultural responsiveness, and rigorous data monitoring, Discovery Phoenix will continue to evolve its practices to reflect the diversity of its surrounding community.

ELEMENT 8: ADMISSION POLICES AND PROCEDURES

"Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (e)." (Education Code Section 47605(c)(5)(H).)

Student Admission Policies and Procedures

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

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

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 described in Education Code Section 220.

Discovery Phoenix shall strive to achieve a student population from the District area who understand and value the Charter School's mission and vision statements and are committed to the Charter School's instructional and operational philosophy.

Discovery Phoenix 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 for in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

The Charter School's application process is comprised of the following:

1. Recommended parent/family attendance at a school information meeting and school tour (multiple options, including by videoconference, are made available)
2. Completion of a student application form

Discovery Phoenix 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 children) 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.

After admission, students are required to submit an online registration packet including, but not limited to, the following:

1. Registration Forms
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[2]
7. Housing questionnaire
8. Proof of Residency documents
9. Parent/Guardian Identification
10. Current IEP or Section 504 plan

Discovery shall admit all students who submit a complete registration packet and wish to enroll in the Charter School subject only to capacity. The Charter School may adopt a policy to supplement the admission and enrollment procedures contained in Element 8 as needed.

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 lottery drawing shall be conducted for the oversubscribed grades for those applicants who submitted complete qualified applications during the open enrollment period. Currently enrolled students at the Charter School are not subject to the lottery drawing and are guaranteed admission in the following school year.

Lottery drawing rules, deadlines, dates, and times for the random drawing will be communicated in the enrollment applications, on the Discovery website, and in the Charter 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/guardians of all lottery

[2] In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

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 (2) weeks prior to the lottery date.

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 Charter School will take all necessary efforts to ensure lottery procedures are fairly executed.

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

1. Siblings of currently enrolled students.
2. Children of Discovery Charter School employees[3]
3. Students who are currently enrolled in or who reside in the elementary school attendance area of the public elementary school in which Discovery Phoenix is located (for purposes of the Charter School Facility Grant Program).
4. Residents of Moreland School District.
5. California residents who are eligible to receive free or reduced-price meals as determined by federal guidelines.
6. All other California residents.

Upon accepting an offer at the Phoenix campus, the student will be removed from any waitlists for other Discovery schools.

A waiting list of applicants at each grade level shall be maintained to fill vacancies that occur during the school year.

In no circumstance will a waitlist carry over to the following school year.

Lottery Procedure

1. The "Applicant List" will be auto generated from the online enrollment application after the end of the enrollment period and before the Lottery date. The original and two (2) copies will be kept in the Charter School office where the lottery occurred in sealed envelopes. The envelopes will remain sealed until such time as a dispute arises between a family included in the lottery and Discovery, or the school year ends.

[3] Where a Discovery Charter School employee is defined as: (a) Any person working for Discovery Charter – Phoenix more than twenty (20) hours per week and who receives their paycheck directly from Discovery Charter – Phoenix, or (b) Any person working for Discovery Charter more than twenty (20) hours per week and who receives their paycheck from a company contracted by Discovery Charter - Phoenix, AND who has worked for Discovery Charter - Phoenix through this contractor for at least one (1) full school year at more than twenty (20) hours per week.

2. Families will be informed of their Lottery ID Alias(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.
3. The Discovery Executive Director or designee will initiate the automated lottery process using the online enrollment platform on the assigned lottery date and time.
4. The admissions lottery will be structured by preference category in the order specified under the "Preference Group" heading above.
5. The lottery will be an automated process that is done using the online enrollment application, which will utilize the lottery preferences previously specified. The lottery result list will be used to fill available grade level spaces. The remaining applicants on the lottery list will form the current year wait lists for each grade.
6. Families who receive offers of acceptance for available spaces in a given grade level will receive registration forms via email. For those that do not have access to email they will receive registration forms by U.S. mail. If the completed registration forms are not submitted/returned to Discovery Falcon or Discovery Phoenix 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.
7. It is the parent/guardian's responsibility to update their contact information with Discovery Falcon or Phoenix. Discovery shall not be responsible for failure to contact the parent/guardian of either accepted or wait-listed applicants due to expired contact information.
8. A student placed on a waitlist will remain on the waitlist until either:
    a. The student is accepted into a Discovery Charter School, or
    b. The parent/guardian declines an offer of acceptance for their student, or
    c. The parent/guardian requests in writing that the student be removed from the waitlist, or
    d. The school year ends.
9. Families who apply after Open Enrollment will be added to the proper wait list according to the admission preferences. However, in no event shall a student who submitted their application after the close of the Open Enrollment period and did not participate in the lottery drawing be placed on a waitlist above any student who participated in the lottery drawing for admission, regardless of whether the applicant does or does not qualify for one of the admission preferences granted during the Open Enrollment period and lottery drawing.
10. In the event a situation arises that is not covered by this policy, the Executive Director and Operations Manager present at the lottery will determine the fairest method for resolution of the issue.

ELEMENT 9: SUSPENSION AND 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 are 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 the pupil's 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 schooldays 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 homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker 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).
(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information."
- Education Code Section 47605(c)(5)(I)

Discovery Phoenix has developed and maintains a comprehensive set of student discipline policies and procedures. These policies clearly describe the Charter School's expectations

regarding, among other things, attendance, mutual respect, substance abuse, violence, safety, and work habits.

Each parent/guardian[4] is required annually to verify that they have reviewed the policies, as reflected in the Family Handbook, 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 and will include suspension and expulsion data in its annual performance report.

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.

Policy

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at Discovery Charter Schools . In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Family Handbook which will clearly describe discipline expectations.

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

[4] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

a student. For purposes of this 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 upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available in the Family Handbook and on the Charter School's website.

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 Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student 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 to 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/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian 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 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. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study written agreement pursuant to Education Code Section 51747(g).

Alternative Means of Correction

For a student facing discipline for a discretionary offense listed below, the Site Director may, whenever possible and practicable, provide alternatives to suspension or expulsion. These alternatives shall use a research-based framework with age-appropriate strategies that improve behavioral and academic outcomes while addressing and correcting the student's specific misbehavior.

The Charter School shall not suspend or expel any student based solely on the fact that they are truant, tardy, or otherwise absent from school activities. Violations of the Charter School's attendance expectations shall be addressed in accordance with Charter School Attendance and Truancy Policy and/or Independent Study Policy, as applicable.

No student may be suspended or expelled for willful defiance or disruption. Alternatively, Charter School staff may refer a student who engages in willful defiance and/or disruption to the Site Director or designee for appropriate and timely in-school interventions or supports. Within five (5) business days, the Executive Director or designee shall:

1) Document the actions taken and save the document to the student's record
2) Inform the referring staff member what actions were taken and if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

For a student who has been suspended, or for whom other means of correction have been implemented, for an incident of racist bullying, harassment, or intimidation, the Charter School may require both the victim and perpetrator to engage in a restorative justice practice. The Charter School may also require perpetrators to engage in culturally sensitive programs that promote racial justice and equity and combat racism and ignorance.

The Charter School may utilize its Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, be used to help students gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

Procedures

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 period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension or Expulsion Offenses: Students may be suspended or expelled when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or 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. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

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 a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.

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, which includes but is not limited to, electronic files and databases.

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 policy, "hazing" means a method of initiation or preinitiation into a student 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 student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "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 their own safety or for their 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 their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any of grades 4 to 8, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8 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) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8 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 their age, or for a person of their 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 their physical or mental health.
    iii. Causing a reasonable student to experience substantial interference with their academic performance.
    iv. Causing a reasonable student to experience substantial interference with their 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 student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student 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 student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to Charter 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 policy, "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.

u) A student who aids or abets, as defined Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student 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 or other dangerous object of no reasonable use to the student 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 Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4

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, on to campus or to have possessed a firearm or destructive 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 student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- 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 any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) 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 Executive Director or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive 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 Charter 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 student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(I)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference. Penalties shall not be imposed on a student for failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. 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(s) committed by the student as well as the date the student may return to school following the suspension. If Charter 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 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 Executive Director or designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student 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 student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference. This determination will be made by the Executive Director or designee upon either of the following 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(I)(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 neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. 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 of Directors 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 Executive Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion. 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 a confidential setting (complying with all student confidentiality rules under FERPA) unless the student 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 student. 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.
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.
5. An explanation of 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.

6. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing.
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing.
8. An explanation of 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 that 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 student.

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 their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.

2. The Charter 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 expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness 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 the complaining witness 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 entity 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 the complaining witness 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 entity 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 their discretion to remove a person from the hearing whom they believe 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 hearing room during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their 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 entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances 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. 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 student, 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 their testimony heard in a session closed to the public.

I. Expulsion Decision

The recommendation of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The Executive Director or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) notice of the specific offense committed by the student; and (b) 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 Executive Director or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) the student's name; and (b) the specific expellable offense committed by the student.

K. 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 chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

M.Expelled Students/Alternative Education

Students 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.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors 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 (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding the Executive Director's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student 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 student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student 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.

Q. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, for students who are identified as disengaged from their program, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for truancy shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of County

The Charter School shall immediately notify the County and coordinate the procedures in this policy with the County of the discipline of any student with a disability or student that the Charter School or the County would be deemed to have knowledge that the student had a disability.

2. 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.

3. 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 parent/guardian 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/guardian, 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/guardian, 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/guardian 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/guardian, 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/guardian 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.

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 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 U.S.C. 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 U.S.C. 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 Charter 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/guardian 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 Site Director 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 that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT 10: EMPLOYEE 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." - Education Code Section 47605(c)(5)(J)

All certificated employees of Discovery Phoenix who are eligible shall participate in the State Teachers' Retirement System ("STRS"). Non-certificated staff shall participate in the federal social security system, and will have access to other school-sponsored retirement plans according to policies adopted by the Discovery Board of Directors.

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

ELEMENT 11: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools" - Education Code Section 47605(c)(5)(K)

No pupil shall be required to attend Discovery Phoenix. Each student enrolled at Discovery Phoenix is informed in writing 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 Phoenix, 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.

ELEMENT 12: 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" - Education Code Section 47605(c)(5)(L)

No public school employee shall be required to work at Discovery Phoenix. Job applicants for positions at Discovery Phoenix shall be considered through an open process, and if hired, shall be individually contracted as approved by the Board.

Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District 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 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.

ELEMENT 13: DISPUTE RESOLUTION

"The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter." - Education Code Section 47605(c)(5)(M)

Charter School/County Dispute Resolution Procedures

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 Charter School's policies;
- Minimize oversight burden on the County;
- Ensure a fair and timely resolution to disputes.

Disputes Arising From Within the Charter School

Disputes arising from within Discovery Phoenix, 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 Phoenix shall also maintain a Uniform Complaint Policy and Procedures and Title IX complaint procedures as required by state and federal law, respectively.

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 Executive Director of Discovery Charter Schools for resolution pursuant to the Charter 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 Board of the School has requested the Santa Clara County Office of Education to intervene in the dispute.

Disputes Between the Charter School and the County

The Charter School and the SCCOE will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures.

If the SCCOE determines that a violation of the Charter or MOU or law may have occurred or a problem has arisen related to the operation of the Charter School or the SCCOE's oversight obligations, or a dispute otherwise arises between Discovery and the County, the following procedures shall be followed to resolve the dispute:

1. Should the SCCOE determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health and safety of the pupils, it shall not be bound by any portion of this dispute resolution process and may commence revocation proceedings immediately or take action as it deems necessary.
2. In the event that the County believes that the dispute relates to an issue that could lead to the revocation of the charter, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the County's

ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations. Rather, the SCCOE may choose in its sole discretion, to proceed directly with the revocation procedures or may choose to participate in all or part of the dispute resolution procedures set forth below.

3. If the violation or issue in question does not constitute a severe and imminent threat and the SCCOE has not decided to commence revocation procedures without following this dispute resolution procedure, the SCCOE will provide written notification of the violation or issue. The date that this notice is orally provided or sent shall be the "Notice Date." This notice will also constitute the notice required under the provisions of Education Code Section 47604(d) prior to revocation of a charter. Upon issuance of this notice, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and the meeting shall be held within ten (10) calendar days after the Notice Date. The SCCOE representative at the meeting will be the Superintendent or the Superintendent's designee, and the Charter Schol representative will be the Executive Director or designee. If the dispute is not resolved at this meeting, or in strict accordance with any plan for resolution agreed upon at this meeting, the parties will proceed to step 4. Any period of time agreed upon at the meeting for the Charter School to attempt to cure the issue shall be deemed and is agreed by the Charter School and the SCCOE to constitute the "reasonable opportunity to remedy the violation" provided for in Education Code Section 47607(d) prior to revocation of the Charter.
4. The SCCOE may commence revocation of the Charter and/or other appropriate action in accordance with Education Code Section 47607 or applicable law.

If mediation does not resolve the dispute 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 the Charter School.

ELEMENT 14: CHARTER SCHOOL CLOSURE PROCEDURES

"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." –Education Code Section 47605(c)(5)(N)

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 Executive Director the responsibility to manage the closure-related activities and dissolution process.

Should Discovery Phoenix close, the following procedures, as detailed in the MOU between Discovery Charter - Phoenix and the Santa Clara County Office of Education, will be followed to ensure an orderly closing of the school.

In addition to the procedures specified in the Charter, the Charter School shall comply with all of the requirements of California Code of Regulations, Title 5, Sections 11962 and 11962.1 and any other applicable legal requirements for closure of a charter school and the following requirements. The closure procedures set forth in the Charter and in this section of the MOU shall be collectively referred to as the "Closure Protocol." The official action by the Charter School's Board documenting the closure of the school for any reason will be referred to as the "Closure Action." In the case of any conflict between the closure procedures described in the Charter and those described in the MOU, the procedures set forth in the MOU shall prevail.

A. Charter School shall identify an entity and person(s) responsible for closure-related activities and each notice required below shall include information on the responsible person and entity and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure.
B. The Charter School Board shall provide written notification to the SCCOE of the determination of the Closure Action and of the effective date of the closure, and the contact information for the person(s) to whom reasonable inquiries may be made regarding the closure as a charter school within 72 hours of the Closure Action.
C. Charter School shall provide written notification to the home districts of the list of returning students within 72 hours of the determination of the Closure Action.
D. Charter School shall provide written notification of the Closure Action and the effective date of closure of Charter School to the California Department of Education, the Charter School's SELPA, and the retirement systems in which Charter School's employees participate by registered mail within 72 hours of the Closure Action.
E. On closure, Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.
F. This notice to the parents and students will be provided within 72 hours of the Closure Action. The written notification shall include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student

records. Parents/guardians will also be provided with student information that includes grade reports, discipline records, immunization records, and specific information on completed courses and credits that meet graduation requirements.

G. Charter School will provide parents, students and the receiving school districts with copies of all appropriate student records within seven calendar days from the determination of the Closure Action or within seven days of the last student attendance day at Charter School if Charter School is to remain open as a charter school beyond the date that a Closure Action is determined, and will otherwise assist students in transferring to other schools. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. Section 1232g. Charter School will ask the SCCOE to store original records of Charter School students. If the SCCOE will not or cannot do so, Charter School will ask the SCCOE to determine a suitable alternative location for storage. All state assessment results, special education records, and personnel records will be transferred and maintained in accordance with applicable law.

H. As soon as is reasonably practical, but no later than 60 days after the latter of the Closure Action or the effective date of the closure, Charter School shall prepare final financial records. The Charter School's independent audit is completed by an independent auditor who meets the qualifications to perform Charter School's annual audits, as soon as is reasonably practical, but in no case later than six months after closure, and provides the audit report to the SCCOE promptly upon completion. The auditor and audit shall comply with all of the requirements for Charter School's annual audit as set forth in the Charter. In the case that Charter School either does not pay for or have an independent audit completed within the six-month timeline, the SCCOE may, at its option, pay for an audit to be completed and subtract such payment from any funds due to the Charter School. Any costs for the audit incurred by the SCCOE shall remain a liability of Charter School until repaid in full. The final audit will delineate the disposition of all assets and liabilities. Any liability or debt incurred by Charter School shall be the responsibility of Charter School and not the SCCOE. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused special education related funds will be returned to the SCCOE or SELPA, as appropriate, and other categorical funds will be returned to the source of funds.

I. For six calendar months from the latter of the Closure Action or the effective date of the closure, sufficient staff as deemed appropriate by the Charter School Board will maintain employment to take care of all necessary tasks and procedures required for smooth closing of the Charter School and student transfers.

J. In addition to the final audit, Charter School shall also submit any required year- end financial reports to the California Department of Education and the SCCOE in the form and timeframe required.

K. If Discovery Charter Schools does not have any functions other than operation of the Charter School, the corporation will be dissolved according to its Bylaws.

Notwithstanding any rule, regulation, Charter provision, corporate Bylaw or document to the contrary, on closure of the Charter School, all assets of the Charter School including but not limited to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the Charter School - which have been determined to have been generated exclusively through state and federal apportionment funds for Charter School students, after payment of all debts and liabilities and refunds to applicable agencies, shall be distributed to a California public school or school district. Any assets acquired from the SCCOE or SCCOE property will be promptly returned to the SCCOE upon the Charter School's closure. The distribution shall include the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted. All remaining assets of Charter School will be liquidated and all creditors will be paid first.

Upon the winding up and dissolution of the corporation, after paying or adequately providing for the debts and obligations of the corporation (including any obligations requiring the return of grant funds on the dissolution of the corporation), any capital assets, including facilities or property, purchased in whole or part with public funds will be distributed to the SCCOE or another California public school, school district, or county office of education. Any remaining assets of the corporation shall be distributed to either (i) such organization organized and operated exclusively for educational purposes which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, (or the corresponding provision of any future United States Internal Revenue Law), or (ii) a state or political subdivision of a state of the United States to be used exclusively for public purposes.

This Closure Protocol and the Closure Protocol set forth in the Charter shall survive the revocation, expiration, termination, or cancellation of the MOU or the Charter or any other act or event that would end the Charter School's right to operate as a charter school pursuant to the Charter or cause the Charter School to cease operation. The Charter School and the SCCOE agree that, due to the nature of the property and activities that are the subject of this petition, the SCCOE and public shall suffer harm should the Charter School breach any obligation under its Closure Protocol. The SCCOE, therefore, shall have the right to seek equitable relief to enforce any right arising under the Closure Protocol or any provision of the Closure Protocol or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the SCCOE. Such legal relief shall include the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

The Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

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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 nonprofit public benefit corporation. Upon dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements 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 Charter School shall remain solely responsible for satisfaction of all liabilities arising from the operation of the Charter School.

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 Charter School and the County.

MISCELLANEOUS PROVISIONS

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 cashflow and financial projections for the first three years of operation." - Education Code Section 47605(h).

In Attachment 5: Discovery Charter School Multi-Year Financial Projections, please find the following:

- Budget assumptions/narrative
- Financial projections for the next three years of operation

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

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, a local control and accountability plan and an annual update to the 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. Additionally, on or before January 31, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the County Superintendent of Schools, State Controller, and CDE.
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 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, and the LCAP.

The Charter School agrees to and submits to the right of the County to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County.

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 timely fashion.

Insurance
The Charter School shall maintain, 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, errors and omission policies, sexual harassment, mandated reporter, of the type and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will aligned to SCCOE risk management requirements and the Charter School's insurer. That County governing board shall be named as an additional insured on all policies of the Charter School.

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

Any Charter School-requested services from the Santa Clara County Office of Education shall 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 School-requested service. Discovery Phoenix shall establish a competitive bid process balancing quality and price to outsource any of the services not handled in-house. Day-to-day site administration responsibilities are handled by site staff.

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.

Facilities
"The facilities to be used 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(h).

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

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

Discovery Phoenix pays Fair Market Value rent to the District and under our current lease agreement has waived the rights to facilities under Proposition 39. Discovery Phoenix 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 Phoenix requires a fully equipped, contiguous school site to successfully and safely operate its program.

Transportation
Since Discovery Phoenix is a school of choice, it will be the responsibility of parents/guardians to provide transportation of students to and from 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.

Potential Civil Liability Effects
"Potential civil liability effects, if any, upon the charter school and upon the school district." - Education Code Section 47605(h).

Discovery Phoenix shall be operated by Discovery Charter School, a California non-profit public benefit corporation. Discovery Charter School 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 23701d. 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, Education Code Section 47600, et seq.

As such, in accordance with Education Code Section 47604(d), if the County Board complies with all oversight responsibilities required by law, the County Board 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 Board shall not be liable for the operation of the Charter School.

Further, the Charter School intends to renew its Memorandum of Understanding with the County, which, among other things, provides for indemnification of the County for the actions of the Charter School under this charter.

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

As stated above, insurance amounts shall be determined by recommendation of 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 shall maintain appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Oversight, Reporting, and Renewal

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

The Discovery Board may request from the Santa Clara County Board of Education Board 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 the Education Code Sections 47605, 47607, and 47607.2 and its implementing regulations.

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 email or 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.

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

Santa Clara Office of Education
1290 Ridder Park Drive MC 243
San Jose, CA 95131

California Secretary of State

Business Programs Division
1500 11th Street, Sacramento, CA 95814

DISCOVERY CHARTER SCHOOL
4021 TEALE AVE
SAN JOSE, CA 95117

Business Amendment Filing Approved

July 6, 2026

Entity Name: DISCOVERY CHARTER SCHOOL
Entity Type: Nonprofit Corporation - CA - Public Benefit
Entity No.: 2632136
Document Type: Amendment
Document No.: BA20261395728
File Date: 07/02/2026

The above referenced document has been approved and filed with the California Secretary of State. To access free copies of filed documents, go to **biz**fileOnline.sos.ca.gov and enter the entity name or entity number in the Search module.

What's Next?

The most up to date records may be obtained by searching for the Entity Name or Entity Number in the Search module at **biz**fileOnline.sos.ca.gov.

For further assistance, contact us at (916) 657-5448 or visit **biz**fileOnline.sos.ca.gov.

bizfile CALIFORNIA

Thank you for using **bizfile California**, the California Secretary of State's business portal for online filings, searches, business records, and additional resources.

For Office Use Only

-FILED-

File No.: BA20261395728

Date Filed: 7/2/2026

CERTIFICATE OF AMENDMENT OF ARTICLES OF INCORPORATION

The undersigned certify that:

1. They are the President and Secretary, respectively, of Discovery Charter School, a California nonprofit public benefit corporation, with California Entity Number 2632136.

2. Article V. of the Articles of Incorporation of this Corporation is amended to read as follows:

   Upon the dissolution or final liquidation of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation shall be distributed to another public school that meets the requirements of Section III.A of IRS Notice 2015-07 for participation in a governmental plan under Section 414(d) of the Internal Revenue Code, or shall be distributed to the State of California, a political subdivision of the State, or an agency or instrumentality of the State or of a political subdivision of the State.

3. The foregoing amendment of the 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.

Date: 6/24/26

Chris Foisie, President

Date: 6/24/26

Pooja Chopra, Secretary

4909-5150-6845, v. 1

84/49-5332 07/02/2026 5:00 PM Received by California Secretary of State

California Secretary of State

Business Programs Division
1500 11th Street, Sacramento, CA 95814

Request Type: Certified Copies
Entity Name: DISCOVERY CHARTER SCHOOL
Formed In: CALIFORNIA
Entity No.: 2632136
Entity Type: Nonprofit Corporation - CA - Public Benefit

Issuance Date: 07/06/2026
Copies Requested: 1
Receipt No.: 014278491
Certificate No.: 477216630

Document Listing

Reference #	Date Filed	Filing Description	Number of Pages
B4749-5332	07/02/2026	Amendment	1

** **** ****** ******** End of list ******** ****** **** **

I, SHIRLEY N. WEBER, PH.D., California Secretary of State, do hereby certify on the Issuance Date, the attached document(s) referenced above are true and correct copies and were filed in this office on the date(s) indicated above.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California on July 06, 2026.

SHIRLEY N. WEBER, PH.D.
Secretary of State

To verify the issuance of this Certificate, use the Certifcate No. above with the Secretary of State Certification Verification Search available at bizfileOnline.sos.ca.gov.

For Office Use Only

-FILED-

File No.: BA20261395728

Date Filed: 7/2/2026

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Date: 6/24/26

Chris Foisie, President

Date: 6/24/26

Pooja Chopra, Secretary

4909-5150-6845, v. 1

Certificate Verification No.: 47216630 Date: 07/06/2

04/03-0357 07/07/2026 1:00 PM Received by California Secretary of State

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Date: 6/24/26

Chris Foisie, President

Date: 6/24/26

Pooja Chopra, Secretary

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 ID# 95152
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

noted
9/24/07

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

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

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

Letter 947 (DO/CG)

BYLAWS
OF
Discovery Charter Schools

(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Discovery Charter Schools ("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 ("Board") 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, the Memorandum of Understanding with SCCOE ("MOU"), and the Addendum

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, the MOU, or Addendum shall be deemed a violation of the Charter, the MOU, and the Addendum. In the case of a conflict with the requirements of the Charter, the MOU, and/or the Addendum the Discovery Charter School Board of Directors shall take prompt action to revise the Articles or Bylaws to make them consistent with the Charter, the MOU, and the Addendum or seek a material revision to the Charter. Should the provisions of the Charter, the MOU, and/or the Addendum conflict with the policies, practices or terms of any collective bargaining agreement or other agreement of Discovery Charter School, the provisions of the Charter, the MOU and the Addendum shall prevail.

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 insure to the benefit of any private person or individual, or to any director or officer of the corporation. Upon the dissolution or final liquidation of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation shall be distributed to another public school that meets the requirements of Section III.A of IRS Notice 2015-07 for participation in a governmental plan under Section 414(d) of the Internal Revenue Code, or shall be distributed to the State of California, a political subdivision of the State, or an agency or instrumentality of the State or of a political subdivision of the State.

ARTICLE VI
CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This Corporation shall have no 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. 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.

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.

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 chartering authority as consistent with Education Code Section 47604(c). If the chartering authority 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 chartering authority, 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.

Whether and how to select as SCCBOE representative to the Discovery Charter School Board of Directors pursuant to Education Code Section 47604(c) and the identity of such a representative shall be in the SCCBOE's sole discretion, and in no event shall the Charter School or its Board of Directors (including any nominations committee thereof) have any role in or authority over such selection, appointment, and/or removal of such a representative. Any representative of the SCCBOE on the Board of Directors shall be exempt from any rules, requirements, or procedures for selection, appointment, or removal from the Discovery Charter

School Board. All such determinations are within the SCCBOE or its designee's sole discretion, including exemption from any type of nominations committee process and approval by vote of the Discovery Charter School Board or any other appointment or removal procedures described in the Bylaws.

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, technology, law, nonprofit organizations, and fundraising.

No more than one member of a family may serve on the Board at the same time. No individual may be an officer or member of the Program Site Council (PSC) and the Board of Directors at the same time.

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.

Section 5. ELECTION COMMITTEE. The President of the Board of Directors may appoint a committee ("Election Committee") to review applicants for election to the Board of Directors in accordance with a timeline established by the Board. All applicants to the Board must complete the designated annual Board application by the deadline as designated by the Election Committee in order to qualify to run for election. The Election Committee shall have the option to interview any or all candidates in its discretion. The Election Committee shall report to each Board member a list of all candidates "recommended" or "not recommended" by the committee.

Section 6. USE OF CORPORATE FUNDS TO SUPPORT A NOMINEE AND/OR APPLICANT. No Corporation funds may be expended to support a nominee and/or applicant.

Section 7. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 8. 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 9. 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 10. 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 11. REMOVAL OF DIRECTORS. Any director, except for the representative designated by the chartering authority, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and such removal are given in compliance with the provisions of the Ralph M. Brown Act (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) as said chapter may be modified by subsequent legislation ("Brown Act"). The representative designated by the chartering authority may be removed without cause by the chartering authority or with the written consent of the chartering authority.

Without limiting the general authority of the Board to remove a director without cause, a director 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 each fiscal 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.

Before any removal of a Board designated director, the director will be advised of the basis for removal and will be given an opportunity to present to the Board any contrary evidence, or explanation he or she may have. The representative designated by the chartering authority may be removed without cause by the chartering authority or with the written consent of the chartering authority.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors, except for a vacancy in the seat of the representative appointed by the chartering authority, may

be filled by approval of the Board of Directors. A vacancy in the seat of the representative of the chartering authority shall be filled by the chartering authority.

Section 13. 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 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation unless the Board designates another location in accordance with these Bylaws. Meetings shall be held within the physical boundaries of the county in which the charter school or schools are located. A two-way teleconference location shall be established at each schoolsite. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act and Education Code section 47604.1.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors shall be conducted under the most recent version of Robert's Rules of Order to the extent consistent with the Brown Act. Notwithstanding the foregoing, failure to follow Robert's Rules of Order at any meeting shall not affect the validity of any corporate action otherwise in compliance with the California Corporations Code, the Articles of Incorporation, Bylaws, and any applicable corporate resolutions.

The Board of Directors shall meet annually for the purpose of organization, election of officers, adoption of the regular Board meeting schedule, 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 noticed by the Board of Directors in accordance with the Brown Act.

Section 16. REGULAR MEETINGS. The Board shall adopt a regular Board meeting schedule at the annual Board meeting. The regular Board meeting schedule may be revised as necessary by the Board of Directors. 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. The President shall have the authority to reschedule a regular meeting as necessary to establish a quorum of Directors.

Section 17. 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 if there is such an officer, or a majority of the Board of Directors. If a President has not been elected, then the Vice President is authorized to call a special meeting in place of the President. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. 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 by electronic mail at least twenty-four (24) hours prior to the start of the meeting.

The notice of special meeting shall state the time of the meeting, the place, 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 19. QUORUM. A majority of the 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 the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Section 20. TELECONFERENCE MEETINGS[1]. 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 physical boundaries of the county in which the charter school or schools are located;

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 members of the public shall be provided with an opportunity to address the Board of Directors directly at each teleconference location;[2]

e. Members of the public must be able to hear what is said during the meeting; and

f. Members of the public attending a meeting conducted via teleconference need not give their name as a condition to attendance at the meeting.[3]

Section 21. 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. 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 the Brown Act.

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[1] Pursuant to Government Code Section 54953.8, the Corporation may use teleconferencing without complying with the requirements of paragraphs (a), (c), and (d) if the Corporation complies with the requirements of Sections 54953.8.2, 54953.8.3, or 54953.8.6.

[2] This 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.

[3] The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

Section 22. 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 23. BOARD COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of one or more directors, to serve at the pleasure of the Board. Only committees comprised solely of directors may exercise delegated authority of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. 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. Fill vacancies on the Board of Directors or any committee of the Board;

b. Amend or repeal bylaws or adopt new bylaws;

c. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;

d. Create any other committees of the Board of Directors

Section 24. 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 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this Corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Educational Rights and 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, a Secretary, and a Chief Executive Officer. The Corporation, at the Board's direction, may also have 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. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board of Directors may, by a majority of the Directors in office, remove any officer with or without cause.

Section 5. 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 6. 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 7. 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 8. 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 9. 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, the Chief Executive Officer 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 10. 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.

Section 11. CHIEF EXECUTIVE OFFICER. The Chief Executive Officer, also known as the Executive Director, shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The Chief Executive Officer shall have such other powers and 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).

All business of the Charter School and its Board of Directors shall comply with all laws controlling charter schools, and the Charter School, its Board of Directors, administrators, managers and employees, and any other committees of the school, shall comply with all applicable federal and state laws and nonprofit integrity standards regarding ethics and conflicts of interest, and all provisions of law generally applicable to public agencies as applied to charter

schools, including, but not limited to Education Code Section 47604.1, the Public Records Act (Govt. Code Section 7920.000 *et seq.*), the Political Reform Act of 1974 (Gov. Code Section 81000 et seq.), the Brown Act (Gov. Code Section 54950 et seq.) and the requirements described at Government Code Section 1090 et seq., as set forth in Education Code Section 47604.1, and any attendant regulations as they may be amended from time to time, and any other applicable conflict of interest prohibitions, including prohibitions applicable to California non-profit corporations. The Corporation shall not enter into any "self-dealing transactions" or "acceptable transactions," that would violate the Brown Act, Government Code Section 1090, and/or the Political Reform Act of 1974.

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. 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 governing the charter schools 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.

The Corporation shall provide written notice to the County Superintendent 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 Board of Directors. Should the County Superintendent or designee indicate that the SCCOE considers the proposed revision(s) to be a material revision to the Charter School's governance structure or Charter, the Board of Directors 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 the corporation 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 June 24, 2026, and that these Bylaws have not been amended or modified since that date.

Executed on June 24, 2026 at San Jose, California.

Pooja Chopra

Pooja Chopra, Secretary

DISCOVERY CHARTER SCHOOL
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.

EXHIBIT A

DESIGNATED POSITIONS

Designated Position	Assigned Disclosure Category
Member of the Board of Directors	1
Executive Director	1
Operations Manager	1
Human Resources Manager	3
School Director	1
Consultant	2
Newly Created Position	*

Category 1

Designated positions assigned to this category must report:

(1) Investments in, income (including gifts, loans, and travel payments) from, and business positions in:

(a) any source of the type which engages in the acquisition or disposal of real property or is engaged in building construction or design.

(b) any source of the type which engages in the manufacture, sale, repair, rental or distribution of school supplies, goods, materials, school furnishings, or equipment of the type utilized by the Charter School. This includes, but is not limited to, educational supplies, textbooks, and items used for extracurricular courses.

(c) any source which is engaged in the performance of work or services of the type to be utilized by the Charter School. This includes, but is not limited to, student services commonly provided in public schools such as speech therapists and counselors.

(2) Interests in real property that are located in whole or in part within the boundaries of Santa Clara County or within two miles of the boundaries of Santa Clara County, or of any land owned or used by the Charter School.

Category 2

Consultants, as defined for purposes of the Political Reform Act, are included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in this code subject to the following limitation:

The Executive Director may determine in writing that a particular consultant, although a "designated position" is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements of the broadest disclosure category, but instead must comply with more tailored disclosure requirements specific to that consultant. Such written determination shall include a description of the consultant's duties and based upon that description, a statement of the extent of disclosure requirements. The Executive Director's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code. (Government Code section 81008.)

Category 3

Designated positions assigned to this category must report investments in, income (including gifts, loans, and travel payments) from, and business positions in:

(1) any source of the type which engages in the manufacture, sale, repair, rental or distribution of school supplies, goods, materials, school furnishings, or equipment of the type utilized by the Charter School. This includes, but is not limited to, educational supplies, textbooks, and items used for extracurricular courses;

(2) any source which is engaged in the performance of work or services of the type to be utilized by the Charter School. This includes, but is not limited to, student services commonly provided in public schools such as speech therapists and counselors.

***Newly Created Position**

A newly created position that makes or participates in the making of decisions that may foreseeably have a material effect on any financial interest of the position-holder, and which specific position title is not yet listed in the Charter School's conflict of interest code is included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation: The Executive Director may determine in writing that a particular newly created position, although a "designated position," is hired to perform a range of duties that are limited in scope and thus is not required to fully comply with the broadest disclosure requirements, but instead must comply with more tailored disclosure requirements specific to that newly created position. Such written determination shall include a description of the newly created position's duties and based upon that description, a statement of the extent of disclosure requirements. The Executive Director's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict-of-interest code. (Gov. Code Section 81008.)

As soon as the Charter School has a newly created position that must file Statements of Economic Interests, the Charter School shall contact the County of Santa Clara Clerk of the Board of Supervisors Form 700 division to notify it of the new position title to be added in the County's electronic Form 700 record management system, known as eDisclosure. Upon this notification, the Clerk's office shall enter the actual position title of the newly created position into eDisclosure and the Charter School's Filing Official shall ensure that the name of any individual(s) holding the newly created position is entered under that position title in eDisclosure.

Additionally, within 90 days of the creation of a newly created position that must file Statements of Economic Interests, the Charter School shall update this conflict-of-interest code to add the actual position title in its list of designated positions and submit the amended conflict of interest code to the County of Santa Clara Office of the County Counsel for code-reviewing body approval by the County Board of Supervisors. (Gov. Code Sec. 87306.)

Phoenix
Multi-year Projection
As of Select above FY2027

	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31	Year 6 2031-32
SUMMARY						
Revenue						
LCFF Entitlement	6,565,245	6,797,992	7,008,267	7,226,207	7,451,495	7,674,814
Federal Revenue	36,844	36,844	36,844	36,844	36,844	36,844
Other State Revenues	1,578,857	1,549,346	1,560,580	1,562,594	1,440,029	1,440,029
Local Revenues	716,690	722,691	728,812	735,055	741,423	747,919
Fundraising and Grants	331,392	331,392	331,392	331,392	331,392	331,392
Total Revenue	**9,229,028**	**9,438,265**	**9,665,894**	**9,892,092**	**10,001,183**	**10,230,998**
Expenses						
Compensation and Benefits	6,883,778	6,665,678	6,854,286	6,918,971	6,984,303	7,182,259
Books and Supplies	524,833	494,030	508,725	523,987	539,598	555,786
Services and Other Operating Expenditures	2,123,065	2,185,951	2,250,555	2,344,115	2,428,924	2,488,592
Depreciation	6,781	6,781	6,216	-	-	-
Other Outflows & Amortization	-	-	-	-	-	-
Total Expenses	**9,538,458**	**9,352,441**	**9,619,782**	**9,787,073**	**9,952,825**	**10,226,636**
Net Income	**(309,430)**	**85,824**	**46,112**	**105,018**	**48,359**	**4,362**
Fund Balance						
Beginning Balance (Unaudited)	5,578,234	5,268,804	5,354,629	5,400,741	5,505,759	5,554,118
Audit Adjustment						
Beginning Balance (Audited)	5,578,234	5,268,804	5,354,629	5,400,741	5,505,759	5,554,118
Net Income	(309,430)	85,824	46,112	105,018	48,359	4,362
Ending Fund Balance	**5,268,804**	**5,354,629**	**5,400,741**	**5,505,759**	**5,554,118**	**5,558,480**
Total Revenue Per ADA	17,194	17,584	18,008	18,430	18,633	19,061
Total Expenses Per ADA	17,771	17,424	17,922	18,234	18,543	19,053
Net Income Per ADA	(576)	160	86	196	90	8
Fund Balance as a % of Expenses	55%	57%	56%	56%	56%	54%

Phoenix
Multi-year Projection
As of Select above FY2027

	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31	Year 6 2031-32
Key Assumptions						
Enrollment Breakdown						
TK	20	20	20	20	20	20
K	55	55	55	55	55	55
1	54	54	54	54	54	54
2	54	54	54	54	54	54
3	54	54	54	54	54	54
4	54	54	54	54	54	54
5	54	54	54	54	54	54
6	76	76	76	76	76	76
7	80	80	80	80	80	80
8	64	64	64	64	64	64
Total Enrolled	**565**	**565**	**565**	**565**	**565**	**565**
ADA %						
K-3	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%
4-6	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%
7-8	95.0%	95.0%	95.0%	95.0%	95.0%	95.0%
Average ADA %	**95.0%**	**95.0%**	**95.0%**	**95.0%**	**95.0%**	**95.0%**
ADA						
K-3	225	225	225	225	225	225
4-6	175	175	175	175	175	175
7-8	137	137	137	137	137	137
Total ADA	**537**	**537**	**537**	**537**	**537**	**537**

Phoenix
Multi-year Projection
As of Select above FY2027

		Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31	Year 6 2031-32
REVENUE							
LCFF Entitlement							
8011	Charter Schools LCFF - State Aid	2,636,804	2,739,910	2,824,789	2,912,621	3,003,324	3,226,643
8012	Education Protection Account Entitlement	345,688	475,329	600,725	730,833	865,418	865,418
8096	Charter Schools in Lieu of Property Taxes	3,582,753	3,582,753	3,582,753	3,582,753	3,582,753	3,582,753
	SUBTOTAL - LCFF Entitlement	**6,565,245**	**6,797,992**	**7,008,267**	**7,226,207**	**7,451,495**	**7,674,814**
Federal Revenue							
8220	Child Nutrition Programs	36,844	36,844	36,844	36,844	36,844	36,844
	SUBTOTAL - Federal Revenue	**36,844**	**36,844**	**36,844**	**36,844**	**36,844**	**36,844**
Other State Revenue							
8381	Special Education - Entitlement (State	590,000	590,000	590,000	590,000	590,000	590,000
8382	Special Education Reimbursement (State	47,129	48,684	50,188	51,749	53,364	53,364
8520	Child Nutrition - State	246,280	246,280	246,280	246,280	246,280	246,280
8545	School Facilities Apportionments	73,116	73,116	73,116	73,116	73,116	73,116
8550	Mandated Cost Reimbursements	11,309	11,814	12,179	12,560	12,560	12,560
8560	State Lottery Revenue	153,608	153,608	153,608	153,608	153,608	153,608
8590	All Other State Revenue	178,127	124,179	124,179	124,179	-	-
8591	Prop 28 Arts & Music in Schools	81,574	82,901	82,901	82,901	82,901	82,901
8593	ELOP	197,715	218,765	228,129	228,201	228,201	228,201
	SUBTOTAL - Other State Revenue	**1,578,857**	**1,549,346**	**1,560,580**	**1,562,594**	**1,440,029**	**1,440,029**
Local Revenue							
8634	Food Service Sales	2,013	2,054	2,095	2,137	2,179	2,223
8660	Interest	9,473	9,662	9,856	10,053	10,254	10,459
8676	Extended Care Program	310,000	310,000	310,000	310,000	310,000	310,000
8693	Overnight Field Trips Voluntary Contribution	254,777	259,873	265,070	270,371	275,779	281,294
8699	All Other Local Revenue	31,355	31,982	32,622	33,274	33,940	34,618
8701	Selective Program Revenue	2,425	2,473	2,522	2,573	2,624	2,677
8702	Enrichment Program Revenue	106,647	106,647	106,647	106,647	106,647	106,647
	SUBTOTAL - Local Revenue	**716,690**	**722,691**	**728,812**	**735,055**	**741,423**	**747,919**
Fundraising and Grants							
8801	Fund Drive - Parent Donations	117,560	117,560	117,560	117,560	117,560	117,560
8802	Fund Drive - Corporate Matching	66,924	66,924	66,924	66,924	66,924	66,924
8803	PSC Fundraising	146,908	146,908	146,908	146,908	146,908	146,908
	SUBTOTAL - Fundraising and Grants	**331,392**	**331,392**	**331,392**	**331,392**	**331,392**	**331,392**
TOTAL REVENUE		**9,229,028**	**9,438,265**	**9,665,894**	**9,892,092**	**10,001,183**	**10,230,998**

Phoenix
Multi-year Projection
As of Select above FY2027

Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31	Year 6 2031-32

Phoenix
Multi-year Projection
As of Select above FY2027

		Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31	Year 6 2031-32
EXPENSES							
Compensation & Benefits							
Certificated Salaries							
1100	Teachers Salaries	3,326,365	3,208,489	3,304,277	3,337,164	3,370,381	3,471,026
1103	Teacher - Substitute Pay	100,000	103,000	106,090	107,151	108,223	111,469
1148	Teacher - Special Ed	365,050	376,002	387,282	391,155	395,066	406,918
1150	Teacher - Electives	174,886	180,133	185,537	187,392	189,266	194,944
1300	Certificated Supervisor & Administrator Salaries	340,899	351,126	361,660	365,276	368,929	379,997
	SUBTOTAL - Certificated Salaries	**4,307,201**	**4,218,749**	**4,344,845**	**4,388,138**	**4,431,864**	**4,564,354**
Classified Salaries							
2100	Classified Instructional Aide Salaries	483,178	378,954	390,245	394,122	398,037	409,901
2200	Classified Support Salaries	192,437	198,210	204,156	206,198	208,260	214,508
2300	Classified Supervisor & Administrator Salaries	124,165	127,890	131,727	133,044	134,374	138,406
2400	Classified Clerical & Office Salaries	164,174	162,778	167,661	169,338	171,031	176,162
2900	Classified Other Salaries	59,620	61,409	63,251	63,884	64,522	66,458
2905	Other Classified - After School	122,048	125,710	129,481	130,776	132,084	136,046
	SUBTOTAL - Classified Salaries	**1,145,622**	**1,054,951**	**1,086,522**	**1,097,361**	**1,108,309**	**1,141,481**
Employee Benefits							
3100	STRS	764,138	745,488	767,763	775,411	783,136	806,541
3300	OASDI-Medicare-Alternative	167,869	160,219	165,041	166,627	168,228	173,081
3400	Health & Welfare Benefits	341,700	331,700	331,700	331,700	331,700	331,700
3500	Unemployment Insurance	28,205	26,249	26,249	26,249	26,249	26,249
3600	Workers Comp Insurance	73,068	70,668	72,780	73,506	74,238	76,458
3900	Other Employee Benefits	55,976	57,655	59,385	59,978	60,578	62,396
	SUBTOTAL - Employee Benefits	**1,430,955**	**1,391,978**	**1,422,918**	**1,433,471**	**1,444,129**	**1,476,424**
Books & Supplies							
4100	Approved Textbooks & Core Curricula Materials	58,000	14,000	14,295	14,723	15,165	15,620
4200	Books & Other Reference Materials	5,241	5,398	5,560	5,727	5,899	6,076
4320	Educational Software	21,127	21,761	22,414	23,086	23,779	24,492
4325	Instructional Materials & Supplies	23,373	24,074	24,796	25,540	26,307	27,096
4330	Office Supplies	28,328	29,178	30,053	30,955	31,883	32,840
4335	PE Supplies	626	645	664	684	705	726
4353	Special Education Materials	12,409	12,781	13,165	13,560	13,966	14,385
4354	Extended Care Program	18,760	19,323	19,902	20,500	21,115	21,748
4355	Principal Expense	5,427	5,590	5,758	5,931	6,109	6,292

Phoenix
Multi-year Projection
As of Select above FY2027

		Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31	Year 6 2031-32
4410	Classroom Furniture & Equipment	15,175	15,630	16,099	16,582	17,080	17,592
4420	Computers: individual items less than $5k	35,000	36,050	37,132	38,245	39,393	40,575
4430	Office Furniture & Equipment	3,940	3,250	3,347	3,447	3,551	3,657
4710	Student Food Services	288,855	297,521	306,446	315,640	325,000	334,750
4720	Other Food	8,572	8,829	9,094	9,367	9,648	9,937
	SUBTOTAL - Books and Supplies	**524,833**	**494,030**	**508,725**	**523,987**	**539,598**	**555,786**
Services & Other Operating Expenses							
5210	Conference Fees	3,951	4,070	4,192	4,318	4,447	4,580
5305	Dues & Membership - Professional	11,056	11,388	11,729	12,081	12,444	12,817
5450	Insurance - Other	93,713	96,524	99,420	102,402	112,000	115,360
5510	Utilities - Gas and Electric	84,211	86,737	89,340	92,020	100,000	103,000
5515	Janitorial, Gardening Services & Supplies	125,410	129,172	133,047	137,039	150,000	154,500
5520	Security	6,683	6,883	7,090	7,302	7,521	7,747
5525	Utilities - Waste	11,222	11,559	11,906	12,263	12,631	13,010
5530	Utilities - Water	3,150	3,245	3,342	3,442	3,545	3,652
5535	Utilities - All Utilities	1,816	1,871	1,927	1,984	2,044	2,105
5610	Rent	531,296	547,235	563,652	601,440	615,600	634,068
5615	Repairs and Maintenance - Building	31,500	32,445	33,418	34,421	35,454	36,517
5616	Repairs and Maintenance - Computers	3,096	3,189	3,285	3,383	3,485	3,589
5617	Repairs and Maintenance - Other Equipment	7,811	8,045	8,287	8,535	8,791	9,055
5803	Accounting Fees	13,504	13,909	14,326	14,756	15,199	15,655
5809	Banking Fees	1,546	1,592	1,640	1,689	1,740	1,792
5812	Business Services	95,881	95,881	95,881	95,881	95,881	95,881
5814	Non-Instructional Consultants	7,704	7,935	8,173	8,419	8,671	8,931
5824	District Oversight Fees	65,652	70,019	74,351	78,963	83,867	88,972
5828	Selective Program	8,707	8,968	9,237	9,515	9,800	10,094
5829	Enrichment Program	106,647	109,846	113,142	116,536	120,032	123,633
5830	Day Field Trips	30,930	31,858	32,813	33,798	34,812	35,856
5833	Fines and Penalties	484	498	513	529	545	561
5834	Overnight Field Trips	249,992	257,492	265,217	273,173	281,369	281,294
5836	Fingerprinting	596	614	632	651	671	691
5839	Fundraising Expenses	90,300	93,009	95,799	98,673	101,633	104,682
5841	Event Supplies	21,230	21,867	22,523	23,199	23,895	24,611
5845	Legal Fees	50,000	51,500	53,045	54,636	56,275	57,964
5851	Marketing and Student Recruiting	6,278	6,466	6,660	6,860	7,066	7,278
5854	Board Expense	6,428	6,621	6,820	7,024	7,235	7,452
5857	Payroll Fees	15,398	15,860	16,336	16,826	17,331	17,851
5860	Printing and Reproduction	16,846	17,352	17,872	18,408	18,961	19,529
5863	Professional Development	42,990	44,201	45,447	46,731	48,053	49,416
5865	Special Ed - Other Contractors	177,545	182,871	188,357	200,000	202,000	204,000

Phoenix
Multi-year Projection
As of Select above FY2027

		Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31	Year 6 2031-32
5869	Special Education Contract Instructors	62,685	64,565	66,502	68,497	73,000	75,190
5874	Sports	12,363	12,487	12,612	12,738	12,865	12,994
5878	Student Assessment	5,250	5,408	5,570	5,737	5,909	6,086
5881	Student Information System	40,995	42,225	43,492	44,797	46,141	47,525
5884	Substitute Contractors	11,025	11,356	11,696	12,047	12,409	12,781
5887	Technology Services	27,000	27,810	28,644	29,504	30,389	31,300
5910	Communications - Internet / Website Fees	19,042	19,613	20,201	20,807	21,432	22,075
5915	Postage and Delivery	3,519	3,625	3,734	3,846	3,961	4,080
5920	Communications - Telephone & Fax	17,612	18,140	18,684	19,245	19,822	20,417
	SUBTOTAL - Services & Other Operating Exp.	**2,123,065**	**2,185,951**	**2,250,555**	**2,344,115**	**2,428,924**	**2,488,592**
Depreciation Expense							
6900	Depreciation	6,781	6,781	6,216	-	-	-
	SUBTOTAL - Depreciation Expense	**6,781**	**6,781**	**6,216**	**-**	**-**	**-**
Other Outflows & Amortization							
	SUBTOTAL - Other Outflows & Amortization	-	-	-	-	-	-
TOTAL EXPENSES		**9,538,458**	**9,352,441**	**9,619,782**	**9,787,073**	**9,952,825**	**10,226,636**

Discovery Charter School I

Charter Renewal Budget Narrative

Discovery Charter School I is projecting financial stability through fiscal year 2032. This is based on conservative estimates of actual revenues and expenses to operate the school's program. Assumptions used to create the projections are based on historical financial data and enrollment. Additional estimates come from the most recently available information provided by the Fiscal Crisis Management Assistance Team (FCMAT) and School Services of California (SSC).

Revenues

Enrollment Assumptions

	2026-27	2027-28	2028-29	2029-30	2030-31	2030-32
Enrollment	**565**	**565**	**565**	**565**	**565**	**565**
TK	20	20	20	20	20	20
K	55	55	55	55	55	55
1st	54	54	54	54	54	54
2nd	54	54	54	54	54	54
3rd	54	54	54	54	54	54
4th	54	54	54	54	54	54
5th	54	54	54	54	54	54
6th	76	76	76	76	76	76
7th	80	80	80	80	80	80
8th	64	64	64	64	64	64
ADA	**536.75**	**536.75**	**536.75**	**536.75**	**536.75**	**536.75**
Percentage	**95%**	**95%**	**95%**	**95%**	**95%**	**95%**

The above enrollment/ADA assumptions are included in the financial projections. Discovery Charter I has stable enrollment over the past couple of years and is focusing their efforts maintaining this level. Attendance projections are based on prior year data to avoid overestimating revenues. Due to current facility space constraints, there is no enrollment growth forecasted.

Demographics

The unduplicated pupil percentage (UPP) that Discovery Charter I is estimating is based on historical trends at the school. This percentage is based on the population of students who

are free and reduced-price meal eligible, English language learners, and foster youth. This percentage is estimated to be around 31.6% through fiscal year 2032.

Government Funding

General purpose entitlements are based on the State's Local Control Funding Formula (LCFF) since its passage in 2013. The formula is comprised of a base rate per average daily attendance and supplemental and concentration grants, as determined by the LEA's unduplicated percentage. The effective funding rates through 2030-31 were calculated using the most recently available version of the Fiscal Crisis Management Assistance Team's LCFF calculator (version 27.2 released on August 5, 2026). There is a custom COLA of 3% included in the 2031-32 LCFF calculations. Should the estimated rates change, Discovery will adjust its budget accordingly.

	2026-27	2027-28	2028-29	2029-30	2030-31	2030-32
COLA	4.31%	3.30%	3.09%	3.11%	3.12%	3.00%

The proportion of general-purpose entitlements from In-Lieu of Property Tax in 2025-26 is forecasted at 55%. The percentage coming from the Education Protection Account in 2025-26 is forecasted at 5%. The remainder of general-purpose funding came from State Aid.

Due to the school's low UPP, they do not receive any Title funds. The main source of federal revenue that the school receives comes through student nutrition reimbursement in Child Nutrition Programs. The school also receives state funding through this program.

Discovery Charter I is a member of the Santa Clara County SELPA, who provides their special education funds. These assumptions are based on historical entitlements and includes state and federal funding.

Other State Funding

Discovery has budgeted for Other State Revenue, including State Lottery, Mandate Block Grant, Proposition 28 Arts and Music Instruction, Expanded Learning Opportunities Program, and State Mental Health. Additionally, Discovery receives one-time funding sources that supplement the school's programs. The one-time funding included in the forecast is the Student Support and Professional Development Block Grant.

Local Revenues

Discovery budgets for local revenues to support their program in each year. These revenue sources come in the form of Extended Care Program fees, Overnight Field Trip Voluntary Contributions, Parent Donations to their Annual Fund, Corporate Matching to their Annual Fund, and Fundraising.

Expenses

Expenses are budgeted based on historical data with increases built in for inflation. The below information summarizes the main expense categories included in the budget projections.

Staffing and Benefits

The Discovery staffing projections are summarized by FTE included in the attached materials for the charter renewal. Staffing costs reflect roughly a 3% increase to base salaries in future years, based on the school's salary scale. Some staff also receive stipends in addition to their regular pay for earned qualifications.

Discovery also participates in STRS for certificated staff. STRS rates for future years are according to the SSC Financial Dashboard and are outlined below:

	2026-27	2027-28	2028-29	2029-30	2030-31	2030-32
STRS %	19.1%	19.1%	19.1%	19.1%	19.1%	19.1%

Discovery also allows employees to participate in a 401k plan and budgets for a 3% match to eligible non-STRS participants.

Discovery budgets for health and welfare benefits of $10,000 per employee.

Books and Supplies

Discovery is planning to spend $524,833 on books and supplies in 2026-27. Future years are projected to have increased costs for inflation and enrollment growth built into the projections.

Services and Other Operating Expenses

Discovery has occupied an in lieu of Prop 39 facility from Moreland Unified School District and pay roughly $400,000 for this facility. Modulars are also leased for about $130,000 per year. Rent costs, as well as other facility related costs (Janitorial, Utilities, and Repairs and Maintenance) are based on historical data and include a 3% annual increase to account for inflation.

Discovery has continued to outsource most back-office functions to Vertex Education. This includes accounting, financial reporting, and budgeting. Fees for these services, and other similarly contracted services (audit fees) are based on historical data.

District Oversight fees are calculated at 1% of LCFF revenue.

Discovery's budget also includes expenses that directly support students and staff at the school. These expenses include special education contractors, professional development, field trips, student activities, and student assessment. Other operational expenses include technology services, communication services, substitutes, and student information system costs. Most line items increase in each year by 3% to account for inflation.

Cash Flow

Cash flow projections are included in the materials for this charter renewal. The cash balance to start the 2026-27 school year was at a stable level. Through 2032, the cash balance is expected to remain stable with growth, ending with a balance of $4.1 million. This translates to roughly 40% of expenses in 2032.

Contingencies and Reserves

Discovery is projected to maintain a string fund balance that exceeds the 3-5% CDE recommended budget reserve in each year. The 2026-27 Projected Ending Fund Balance is 55% of total expenses. This is expected to remain constant in each future year and is projected to be 54% of total expenses in 2031-32.

Discovery reviews the financial position of the school on a regular basis with their back-office provider. The school will frequently monitor enrollment, attendance, and all other fund sources to endure projections remain accurate. In the event that circumstances change, the school will make expense adjustments to ensure financial health and stability.

LCFF Budget Overview for Parents

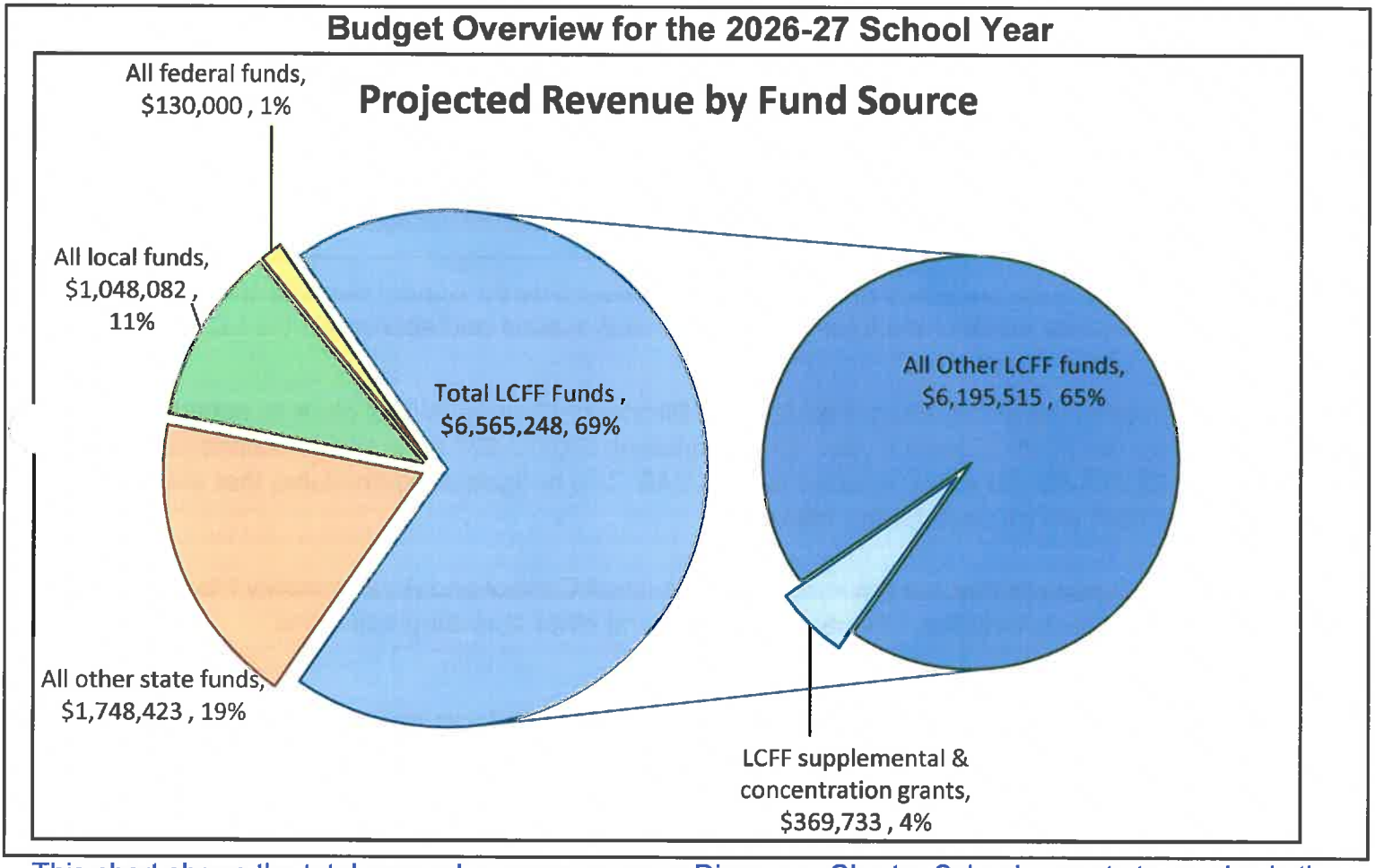
Local Educational Agency (LEA) Name: Discovery Charter School

CDS Code: 43104390111880

School Year: 2026-27

LEA contact information: Lety Villa, Executive Director, (408) 243-9800, lety.villa@mydiscoveryk8.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

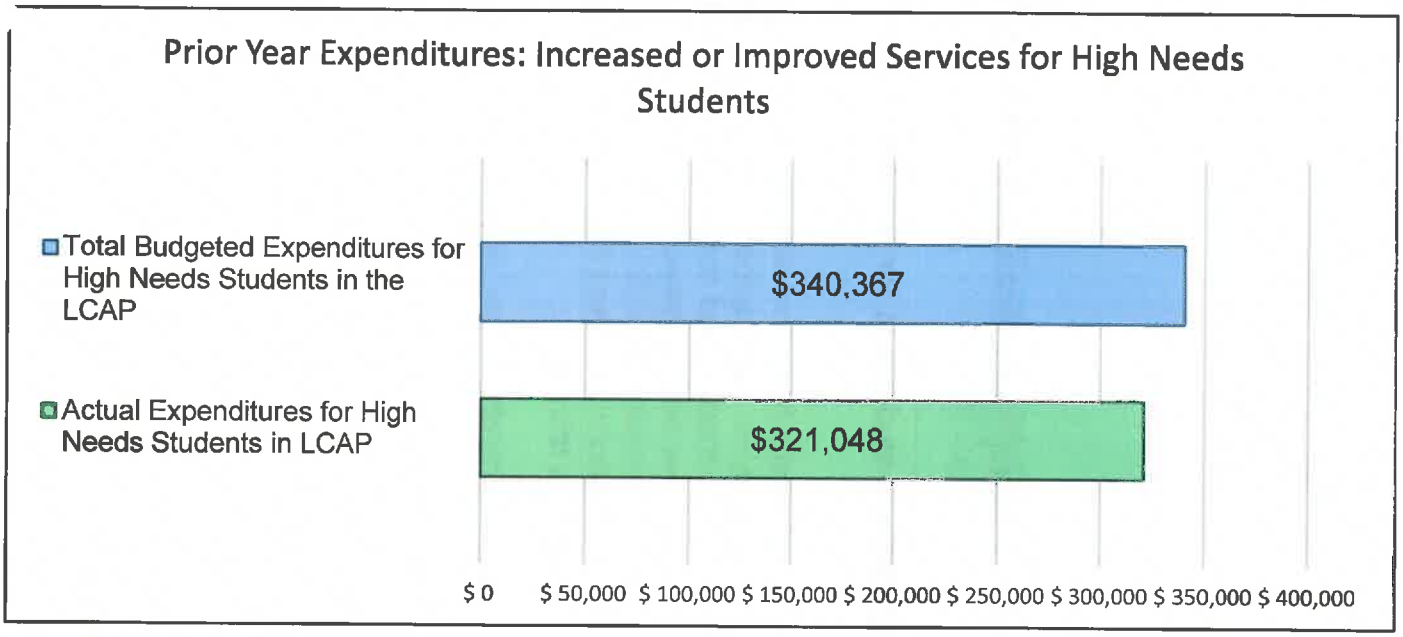


This chart shows the total general purpose revenue Discovery Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Discovery Charter School is $9,491,752.22, of which $6,565,247.69 is Local Control Funding Formula (LCFF), $1,748,422.66 is other state funds, $1,048,081.88 is local funds, and $130,000.00 is federal funds. Of the $6,565,247.69 in LCFF Funds, $369,733.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



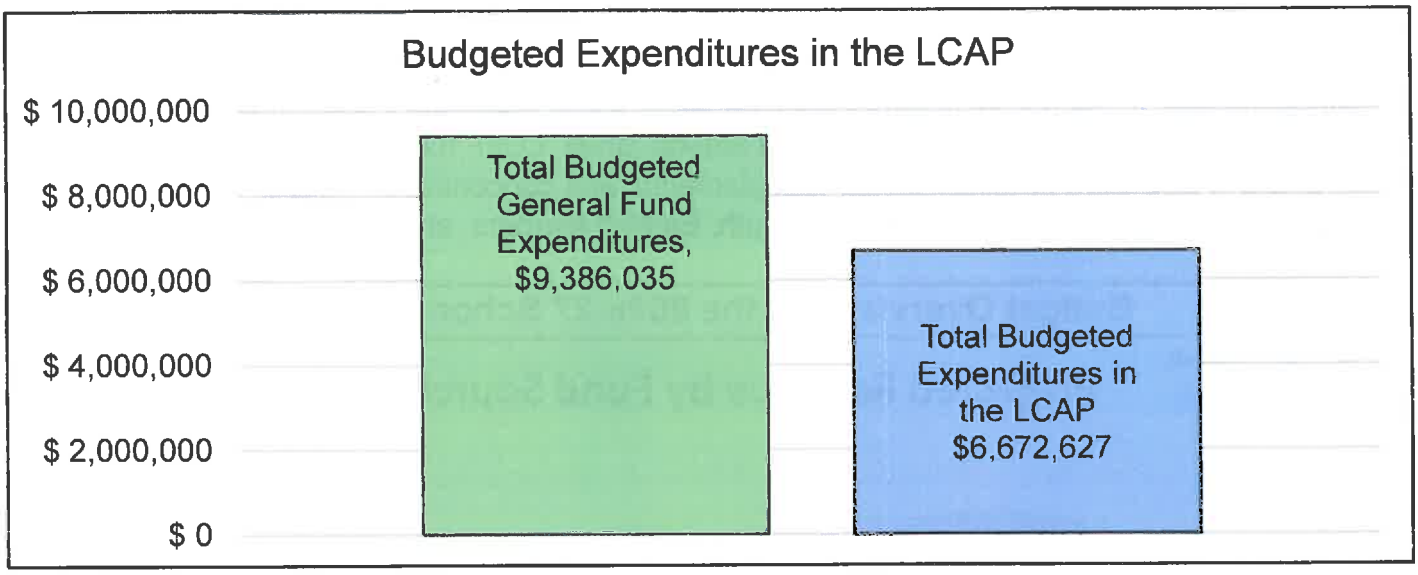
This chart compares what Discovery Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Discovery Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Discovery Charter School's LCAP budgeted $340,367.00 for planned actions to increase or improve services for high needs students. Discovery Charter School actually spent $321,048.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $19,319.00 had the following impact on Discovery Charter School's ability to increase or improve services for high needs students:

The difference between budgeted and actual expenditures was due to lower Family Liaison personnel costs than originally anticipated. Despite the lower expenditure, the school continued to implement the planned attendance initiatives, including attendance monitoring, family outreach, communication and intervention supports for students experiencing attendance challenges. As a result, there was no material impact on services provided to high-needs students.

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Discovery Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Discovery Charter School plans to spend $9,386,035.00 for the 2026-27 school year. Of that amount, $6,672,627.00 is tied to actions/services in the LCAP and $2,713,408.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The budgeted expenditures that are not included in the Local Control and Accountability Plan (LCAP) are oversight fees, legal fees, postage, business expenses and other operating expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Discovery Charter School is projecting it will receive $369,733.00 based on the enrollment of foster youth, English learner, and low-income students. Discovery Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Discovery Charter School plans to spend $404,416.00 towards meeting this requirement, as described in the LCAP.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Discovery Charter School I	Lety Villa, Executive Director	lety.villa@mydiscoveryk8.org 408-243-9800

Plan Summary 2026-27

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Discovery Charter School is a California public school serving kindergarten through eighth-grade students at our San Jose Phoenix campus. The school is located at 4021 Teale Ave, San Jose, CA 95117.

Discovery Charter School draws students from surrounding communities with an instructional model based on developmentally appropriate teaching methods that successfully integrate the whole child with respect to individual learning styles, developmental readiness, and rates of achievement. Multi-age classrooms, small class sizes, team teaching, a high level of parent participation, and community involvement greatly contribute to developing Discovery Charter School into a world-class learning community. We have built an educational environment where developing student achievement, building innovative programs, and engaging families and communities provide a common vision for lifelong learning and student success. 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.

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. The school 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; developing students who are self-motivated, self-disciplined, and socially responsible, and; continuous improvement of teaching and learning techniques based on supporting research.

Discovery Charter School serves approximately 556 students with diverse needs and backgrounds. Significant student groups include approximately 21.6% of students qualifying for Free or Reduced Lunch; 16.2% of students are English Learners; 12.6% qualify for special education services and 3.1% of students are homeless youth. Approximately 24.5% of Discovery's students identify as white, 32.2% as Asian, 22.1% as Hispanic or Latino, 9.7% as Two or More Races and 8.5% as African American. The LCFF Unduplicated percentage is approximately 32% (2025-26 DataQuest).

Discovery Charter School does not receive Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

2025 Dashboard Performance

Academic Performance in English Language Arts (ELA): Overall, Discovery Charter School students scored 34.8 points above standard in ELA and maintained a Green performance level, an improvement from the prior year (32.1 to 34.8). Students identifying as Asian and students identifying as two or more races achieved a Blue performance level, reflecting continued strong performance and growth compared to the prior year. Students identifying as White maintained a Green performance level with an improved distance from standard (DFS). English Learners improved from an Orange to Yellow performance level, demonstrating positive growth in ELA despite remaining below standard. However, Hispanic students and socioeconomically disadvantaged students remained at an Orange performance level, with declines in DFS compared to 2024. Students with disabilities experienced the greatest decline, moving from Orange to a Red performance level, indicating a substantial increase in distance below standard. African American students also showed a decline in DFS and received an Orange performance level. Despite subgroup performance challenges, Discovery continues to outperform state performance levels in ELA for all students and many student groups. The school will continue focusing on targeted literacy supports and differentiated instruction, particularly for students with disabilities, socioeconomically disadvantaged students, Hispanic students, and English Learners.

Academic Performance in Math: Overall, Discovery Charter School students scored 38.1 points above standard in Math and maintained a Blue performance level, sustaining strong schoolwide performance from the previous year. Students identifying as Asian and White maintained a Blue performance level, while students identifying as two or more races remained strong at a Green performance level despite a slight decline in DFS. English Learners demonstrated meaningful improvement, increasing DFS substantially and moving from an Orange to Green performance level, showing strong progress toward grade-level achievement. However, Hispanic students and socioeconomically disadvantaged students remained at an Orange performance level, with continued declines in DFS. Students with disabilities experienced the most significant decline, moving from Orange to a Red performance level, reflecting increased performance gaps. African American students maintained a Yellow performance level but remained below standard overall. Despite subgroup challenges, Discovery continues to outperform the state in Math performance on both the California Dashboard and CAASPP proficiency measures for overall students and significant student groups. The school will prioritize strengthening mathematics achievement through targeted intervention and support for students with disabilities, socioeconomically disadvantaged students, and Hispanic students, while continuing to build on successful practices supporting English Learners.

English Learner Progress Indicator: In 2025, 41.7% of English Learners progressed toward English language proficiency, a decrease from 63.3% in 2024, resulting in a decline from a Green to Red performance level. Review of the ELPI outcomes identified that the decline was influenced in part by the school not completing the ELPAC for all eligible English Learners within the required testing window, which affected ELPI outcomes and limited the school's ability to fully capture student progress. To ensure a more complete measurement of student progress, the school developed an earlier annual assessment calendar and strengthened monitoring processes to ensure English language proficiency assessments are completed within required timelines. In addition, the school continues to implement targeted supports for ELs. This includes the Teacher on Special Assignment (TOSA) who co-teaches and collaborates with classroom teachers, the implementation of integrated EL strategies and GLAD instructional practices, and designated ELD support through both individual and small-group pull-out instruction.

Suspension Rate: The school's overall suspension rate increased to 0.9% from 0.5% in 2024, resulting in a change from a Blue to a Yellow performance level. While suspension rates remained relatively low overall, the increase indicates an opportunity to continue strengthening schoolwide systems that promote positive student behavior and engagement.

Performance across student groups was mixed. Socioeconomically disadvantaged students improved from an Orange to Green performance level, and students with disabilities maintained a Green performance level, reflecting continued implementation of behavioral and student support practices. Hispanic/Latino students and students identifying as two or more races improved to a Blue performance level with no suspensions reported in 2025, and African American students also maintained a Blue performance level with no suspensions reported. At the same time, increases in suspension rates contributed to lower performance levels for All Students, English Learners, Asian students, and White students compared to the prior year.

Chronic Absenteeism: Discovery Charter School's overall chronic absenteeism rate improved to 10.1% from 12.7% in 2024, maintaining a Yellow performance level and reflecting continued progress in reducing the percentage of students who were chronically absent. Schoolwide attendance efforts contributed to improvement across several student groups, although outcomes remained mixed. Notable improvements were observed among English Learners, whose chronic absenteeism rate decreased substantially from 11.2% to 3.9%, resulting in an improvement from an Orange to a Green performance level. Asian students maintained a Green performance level and Hispanic/Latino students also reduced chronic absenteeism and maintained a Yellow performance level. At the same time, several student groups continue to experience elevated rates of chronic absenteeism. Socioeconomically disadvantaged students remained at an Orange performance level. Students with disabilities continued to experience the highest rates of chronic absenteeism and declined from a Yellow to Red performance level, indicating an ongoing need for targeted attendance supports. White students remained at an Orange performance level, and African American students experienced an increase in chronic absenteeism compared to the prior year, resulting in a decline from Green to an Orange performance level. Students identifying as two or more races maintained similar chronic absenteeism rates but declined from Yellow to Orange performance level based on Dashboard status and change criteria.

Local Indicators: All state-mandated local indicator requirements were met.

The 2025 California Dashboard identified Students with Disabilities as a student group requiring additional support in English Language Arts, Mathematics and Chronic Absenteeism, and identified English Learners as requiring additional support on the ELPI. In response the 2026-27 LCAP includes actions focused on strengthening standards-based instruction, special education services, differentiated instruction, tiered interventions, English Language Development, progress monitoring and attendance supports to improve outcomes for these student groups.

Lowest Performing Student Groups

The LCAP includes required actions to address the need for improvement related to chronic absenteeism rates on the 2023 Dashboard:

Chronic Absenteeism: All students, students with disabilities and White students (see Action 2.2 Attendance Initiatives). The successful implementation of Action 2.2 Attendance Initiatives contributed to a significant 7.9% decline in absenteeism rates for students with disabilities. Despite this progress, they continue to have the highest absenteeism rate. Targeted efforts will continue in 2026-27 to further reduce absenteeism within this student group.

Learning Recovery and Emergency Block Grant

Discovery Charter School does not have any unexpended LREBG funding.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not Applicable

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Discovery Charter School I is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not Applicable

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not Applicable

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	Discovery Charter School prioritizes meaningful educational partner engagement as a core part of its mission. As a parent partnership school, families are integral to both the planning and implementation of school programs. These collaborative efforts are strengthened through the Local Control and Accountability Plan (LCAP) development process. Parents and guardians, including those of unduplicated pupils and students with exceptional needs, are actively recruited to serve on advisory councils and participate in public meetings where feedback can be shared. The Program Site Council (PSC), which also functions as the LCAP Parent Advisory Council, holds monthly open forums to discuss and plan school initiatives. Additionally, families involved in the English Learner Advisory Committee (ELAC) provide input specific to the needs of English Learners. Discovery gathers parent input for the LCAP through several key strategies. The 2026-27 LCAP draft was presented to parents for feedback and input during an Educational Partner meeting on May 4, 2026. LCAP feedback is an agenda item during PSC and ELAC meetings in both the fall and spring. Families also complete the annual Family LCAP survey during mid-January to mid-February which is promoted during the survey window via ParentSquare and the monthly school newsletter. Open-ended survey questions are also included in the survey to encourage deeper feedback. Spring conferences, which are well-attended by families, serve as another opportunity for parents to engage and provide feedback. The school also hosts monthly "Coffee with Carol" sessions, where families can ask questions, learn about programs, and offer input. These efforts are designed to ensure all voices, including those of underrepresented student groups, are heard in developing the LCAP.

Teachers, administrators, and other school personnel	Discovery Charter School actively engages teachers, administrators, and other school personnel in the LCAP development process through both formal and informal feedback opportunities. Teachers provide formal input via the annual LCAP survey, administered from mid-January to mid-February, and also have opportunities to share feedback during staff meetings and through ongoing dialogue with administration. Administrators, including School Leadership and the Executive Director, meet weekly to support continuous improvement and hold monthly meetings with fiscal support and a board designee to review the budget and ensure alignment with school goals. Administrative staff also complete the LCAP survey each March. All remaining school personnel are invited to provide feedback through the annual LCAP survey from mid-January to mid-February. In addition, during a staff development day on March 13, 2026, staff participated in a LCAP and school improvement discussion where they reviewed student outcome data from the Mid Year LCAP Review, discussed and reflected on program implementation and provided input regarding on-going and future priorities and actions to support reflection on progress and future planning.
Students	Administration communicates regularly with students in the classroom, during school activities, and through informal interactions to gather feedback regarding school programs, climate and academic experiences. Teachers also collaborate with students and share student input during regularly scheduled meetings. Formal feedback is collected through the annual Student Climate Survey administered from mid-March through mid-April. Student feedback is also gathered informally throughout the year during school events, leadership opportunities and classroom discussions. Student input was considered during the development of the 2026-27 LCAP, particularly regarding school climate, engagement and belonging.
SELPA	The school solicited feedback on the 2026-27 LCAP Public Hearing draft from special education partners. The LCAP was submitted to the SELPA on June 2, 2026 and to the Santa Clara County Office of Education (SCCOE) Special Education Department on June 8, 2026, for review, feedback and input regarding services and supports for students with disabilities. On June 11, 2026, the SCCOE Special Education Department completed its review and approved the school's LCAP with no recommended revisions or feedback.
Board	The board holds monthly open meetings that provide the public the opportunity to comment. Discovery promotes parent participation in public meetings and at public hearings through website and agenda postings. Translations are provided, as requested. The LCAP public hearing was held on May 27, 2026 and the Board will consider adoption of the LCAP on June 24, 2026.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Feedback from educational partners has influenced the following aspects of Goal 1:

Educational partner feedback from staff, families, and students reinforced the importance of continuing to strengthen differentiated instruction, intervention systems, and data-informed practices to meet the needs of an increasingly diverse student population. Stakeholders highlighted successes in differentiated instructional models, expanded academic supports, staff collaboration, and use of assessment data to inform instruction. Educational partner feedback and recommendations identified in the 2023-24 and 2024-25 Annual Reports also emphasized the importance of providing consistency across classrooms in instruction, refining integrated and designated ELD instruction across grade levels, improving academic performance for all student groups, and ensuring equitable access to learning opportunities. In response, the adopted LCAP continues to prioritize high-quality instruction (Action 1.1), professional development (Action 1.2), assessments (Action 1.5), intervention supports (Action 1.8), special education supports (Action 1.7), and electives and enrichment opportunities (Action 1.4) to strengthen instructional quality, targeted support, and student access to learning opportunities.

Educational partners also identified continued opportunities for growth related to increasing numbers of students with intensive and neurodiverse learning needs, staffing capacity, the need for greater consistency in instruction across classrooms, refinement of integrated and designated ELD instruction and strengthening Tier 1 instruction and differentiation. As a result, the adopted LCAP maintains investment in teacher recruitment and retention (Action 1.3), English Language Development (Action 1.6), special education supports (Action 1.7), and ongoing professional learning (Action 1.2) to build staff capacity, strengthen inclusive instructional practices, and improve outcomes for all student groups.

Feedback from educational partners has influenced the following aspects of Goal 2:

Feedback from staff, families, and students reinforced the importance of maintaining strong systems of support for student well-being, school connectedness, attendance, and positive school climate. Stakeholders identified successes related to improved perceptions of fairness, peer relationships, and school safety, as well as expanded mental health and counseling supports and stronger attendance monitoring and intervention systems. In response, the adopted LCAP continues to prioritize school counseling and mental health supports (Action 2.1), attendance initiatives (Action 2.2), positive discipline and restorative practices (Action 2.3), social-emotional learning (Action 2.4), and foster youth and homeless youth services (Action 2.5) to strengthen student engagement, proactive intervention, and overall school climate.

Educational partners also emphasized the importance of sustaining social-emotional and behavioral supports while addressing ongoing challenges related to student dysregulation, increased behavioral needs, external factors impacting student well-being, and declines in perceptions of respect and peer connection. In response, the adopted LCAP continues investment in school counseling and mental health supports (Action 2.1), restorative and accountability practices (Action 2.3), social-emotional learning (Action 2.4), and health and safety supports (Action 2.6) to strengthen belonging, inclusive school culture, student relationships, and coordinated systems of support for all students.

Feedback from educational partners has influenced the following aspects of Goal 3:

Feedback from students, families, staff, and community members reinforced the importance of maintaining strong family-school partnerships and engagement. Stakeholders identified successes related to parent education efforts, including Positive Discipline training, newsletters, classroom meetings, and resources that supported families in addressing students' academic and social-emotional needs. Feedback also highlighted the positive impact of targeted recruitment efforts, expanded communication, stronger community partnerships, and enhanced data tracking efforts to support engagement and enrollment. In response, the adopted LCAP continues to prioritize family education (Action 3.1), family communication (Action 3.2), community building (Action 3.5), and student recruitment (Action 3.6) to strengthen family capacity, communication systems, and school-community connections.

Educational partners also identified opportunities for growth related to reaching and engaging non-partnering families, increasing equitable access to communication and participation opportunities (including increasing participation among English Learner families in DELAC), and strengthening consistency in family engagement. In response, the adopted LCAP continues investment in family education (Action 3.1), family communication (Action 3.2), family leadership groups (Action 3.3), and parent/teacher/student conferences (Action 3.4) to expand family voice, improve accessibility, strengthen leadership opportunities, and create more inclusive pathways for families to engage as active partners in student success.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	Our school fosters developmentally-based, experiential learning that produces well-rounded, capable, critically thinking citizens who become life-long learners.	Broad

State Priorities addressed by this goal.

Priority 1: Basic Services, Priority 2: Implementation of State Standards, Priority 4: Student Achievement, Priority 7: Course Access, Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

This broad goal is central to the school's model and mission in creating life-long 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. The goal is also aligned with the school's commitment to creating 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. It is also aligned with the school's commitment to continuous improvement of teaching and learning techniques based on supporting research.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

1.1	CAASPP proficiency ELA - % Met/Exceeded the Standard for all students and all numerically significant subgroups Data Source: DataQuest CAASPP Test Results	All: 66.2% EL: 21.1% SED: 52.8% SWD: 35.6% African American: 41.4% Asian: 73.9% Hispanic: 56.3% Two or More: 70.2% White: 69.2% Data Year: 2022-23	All: 66.8% EL: 16.7% SED: 54.9% SWD: 35.9% African American: 59.4% Asian: 75.4% Hispanic: 50.0% Two or More: 76.2% White: 68.3% Data Year: 2023-24	All: 64.1% EL: 11.1% SED: 30.8% SWD: 20.8% African American: 38.2% Asian: 79.0% Hispanic: 41.8% Two or More: 76.3% White: 71.3% Data Year: 2024-25	All: 70% EL: 15% SED: 35% SWD: 25% African American: 45% Asian: 75% Hispanic: 60% Two or More: 75% White: 75% Data Year: 2025-26	All: -2.1% EL: -11.0% SED: -22.0% SWD: -14.8% African American: -3.2% Asian: +5.1% Hispanic: -14.5% Two or More: +6.1% White: +2.1%
1.2	CAASPP proficiency Math - % Met/Exceeded the Standard for all students and all numerically significant subgroups Data Source: DataQuest CAASPP Test Results	All: 62.8% EL: 25.6% SED: 43.2% SWD: 29.6% African American: 37.9% Asian: 80.9% Hispanic: 37.0% Two or More: 68.8% White: 62.3% Data Year: 2022-23	All: 65.1% EL: 22.2% SED: 42.3% SWD: 24.5% African American: 37.5% Asian: 85.1% Hispanic: 35.1% Two or More: 78.6% White: 70.2% Data Year: 2023-24	All: 63.1% EL: 22.2% SED: 36.9% SWD: 15.1% African American: 38.2% Asian: 84.9% Hispanic: 29.1% Two or More: 76.3% White: 69.2% Data Year: 2024-25	All: 65% EL: 30% SED: 47% SWD: 20% African American: 45% Asian: 81% Hispanic: 45% Two or More: 70% White: 65% Data Year: 2025-26	All: +0.3% EL: -3.4% SED: -6.3% SWD: -14.5% African American: +0.3% Asian: +4.0% Hispanic: -7.9% Two or More: +7.5% White: +6.9%

1.3	CA Science Test (CAST) % Met/Exceeded standard for all students and all numerically significant subgroups Data Source: DataQuest CAASPP Test Results	All Students: 53.4 % EL: 7.7% SED: 23.1% SWD: 21.4% Asian: 62.9% Hispanic: 29.4% Two or More: 63.2% White: 59.8% Data Year: 2022-23	All Students: 53.4% EL: N/A SED: 31.0% SWD: 36.0% Asian: 75.0% Hispanic: 35.0% Two or More: 52.9% White: 52.4% Data Year: 2023-24	All Students: 51.2% EL: N/A SED: 16.7% SWD: 6.7% Asian: 66.7% Hispanic: 20.0% Two or More: 76.9% White: 55.9% Data Year: 2024-25	All Students: 57.0 % EL: 11.0% SED: 27.0% SWD: 11.0% Asian: 66.0% Hispanic: 25.0% Two or More: 66.0% White: 64.0% Data Year: 2025-26	All: -2.2% EL: N/A SED: -6.4% SWD: -14.7% Asian: +3.8% Hispanic: -9.4% Two or More: +13.7% White: -3.6%
1.4	EL Reclassification rate Data Source: Calpads (Data Source updated in 2024-25)	16% Data Year: 2022-23	19.0% Data Year: 2023-24	25% Data Year: 2024-25	19% Data Year: 2025-26	+9%
1.5	ELPI - % of English Learners improving on the ELPAC Data Source: CA School Dashboard	55.6% Data Year: 2022-23	63.3% Data Year: 2023-24	41.7% Data Year: 2024-25	60% Data Year: 2025-26	-13.9%
1.6	% of teachers properly credentialed and appropriately assigned Data Source: SARC	91% Data Year: 2021-22	93.9% Data Year: 2022-23	90.8% Data Year: 2023-24	95% Data Year: 2024-25	-0.3%

1.7	% of students with access to their own copies of standards-aligned instructional materials for use at school and at home Data Source: SARC	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	100% Data Year: 2026-27	Maintain
1.8	Average response rating on the CA School Dashboard Implementation of Academic Standards Self-Reflection Tool (rating scale) Data Source: CA School Dashboard Priority 2 Self Reflection Tool	3.6 Data Year: 2022-23	3.9 Data Year: 2023-24	4.2 Data Year: 2024-25	4.0 Data Year: 2025-26	-0.6
1.9	% of students, including unduplicated pupils and individuals with exceptional needs, that have access to and are enrolled in a broad course of study Data Source: Local Indicator - Master Schedule in SIS	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	100% Data Year: 2026-27	Maintain

Goal Analysis for 2025-26

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, all actions were implemented as planned, with refinements made throughout the year to strengthen differentiated instruction, staff capacity, assessment practices, and targeted student supports across general education, English learner, and special education programs. Implementation included expanded co-teaching models, increased collaboration between special education and general education staff, expansion of the Intensives model into Grades 6 and 7, implementation of Challenge classes, and additional push-in supports to increase access to differentiated and inclusive instruction (Actions 1.1, 1.4, 1.6, and 1.7). Professional learning structures, including collaboration time, curriculum alignment, Tier 2 Data Analysis Wednesdays, and evidence-based intervention practices, supported stronger instructional consistency and data-informed decision-making (Action 1.2).

Assessment and intervention systems were further strengthened through expanded use of Otus, benchmark and screening processes, and structured data review practices to better monitor progress and guide targeted support (Actions 1.5 and 1.8). English learner and special education supports continued through implementation of the EL Road Map, coaching, co-teaching, progress monitoring, and expanded consultation models (Actions 1.6 and 1.7). While implementation remained aligned to the original plan, adjustments were made to maximize impact, including expanded intervention structures and increased instructional alignment. Challenges centered primarily on staffing capacity, scheduling, and sustaining implementation of new systems while maintaining consistent instructional delivery. Additional challenges included providing sufficient intervention and differentiated support for an increasing number of students with intensive and neurodiverse learning needs, strengthening implementation of integrated and designated ELD instruction and addressing persistent achievement gaps among student groups, particularly students with disabilities.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The explanation for the differences between Budgeted Expenditures and Estimate Actual Expenditures are as follows:

Action 1.2 Professional Development: Budgeted: $178,121; Actual $152,904. Difference due to lower professional development costs than originally anticipated during the year.

Action 1.5 Assessments: Budgeted: $59,897; Actual $44,826. Difference due to lower assessment and assessment-related costs than originally budgeted.

Action 1.8 Intervention: Budgeted: $50,408; Actual $58,663. Difference due to increased costs associated with Otus platform during the year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the actions implemented under Goal 1 were effective in strengthening instructional systems and making progress toward improving student achievement and whole-child development. The combined impact of Actions 1.1, 1.2, 1.5 and 1.8 were effective in expanding differentiated instruction, improving instructional coherence, and increasing targeted academic supports through alignment of instructional delivery, professional learning, assessments, and intervention practices. Expanded co-teaching models, differentiated math supports,

Intensives, challenge classes, enrichment opportunities, and increased collaboration between general education and RSP staff strengthened access to grade-level instruction and increased opportunities for targeted support across student groups (Actions 1.1, 1.4, 1.6, 1.7, and 1.8).

Professional learning, assessment, and intervention systems further increased the school's ability to respond proactively to student needs (Actions 1.2, 1.3, 1.5, and 1.8). Collaboration structures, curriculum alignment, progress monitoring, recruitment and retention efforts, expanded and continued use of Otus, benchmark assessments, and continued refinement of the multi-tiered system of support strengthened instructional decision-making and improved staff capacity to deliver responsive instruction and interventions. While continued monitoring of outcome data remains important, implementation to date has established stronger systems designed to improve student access, responsiveness, and outcomes across student groups. For example, the analysis of the English Learner Progress Indicator on the 2025 Dashboard indicated the root cause of the decrease in outcomes was based on the ELPAC completion rate. This year, the school developed an earlier annual assessment calendar and strengthened progress monitoring to ensure ELPAC assessments are completed within the testing window.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Refinements were made to Actions 1.6 English Language Development, 1.7 Special Education and 1.8 Intervention based on analysis of student outcome data, educational partner feedback and 2025 California Dashboard results. Action 1.6 was refined to strengthen ELPAC monitoring, English Learner progress reviews and implementation of designated and integrated ELD instruction to improve English language proficiency outcomes. Action 1.7 was refined to strengthen collaboration, inclusive instructional practices and targeted supports for students with disabilities based on the 2025 Dashboard results. Action 1.8 was refined to strengthen the use of assessment data and tiered interventions to provide targeted academic support for students requiring additional assistance, including students with disabilities.

Metrics 1.1, 1.2, 1.3 - Targets for Year 3 Outcomes were updated. Based on two years of Dashboard data, the school adjusted the 3-year targets to reflect a realistic improvement trajectory while maintaining high expectations for student group growth.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing

1.1	High Quality Instruction	• Discovery will provide high-quality instruction to all students based on developmentally appropriate teaching methods that successfully integrate the whole child with respect to individual learning styles, developmental readiness, and rates of achievement. • Discovery will provide curricular resources for students that best meet their academic and developmental needs with a focus on project-based, hands-on learning.	$2,603,012	No
1.2	Professional Development	• Discovery will provide professional learning opportunities and resources for all staff to engage collectively in professional learning that enables them to effectively apply the learning in service of improved student outcomes and continuously improve their practice in service of students. Specific professional learning topics include: o Tiered Interventions o ELD o SPED o Assessments and Data Analysis o Project-based learning • Teachers will also have teacher collaboration time and receive feedback from Directors to support their professional learning. There will be an administrator and teacher committee formed to revamp the current teacher evaluation tool. Collaborative PLCs (including cross-curricular time and across both campuses) will be focused on fostering best practices and planning with a purpose.	$207,826	No
1.3	Teacher Recruitment and Retention	Discovery will continue to recruit fully credentialed, highly qualified teachers to provide the highest quality instruction to all of our students. • Outreach and support • Use of recruitment platforms that include social media • The HR Manager will support recruitment and retention and will also support current teachers with monitoring teacher credentialing requirements.	$145,343	No

1.4	Electives and Enrichment	Discovery will provide enrichment opportunities and electives for all students to foster the development of well-rounded students. • Enrichments for K-5 (Art, gardening, cooking, foreign language) • "Selectives" for 6-8 (i.e. Boxing, Cross Training, Art, Drama, WoodShop, Coding, Cooking) • Middle School Intensives Model to provide a similar structure to traditional middle school for science, social studies, and language arts	$398,276	No
1.5	Assessments	Discovery will administer regular assessments to inform teaching and learning and to monitor student progress on grade-level content. Key within the assessment portfolio are periodic Math and English Language Arts (ELA) assessments administered at the beginning of the year and at specific checkpoints throughout. These 'diagnostic screeners' allow teachers to conduct more detailed analysis of individual student progress on identified learning standards. A Teacher on Special Assignment will support the analysis of assessment data (CAASPP, iReady, UFLI, instructional data) to build out an intervention road map to target the greatest area of need. The results can inform instruction (lesson design, unit design), intervention and, most importantly, identification of specific support needs for students. Data will be used to create personalized learning paths for students. • iReady Math and ELA • i-Ready ELA and Math assessments K-8 • DRA (K-1) as needed (K-3) • UFLI (Core Reading Assessment) - internal assessment (K-3) • Multitude Screener (K-2) • Twice yearly data analysis for current year and longitudinal • Reading and math benchmarks and internal writing benchmarks • Otus platform - all teachers will have access to look at formative and summative assessment	$62,116	No

1.6	English Language Development	Discovery provides a structured English immersion program where English learners receive integrated English Language Development (ELD) throughout the school day. English Learners will receive designated instruction during core coursework. These short, frequent lessons are designed to support ELs with language of the core academic content. The school will strengthen implementation of both Integrated and Designated ELD, monitor ELPAC completion timelines, conduct regular EL progress reviews and provide targeted language development support to improve ELPI outcomes and increase reclassification rates. English Learner support focusing on Integrated and Designated ELD includes:
		• ELD Teacher on Special Assignment will implement the updated EL Road Map and provide targeted support to English Learners
		  ○ The EL Road Map has been refined to strengthen the school's ELD program and ensure consistency of ELD instruction across grade levels
		• Ongoing ELPAC administration, progress monitoring and review of EL data to inform instruction and support student progress toward English proficiency
		• Individual and small group instruction focused on targeted language skills
		• Regular ELAC meetings to ensure families of ELs are informed of programs, instructional supports, English proficiency progress and reclassification requirements
		  ○ The school will continue to assess participation in ELAC and refine outreach, communication, scheduling and engagement strategies to increase participation and ensure EL families have meaningful opportunities to provide input.
		• Input from the ELAC is used to refine the EL Road Map and improve services and supports for English Learners
			$52,030	Yes

1.7	Special Education	The school will provide students with disabilities increased support in the general education classroom to ensure they can make progress toward their Individualized Education Program (IEP) goals and grade-level standards. • Special education staff and general education teachers will collaborate through consultation, co-teaching, progress monitoring and targeted interventions to support student achievement and access to grade-level curriculum. • Staff will regularly review assessment and progress monitoring data to identify learning gaps, adjust instructional supports and improve academic outcomes in English Language Arts (ELA) and Mathematics for students with disabilities. • Paraprofessional support will be provided to assist students with disabilities in accessing instruction, interventions, accommodations and IEP services. • Professional development and collaboration opportunities will be provided to strengthen alignment between general education and special education staff and support consistent implementation of inclusive, standards-based instructional practices.	$1,194,290	No

1.8	Intervention	We will provide students targeted math and English Language Arts interventions based on the quarterly review of internal and CAASPP assessment data. The Otus platform will support the identification and monitoring of outcomes of unduplicated student groups. Students identified as performing below grade level, including students with disabilities, English Learners and other students requiring additional support, will receive targeted interventions based on identified needs. The primary means of intervention will be a tiered instruction delivery model. The strategies at each Tier of Instruction are: • Tier 1: All students will receive standards-aligned instruction focused on priority standard clusters. This will allow for depth of instructional focus on the key skills and concepts that are most critical for the respective grade level/content area. • Tier 2: Supports will be provided primarily through small-group instruction that is targeted to identified student needs. Teachers will engage in ongoing assessment of student learning and progress monitoring to identify learning gaps and provide targeted intervention. Students requiring additional support, including students with disabilities, may receive small group or individualized intervention based on assessment data. • Tier 3: Students requiring more intensive support will receive individualized intervention services, including one-on-one instruction through individual sessions with the Math specialists and other targeted supports as appropriate.	$ 54,030	Yes

Goal 2

Goal #	Description	Type of Goal
2	Discovery develops students who are self-motivated, self-disciplined, and socially responsible.	Broad

State Priorities addressed by this goal.

Priority 1: Basic, Priority 5: Student Engagement, Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Central to Discovery Charter School's mission is the commitment to respect the cognitive, social, emotional, and physical needs of every child. Discovery believes that by providing enhanced supports such as school counseling, attendance initiatives, positive discipline, restorative practices, social emotional learning and targeted family outreach, students will demonstrate improved attendance, increased engagement, stronger connections to school and positive perceptions of safety and belonging.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Absence Rate for all students and all numerically significant subgroups Data Source: CA School Dashboard	All Students: 14.2% EL: 8.9% SED: 12.5% SWD: 27.9% African American: 8.7% Asian: 10.8% Hispanic: 18.6% Two or More: 15.7% White: 15.3% Data Year: 2022-23	All Students: 12.7% EL: 11.2% SED: 14.0% SWD: 20.0% African American: 6.0% Asian: 8.4% Hispanic: 13.5% Two or More: 14.5% White: 17.0% Data Year: 2023-24	All Students: 10.1% EL: 3.9% SED: 13.9% SWD: 20.5% African American: 7.4% Asian: 5.5% Hispanic: 10.6% Two or More: 14.5% White: 16.5% Data Year: 2024-25	All Students: 10.0% EL: 5.0% SED: 8.0% SWD: 20.0% African American: 5.0% Asian: 5.0% Hispanic: 10.0% Two or More: 10.0% White: 10.0% Data Year: 2025-26	All: -4.1% EL: -5.0% SED: +1.4% SWD: -7.4% African American: -1.3% Asian: -5.3% Hispanic: -8.0% Two or More: -4.3% White: +1.2%
2.2	Attendance Rate Data Source: CALPADS P-2	94.8% Data Year: 2023-24	95.6% Data Year: 2024-25	95.5% Data Year: 2025-26	95.0% Data Year: 2026-27	+0.7%

2.3	Suspension Rate for all students and all numerically significant subgroups Data Source: CA School Dashboard	All Students: 0.9% EL: 2.5% SED: 0.0% SWD: 2.9% African American: 0% Asian: 0.0% Filipino: 7.7% Hispanic: 1.4% Two or More: 0% White: 1.2% Data Year: 2022-2023	All Students: 0.5% EL: 0.0% SED: 2.0% SWD: 2.7% African American: 0.0% Asian: 0.0% Filipino: 0.0% Hispanic: 0.0% Two or More: 0.0% White: 1.9% Data Year: 2023-24	All Students: 0.9% EL: 1% SED: 0.9% SWD: 2.4% African American: 0.0% Asian: 0.5% Filipino: 0.0% Hispanic: 0.0% Two or More: 0.0% White: 2.8% Data Year: 2024-25	All Students: 0.5% EL: 1.5% SED: 0.0% SWD: 2.0% African American: 0% Asian: 0% Filipino: 3.0% Hispanic: 1.0% Two or More: 0% White: 1.0% Data Year: 2025-26	All: Maintain EL: -1.5% SED: +0.9% SWD: -0.5% African American: 0.0% Asian: 0.5% Filipino: -7.7% Hispanic: -1.4% Two or More: -1.6% White: +1.6%
2.4	Expulsion Rate for all students and all numerically significant subgroups Data Source: DataQuest Expulsion Rate	0% for all students and all student groups Data Year: 2022-23	0% for all students and all student groups Data Year: 2023-24	0% for all students and all student groups Data Year: 2024-25	0% for all students and all student groups Data Year: 2025-26	Maintain

2.5	School Climate: Pupil, parent, & teacher surveys: % of respondents who feel safe at school and feel connected to school Data Source: Local Survey Pupil: Student Climate Survey Parent: Family Mid Year LCAP Survey Teacher: Mid Year LCAP Goal 2 Survey	Pupil: 74.4% feel safe 63.4% feel connected Parent: 94.2% Teacher: 97% Data Year: 2023-24	Pupil: 75.2% feel safe 65.3% feel connected Parent: 96.6% Teacher: 100.0% Data Year: 2024-25	Pupil: 72.5% feel safe 62.3% feel connected Parent: 89.7% Teacher: 100.0% Data Year: 2025-26	Pupil: 90.0% feel safe 75.0% feel connected Parent: 90.0% Teacher: 90.0% Data Year: 2026-27	Pupil: Feel safe: -1.9% Feel connected: -1.1% Parent: -4.5% Teacher: +3.0%
2.6	Facilities meet the "good repair" standard Data Source: SARC	Good Data Year: 2023-24	Good Data Year: 2024-25	Good Data Year: 2025-26	Good Data Year: 2026-27	Maintained
2.7	Middle School Dropout Rate Data Source: CALPADS Fall 1 Report 8.1c	0.63% Data Year: 2022-23	0.0% Data Year: 2023-24	0.0% Data Year: 2024-25	0.0% Data Year: 2025-26	-0.63%

Goal Analysis for 2025-26

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, all actions under Goal 2 were implemented as planned, with refinements made throughout the year to strengthen student well-being, school connectedness, attendance, and positive school climate (Actions 2.1 and 2.6). Implementation focused on expanding counseling and

mental health supports, restorative practices, family education, social-emotional learning, and coordinated systems of support to respond to students' social, emotional, and behavioral needs (Actions 2.1, 2.3, and 2.4). Enhancements included strengthening behavior supports and intervention coordination, expanding parent education and outreach, and continuing implementation of Everyday Speech, Zones of Regulation, anti-bias training, and tiered intervention practices.

Attendance, engagement, and safety systems were strengthened through expanded monitoring, early identification practices, targeted outreach, and multi-tiered interventions (Actions 2.2 and 2.5). Weekly attendance reviews, truancy outreach, re-engagement strategies, and coordinated supports for foster youth and students experiencing homelessness strengthened access and participation, while health and safety actions supported a safe and supportive school environment (Actions 2.5 and 2.6). The school identified relevant challenges with ongoing student dysregulation and broader climate concerns which reinforced the need for continued family outreach and staff supports.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The explanation for the differences between Budgeted Expenditures and Estimate Actual Expenditures are as follows:

Action 2.2 Attendance Initiatives: Budgeted: $101,866; Actual $75,421. Difference due to lower Family Liaison personnel costs than originally budgeted.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the actions implemented under Goal 2 were effective in strengthening school climate, student connectedness, social-emotional supports, and systems designed to improve student engagement and attendance (Actions 2.1–2.6). Expanded counseling services, restorative practices, family education, attendance interventions, and coordinated student supports contributed to measurable improvements in student experiences and perceptions. Student survey results reflected stronger perceptions of fairness, increased peer inclusion, fewer reports of bullying and harassment, increased willingness to support peers, and stronger connections to trusted adults, indicating positive progress in school culture and student well-being (Actions 2.1, 2.3, and 2.4).

Attendance and engagement efforts also strengthened early identification and intervention practices through attendance outreach, truancy communication, and tiered re-engagement strategies, while coordinated supports reduced barriers for foster youth and students experiencing homelessness (Actions 2.2 and 2.5). Although overall progress was observed, continued challenges related to student regulation, belonging and chronic absenteeism (among students with disabilities) reinforced the need to continue refining counseling supports, attendance interventions, restorative practices, social-emotional learning, family engagement, and health and safety systems to sustain positive climate outcomes and respond to evolving student needs (Actions 2.1, 2.2, 2.3, 2.4, and 2.6).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

While no changes were made to the goal, metrics or target outcomes, Action 2.2 Attendance Initiatives was refined to strengthen targeted attendance interventions, individualized outreach and coordinated supports for students with disabilities based on chronic absenteeism outcomes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School Counselor	Our School Counselor will provide professional development to all staff and provide parent education sessions to support the mental health and the social and emotional well-being of all students. The School Counselor will also provide school-based counseling to individual students based on identified needs.	$145,646	No

2.2	Attendance Initiatives	The school will continue to implement and refine its systems to support and monitor attendance and chronic absenteeism for all students, including students with disabilities. Strategies will include:
		• The Dean of Students will ensure students are receiving the planned interventions in the classroom and will work with the school to coordinate additional support outside of the classroom as needed.
		  ○ The Dean of Students and Family Liaison will bridge the gap between home and school by connecting with and supporting students and families. Particular attention will be given to students with disabilities, who continue to experience elevated rates of chronic absenteeism. The Dean of Students and Family Liaison will collaborate with special education staff to identify barriers, provide individualized outreach, monitor attendance trends and connect families with appropriate supports and resources.
		• New Attendance Policy - updated short and long-term independent studies policies will help to reduce attendance concerns/chronic absenteeism
		• Professional development for Office staff (PowerSchool University) to be able to run reports (use data) to support the school with identifying students with attendance concerns
		• Additional communications to all families regarding the importance of attendance
		• Focus on students at any given time throughout the year who are approaching 10%
		• Tiered re-engagement strategies for unengaged students are organized within a Multi-Tiered System of Supports (MTSS) framework:
		  ○ Tier 1: Students attending school regularly
		  ■ Establish and continue positive relationships, engaging school climate, clear and consistent communication between school and families
		  ○ Tier 2: Students who attend/engage moderately
			$104,067	Yes

		■ Stronger protocols to identify students with chronic absence (looking at data trends) ■ More attendance outreach (phone calls, informational emails, meetings) ■ Referral to School Counselor ○ Tier 3: Students who attend 40% of the time or less ■ Action Plan created with student and family ■ School Attendance Review Board (SARB) meeting ○ Tier 4: Unreachable students: No contact or engagement ■ Home visits ■ Referral(s) to outside agencies • To support implementation of the above strategies, the school administrator will conduct weekly data reviews, student level case management, and data-based planning to address identified issues. Data review is supported by PowerSchool, a tool that generates real-time student data to inform targeted intervention and daily practices. The data helps sites identify students who exhibit attendance, behavior, or course performance that puts them at risk of falling behind.		

2.3	Positive Discipline/Restorative Practices Approach	• Additional training for staff and parents to ensure a positive school culture, the school implements a Positive Discipline Approach with training provided to staff and families through an external partner focused on developing problem solving and conflict resolution skills; this will also include anti-bias training for staff, parents, students • Specific curriculum is implemented by the classroom teachers and staff members implement the approach during recess times as well. • Restorative practices and accountability projects will be implemented for students • Data monitoring and analysis will help identify classrooms in crisis in terms of different student behaviors or dysregulation in order to support students and classrooms • The Dean of Students will provide additional targeted supports for individual students and the upper grade levels • Two events hosted each month (i.e. Donuts with Discipline and Parents Helping Parents) to foster continued positive discipline and restorative practices • Translations will be provided in Spanish and Mandarin to support English Learners and their families with positive discipline approach and restorative practices	$321,138	No
2.4	Social Emotional Learning (SEL)	• To effectively support the social and emotional well-being of students and staff during the school year, Social Emotional Learning (SEL) lessons are developed by our teachers and implemented at all grade levels. Resources are provided to support families in fostering their child's social and emotional well-being. Additionally, since cyberbullying is a continuing concern, we train students, staff, and parents on internet safety. • SEL Curriculum - Everyday Speech used daily • Anti-bias training for staff, parents, students (students - potential for additional SEL curriculum) • Otus platform - Using data to continue to build out tiered interventions to support students socially and emotionally	$317,741	No

2.5	Foster Youth and Homeless Youth Services	Family Liaison, Operations manager and team will collaborate to identify and support homeless and foster youth
		• Homeless Youth supports include:
		  ○ Coordination & communication with shelters and homeless agencies to engage students and expand awareness.
		  ○ Contact with parents/students to assess needs including access to devices and connectivity. Provide technology as needed.
		  ○ Communication with teachers & parents/students to locate 'missing' students or students who are not engaged in distance learning, and identification of special needs or services
		  ○ Coordination with parents/students & schools as necessary for optional delivery of assignment materials and school supplies.
		  ○ Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, etc. Referral of parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.
		• Foster Youth supports include:
		  ○ Check-ins with students and foster parents via phone, zoom, and e-mail.
		  ○ Monitoring of attendance/engagement and communication with teachers and administrators when needed.
		  ○ Referrals to both district and community agencies for additional support/resources as needed.
			$6,633	Yes

2.6	Health and Safety	We will provide a clean, safe campus for our students by continuing the following actions. • Regular Cleaning and Sanitizing • Health Screenings • Facilities Maintenance • Annual Safety Plan updates and trainings	$821,434	No

Goal 3

Goal #	Description	Type of Goal
3	Discovery ensures that parents can become involved in our school community in ways which reflect their own skills, interest, talents, and time; as well as, taking into consideration classroom/program needs and the constraints of family, work, and other commitments outside of school.	Broad

State Priorities addressed by this goal.

Priority 3: Parental Involvement and Family Engagement

An explanation of why the LEA has developed this goal.

Research indicates that parents who are involved in their child's education provide numerous benefits to their own children and the wealth of skills, interests, talents, and resources they bring benefits the entire school community. A high level of parent participation and community involvement greatly contributes to developing the school into a world-class learning community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

3.1	Measure of parental input in decision-making, including unduplicated pupils and individuals with exceptional needs: % of families who report the effectiveness of the parent partnership model providing opportunities to give input into the decision-making process at the school Data Source: Family LCAP Survey	95.0% Data Year: 2023-24	90% Data Year: 2024-25	87.9% Data Year: 2025-26	90% Data Year: 2026-27	-7.1%

3.2	Promotion of participation in programs: % of families who report the effectiveness of the school's communication methods to promote participation in programs for all students, unduplicated pupils and individuals with exceptional needs Data Source: Family LCAP Survey	98.3% Data Year: 2023-24	91.5% Data Year: 2024-25	93.1% Data Year: 2025-26	90% Data Year: 2026-27	-5.2%
3.3	Participation in programs: % of families attending parent-teacher conferences, school workshops, or other school-wide family events. Data Source: Family LCAP Survey	97.5% Data Year: 2023-24	97.4% Data Year: 2024-25	100.0% Data Year: 2025-26	90% Data Year: 2026-27	+2.5%

3.4	Participation in programs: % of families volunteering in programs Data Source: Local Data	85% Data Year: 2023-24	68% Data Year: 2024-25	88.9% Data Year: 2025-26	85% Data Year: 2026-27	+3.9%

Goal Analysis for 2025-26

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall, all actions under Goal 3 were implemented as planned. The school continued to focus on strengthening family partnerships, improving communication and engagement, increasing participation in decision-making, and supporting enrollment and community connection (Actions 3.1–3.6). Implementation focused on expanding opportunities for families to engage through parent education, leadership structures, communication systems, and community-building events. Family education efforts included Positive Discipline, restorative practices, anti-bias education, Courageous Conversations, and parent-focused discussions, while communication systems were strengthened through ParentSquare, newsletters, multilingual outreach, videos, and Family Liaison support to increase accessibility and engagement (Actions 3.1 and 3.2).

Family leadership, partnership, and community engagement structures continued to support meaningful participation and strengthen school-family connections (Actions 3.3, 3.4, 3.5 and 3.6). PSC, ELAC, Coffee with Carol sessions, conferences, and feedback opportunities increased family voice and participation in school priorities, while community events, open enrollment activities, translated materials, and outreach efforts strengthened enrollment and access for diverse communities (Actions 3.3, 3.4, 3.5, and 3.6). While implementation remained aligned to the original plan, continued outreach to families with lower participation remains an area of focus to further strengthen inclusive engagement and representation across the school community.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The explanation for the differences between Budgeted Expenditures and Estimate Actual Expenditures are as follows:

Action 3.2 Family Communication: Budgeted: $3,545; Actual $6,668. Difference due to increased communication-related expenses incurred during the year to support family outreach and engagement.

Action 3.6 Student Recruitment: Budgeted: $8,502; Actual $5,979. Difference due to lower student recruitment and outreach expenses than originally anticipated.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the actions implemented under Goal 3 were effective in strengthening family engagement, increasing meaningful participation, improving communication systems, and reinforcing partnerships between families, students, and the school community (Actions 3.1 through 3.6). Parent education opportunities (including Positive Discipline, restorative practices, Courageous Conversations, and family-focused resources) along with expanded communication through ParentSquare, newsletters, multilingual outreach, videos, and Family Liaison support strengthened families' ability to engage as partners in student success (Actions 3.1 and 3.2). Leadership and feedback opportunities through PSC, ELAC, Coffee with Carol sessions, conferences, and family engagement activities increased family voice and participation in school planning and decision-making (Actions 3.3 and 3.4), while community events, recruitment outreach, open enrollment activities, translated materials, and partnerships contributed to stronger community connectedness and enrollment growth, including increased TK enrollment (Actions 3.5 and 3.6). Continued focus remains on increasing participation among families who are less connected to existing school structures, including English Learner families participating in ELAC and ensuring equitable access to engagement opportunities.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes were made to the goal, metrics or target outcomes. As part of ongoing implementation of Action 3.3 Family Leadership Groups, the school will continue assessing and refining outreach and engagement strategies to increase participation in ELAC and strengthen opportunities for EL families to provide input on programs and services.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family Education	Provide parent education opportunities to provide parents with opportunities to obtain parenting skills, training specific to their classroom needs, and helping them become effective community members. • Positive Discipline • Restorative Practices • Courageous Conversations, Conflict Resolution, Bullying Awareness, Digital and Social Media • Parent Academy: teachers train parents to support in the classroom • Monthly teacher-led class meetings • Pulling in anti-bias training for parents	$187,656	Yes

3.2	Family Communication	We will utilize a variety of family communication tools to ensure all families are informed about what is happening at school. These tools are also utilized to promote parental participation in programs for all students, including unduplicated pupils and individuals with exceptional needs. • Parent Square (allows multiple languages for families to choose) • Weekly Newsletters and Videos • Classroom weekly communication • Executive Director Newsletter monthly • Family Liaison	$7,002	No

3.3	Family Leadership Groups	• Program Site Council (PSC) -
		  ○ Provides skills and encouragement for parents to take on leadership roles within their school communities and provide input into decision-making process
		  ○ Meets monthly with school administrators
		  ○ Includes positive discipline teams
		• ELAC
		  ○ Calendered events in advance for parents to participate and provide input into decision-making process
		  ○ Specific trainings in regards to attendance, ELPAC, redesignation and EL supports
		  ○ Assess participation in ELAC and refine outreach, communication, scheduling and engagement strategies to increase participation and ensure EL families have meaningful opportunities to provide input
		• Family Education Team
		• Family Partnership Model: The school will reassess and refine, as needed, the Family Partnership agreement to ensure expectations are inclusive, clearly defined and manageable for families with varying schedules and needs.
			$ 0	No

3.4	Parent/Teacher/Student Conferences	• Fall Goal Setting Conferences • Spring Student-led Conferences	$ 0	No

3.5	Community Building	Community Building events provide all parents and families, including unduplicated pupils and individuals with exceptional needs, opportunities to participate in and stay engaged with the school and their students. These events and activities include: • Fall Festival • Auction • Family Dance • Restaurant Nights • Principal Coffees • Bingo Nights, other game nights • Assemblies • Family Camp-outs, movie nights • Partnerships and Sponsorships from community businesses and agencies • Summer program - specific outreach in community who qualify for FR lunch	$38,109	No
3.6	Student Recruitment	• The school will continue to recruit students from diverse backgrounds to attend the school through outreach to local preschools and parent participation in elementary schools, social media, and other advertising and networking opportunities. • The Family Liaison will seek additional recruitment and partnership opportunities, such as Rocketship Middle School Expo and Las Madres • Information meetings will be held with middle school representatives and Kinder representatives	$6,278	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$369,733	$-

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.97%	0%	$0	5.97%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1 Action 8	Overall, ELA and Math results in the Smarter Balanced Assessments for socioeconomically disadvantaged (SED) students have declined from 2024 to 2025, indicating a need for additional academic support and intervention to improve achievement outcomes	Actions in Goal 1 will address the learning gaps where needed for all students and unduplicated student groups (specifically SED). There will be alignment with Action 5 Assessments and Action 8 Intervention through the continued use of the Otus platform which will support the school with identifying and monitoring academic outcomes (from formative and summative assessments) in ELA and Math of all students and unduplicated student groups. From here, targeted ELA and Math interventions will be provided, including small group instruction and individual sessions with the Math Specialists.	1.1, 1.2 CAASPP Proficiency in ELA and Math

Goal 2 Action 2	The Chronic Absenteeism rate for SED students increased from 2024 to 2025. SED students remained at an Orange performance level.	Chronic Absenteeism continues to be a focus area for Discovery I.The Attendance Initiatives action has been updated to include a refinement of systems in place to support and monitor attendance and chronic absenteeism for all students, including unduplicated student groups and individuals with exceptional needs. This includes the Dean of Students coordinating targeted interventions for students approaching a 10% threshold of chronic absence, new attendance policies for short- and long-term independent study, additional communications and outreach to families, tiered reengagement within a MTSS framework and additional, targeted attendance monitoring. In addition, the Family Liaison will bridge the gap between home and school.	2.1 Chronic Absence Rate 2.2 Attendance Rate 2.7 Middle School Dropout Rate
Goal 3 Action 1	Parents are critical partners achieving academic growth and achievement goals. Parents of SED students may benefit from additional opportunities that increase their ability to support their students' learning. Parents of English Learners benefit from information regarding English language development, reclassification, attendance and available supports.	A variety of family education opportunities will be offered to families of all students and student groups to become effective community members. The school provides family education opportunities in order for families to obtain parenting skills or training to support students academic achievement. Family Education topics include positive discipline, conflict resolution, digital and social media awareness, Parent Academy (which allows training to support in the classroom), LCAP development and importance of attendance. Families of socioeconomically disadvantaged students and English Learners are informed of and provided these educational opportunities.	3.1 Parent Partnership model 3.3 Participation in Programs

Insert or delete rows, as necessary.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	ıtified Need(s)	How the Actio are Designed to Address Need(s)	Metric(s) to Mo or Effectiveness
Goal 1 Action 6	Although English Learner outcomes in ELA and Math have improved from 2024 to 2025, the ELPI has declined indicating a need to strengthen English language development services and monitoring of English language proficiency progress.	Discovery continues to provide both Integrated and Designated ELD instruction throughout the school day, ensuring students develop English proficiency while accessing core content. Review of the ELPI outcomes identified that the decline was influenced in part by the school not completing the ELPAC for all eligible English Learners within the required testing window, which affected ELPI outcomes and limited the school's ability to fully capture student progress. To ensure a more complete measurement of student progress, the school developed an earlier annual assessment calendar and strengthened monitoring processes to ensure English language proficiency assessments are completed within required timelines.	1.1 CAASPP Proficiency rate in ELA 1.4 EL Reclassification Rate 1.5 ELPI
Goal 2 Action 5	In 2025-26, Discovery had 17 homeless youth, an increase from the previous year, indicating a need for additional supports to address barriers to attendance, engagement and academic success.	The Family Liaison, Operations manager and administrative team collaborate to identify homeless and foster youth and connect students and families with available services, resources and school-based supports. This coordinated effort is intended to reduce barriers to school participation, improve attendance and support student engagement and academic success.	2.1 Chronic Absenteeism Rate 2.2 Attendance Rate

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Discovery Charter I is a single school LEA with a less than 55% unduplicated pupil population that does not receive the additional concentration grant add-on funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$ 6,195,515	$ 369,733	5.97%	0.000%	5.968%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 5,399,932	$ 908,846	$ 363,849	$ -	$ 6,672,627.00	$ 5,048,043	$ 1,624,584

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	High Quality Instruction	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 2,494,733	$ 118,279	$ 2,577,991	$ 35,121	$ -	$ -	$ 2,603,012	0.000%
1	2	Professional Development	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 187,656	$ 20,170	$ 167,486	$ 40,340	$ -	$ -	$ 207,826	0.000%
1	3	Teacher Recruitment and Retention	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 145,343	$ -	$ 145,343	$ -	$ -	$ -	$ 145,343	0.000%
1	4	Electives and Enrichment	All	No	LEA-wide	N/A	All Schools	Ongoing	$ -	$ 398,276	$ 34,427	$ -	$ 363,849	$ -	$ 398,276	0.000%
1	5	Assessments	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 88,866	$ 6,250	$ 82,116	$ -	$ -	$ -	$ 82,116	0.000%
1	6	English Language Development	English learners	Yes	Limited	English Learners	All Schools	Ongoing	$ 52,030	$ -	$ 52,030	$ -	$ -	$ -	$ 52,030	0.000%
1	7	Special Education	SPED	No	LEA-wide	N/A	All Schools	Ongoing	$ 996,661	$ 200,229	$ 397,496	$ 800,794	$ -	$ -	$ 1,194,290	0.000%
1	8	Intervention	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 52,030	$ 2,000	$ 54,030	$ -	$ -	$ -	$ 54,030	0.000%
2	1	School Counselor	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 145,646	$ -	$ 145,646	$ -	$ -	$ -	$ 145,646	0.000%
2	2	Attendance Initiatives	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 68,083	$ 35,984	$ 104,067	$ -	$ -	$ -	$ 104,067	0.000%
2	3	Positive Discipline/Restorative Practices Approach	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 321,138	$ -	$ 187,663	$ 133,475	$ -	$ -	$ 321,138	0.000%
2	4	Social Emotional Learning	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 310,591	$ 7,150	$ 317,741	$ -	$ -	$ -	$ 317,741	0.000%
2	5	Foster Youth and Homeless Youth Services	All	Yes	Limited	Foster Youth and	All Schools	Ongoing	$ 6,633	$ -	$ 6,633	$ -	$ -	$ -	$ 6,633	0.000%
2	6	Health and Safety	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 59,698	$ 761,736	$ 748,316	$ 73,118	$ -	$ -	$ 821,434	0.000%
3	1	Family Education	All	Yes	LEA-wide	All	All Schools	Ongoing	$ 187,656	$ -	$ 187,656	$ -	$ -	$ -	$ 187,656	0.000%
3	2	Family Communication	All	No	LEA-wide	N/A	All Schools	Ongoing	$ -	$ 7,002	$ 7,002	$ -	$ -	$ -	$ 7,002	0.000%
3	3	Family Leadership Groups	All	No	LEA-wide	N/A	All Schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	4	Parent/Teacher/Student Conferences	All	No	LEA-wide	N/A	All Schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	5	Community Building	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 15,879	$ 22,230	$ 38,109	$ -	$ -	$ -	$ 38,109	0.000%
3	6	Student Recruitment	All	No	LEA-wide	N/A	All Schools	Ongoing	$ -	$ 6,278	$ 6,278	$ -	$ -	$ -	$ 6,278	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 8,195,515	$ 339,733	5.97%	0.000%	5.97%	$ 404,416	0.000%	6.528%	Total:	$ 404,416
								LEA-wide Total:	$ 345,753
								Limited Total:	$ 58,663
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	6	English Language Development	Yes	Limited	English Learners	All Schools	$ 52,030	0.000%
1	8	Intervention	Yes	LEA-wide	All	All Schools	$ 54,030	0.000%
2	2	Attendance Initiatives	Yes	LEA-wide	All	All Schools	$ 104,067	0.000%
2	5	Foster Youth and Homeless Youth Services	Yes	Limited	Foster Youth and Low Income	All Schools	$ 6,633	0.000%
3	1	Family Education	Yes	LEA-wide	All	All Schools	$ 187,656	0.000%

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 6,954,833.00	$ 6,965,956.20

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	High Quality Instruction	No	$ 3,017,068	$ 3,073,703
1	2	Professional Development	No	$ 178,121	$ 152,904
1	3	Teacher Recruitment and Retention	No	$ 80,312	$ 81,818
1	4	Electives and Enrichment	No	$ 369,114	$ 379,311
1	5	Assessments	No	$ 59,897	$ 44,826
1	6	English Language Development	Yes	$ 48,408	$ 48,728
1	7	Special Education	No	$ 1,295,556	$ 1,301,984
1	8	Intervention	Yes	$ 50,408	$ 58,663
2	1	School Counselor	No	$ 142,921	$ 142,977
2	2	Attendance Initiatives	Yes	$ 101,866	$ 75,421
2	3	Positive Discipline/Restorative Practices Approach	No	$ 261,556	$ 262,470
2	4	Social Emotional Learning	No	$ 372,092	$ 375,818
2	5	Foster Youth and Homeless Youth Services	Yes	$ 6,808	$ 6,811
2	6	Health and Safety	No	$ 788,522	$ 780,185
3	1	Family Education	Yes	$ 132,877	$ 131,425
3	2	Family Communication	No	$ 3,545	$ 6,668
3	3	Family Leadership Groups	No	$ -	$ -
3	4	Parent/Teacher/Student Conferences	No	$ -	$ -
3	5	Community Building	No	$ 37,260	$ 36,265
3	6	Student Recruitment	No	$ 8,502	$ 5,979

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 316,487	$ 340,367	$ 321,048	$ 19,319	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	6	English Language Development	Yes	$ 48,408	$ 48,728	0.000%	0.000%
1	8	Intervention	Yes	$ 50,408	$ 58,663	0.000%	0.000%
2	2	Attendance Initiatives	Yes	$ 101,866	$ 75,421	0.000%	0.000%
2	5	Foster Youth and Homeless Youth Services	Yes	$ 6,808	$ 6,811	0.000%	0.000%
3	1	Family Education	Yes	$ 132,877	$ 131,425	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 5,758,499	$ 316,487	0.000%	5.496%	$ 321,048	0.000%	5.575%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or.
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCFF, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

LCFF CALCULATOR

111880	7 digit District code or 7 digit School code (from the CDS code)
NO	Is this calculation for a new charter school? (select from drop down list)
Charter	Projection Type
	Projection Date

LEA: Discovery Charter
Projection Title:
Created by:
Email:
Phone:

DATA ONLY - NO CALCULATIONS

Discovery Charter (111880)	2020-21	2021-22	2022-23	PY3 2023-24	PY2 2024-25	PY1 2025-26	CY 2026-27	CY1 2027-28	CY2 2028-29	CY3 2029-30	CY4 2030-31
(1) UNIVERSAL ASSUMPTIONS											
Supplemental Grant %				20.00%	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%	20.00%
Concentration Grant (>55% population)				65.00%	65.00%	65.00%	65.00%	65.00%	65.00%	65.00%	65.00%
Statutory COLA & Augmentation/Suspension (prefilled as calculated by the Department of Finance, DOF)				8.22%	1.07%	2.30%	4.31%	3.30%	3.09%	3.11%	3.12%
Statutory COLA				8.22%	1.07%	2.30%	2.87%	3.30%	3.09%	3.11%	3.12%
Augmentation/(COLA Suspension)				0.00%	0.00%	0.00%	1.44%	0.00%	0.00%	0.00%	0.00%
Base Grant Proration Factor (deficit)				0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor				0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Transitional Kindergarten Add-on (2027-28 forward)				$ 3,044	$ 3,077	$ 5,545	$ 5,706	$ 5,892	$ 6,074	$ 6,263	$ 6,458
EPA Entitlement as % of statewide adjusted Revenue Limit (P-2)				21.98880689%	49.686567725	62.476751185					
EPA Entitlement as % of statewide adjusted Revenue Limit (Annual)				12.03834064%	50.54446491%	62.476751185					
Local EPA Accrual				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
EPA Miscellaneous Adjustments (P-2 Certification only)						$ -					
Approved NSS Augmentation per 2026-27 Governor's Budget Education Omnibus Trailer Bill (Amends EC 42282, 42284, & 42287) -- School Districts only							20.00000000%				

(2) CHARTER SCHOOL DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF

NEW CHARTER SCHOOLS

New Charter School Name:

Year that charter starts operation (select from drop down list):

(a) TRANSFER OF IN-LIEU PROPERTY TAX

Note: Charter schools should contact sponsoring district(s) for in-lieu estimate

I-1	In-Lieu of Property Tax			3,549,818	3,855,811	3,554,694	3,582,758	3,582,753	3,582,753	3,582,753	3,582,753

(b) UNDUPLICATED PUPIL PERCENTAGE (UPP)

A-1, A-2, A-3	Enrollment	537	535	563	585	556	585	565	565	565	585
B-1, B-2, B-3	Unduplicated Pupil Count	109	107	130	154	176	179	179	179	179	179
	Single Year Unduplicated Pupil Percentage			23.09%	27.75%	31.65%	31.68%	31.68%	31.68%	31.68%	31.68%
C-1	Unduplicated Pupil Percentage (%) - 3 Year Rolling Percentage			21.16%	23.65%	27.48%	30.37%	31.67%	31.68%	31.68%	31.68%

(c) CONCENTRATION GRANT FUNDING LIMITATION: District of Physical Location

Enter the unduplicated pupil percentage (UPP) of the district where the charter school is physically located. If the charter school has a physical location within the boundaries of more than one district, enter the highest district UPP of all locations.

D-3	Unduplicated Pupil Percentage (%)			46.61%	47.82%	47.39%	46.61%	46.61%	46.61%	46.61%	46.61%
	Unduplicated Pupil Percentage: Supplemental Grant			21.16%	23.65%	27.48%	30.37%	31.67%	31.68%	31.68%	31.68%
	Unduplicated Pupil Percentage: Concentration Grant			21.16%	23.65%	27.48%	30.37%	31.67%	31.68%	31.68%	31.68%

(d) AVERAGE DAILY ATTENDANCE (ADA)

ADA used for the Transitional Kindergarten Add-on ONLY:

G-1	TK (Effective 2021-22)			-	-	-	19.00	19.00	19.00	19.00	19.00

ADA used for Base, Supplemental and Concentration Grant Calculations:
Enter P2 Data - Note: Charter School ADA is always funded on current year

B-1	Grades TK-3			207.25	216.74	212.41	225.15	225.15	225.15	225.15	225.15
B-2	Grades 4-6			184.69	177.51	187.27	174.80	174.80	174.80	174.80	174.80
B-3	Grades 7-8			139.29	135.98	130.88	136.80	136.80	136.80	136.80	136.80
B-4	Grades 9-12			-	-	-					
	SUBTOTAL ADA			531.14	530.23	530.56	536.75	536.75	536.75	536.75	536.75
	RATIO: ADA to Enrollment			0.94	0.96	0.95	0.95	0.95	0.95	0.95	0.95

(e) OTHER LCFF ADJUSTMENTS

Miscellaneous Adjustments (line H-2), include adjustments for audit penalties and special legislation. Adjustments can be positive or negative.
Minimum State Aid Adjustments (Line J-5), captures adjustments for audit penalties and special legislation. Adjustments can be positive or negative.

H-2	Miscellaneous Adjustments			$ -	$ -	$ -					

LCFF CALCULATOR

111880	5 digit District code or 7 digit School code (from the CDS code)
NO	Is this calculation for a new charter school? (select from drop down list)
Charter	Projection Type
	Projection Date

LEA: Discovery Charter
Projection Title:
Created by:
Email:
Phone:

DATA ONLY - NO CALCULATIONS

Discovery Charter (111880)	2020-21	2021-22	2022-23	PY3 2023-24	PY2 2024-25	PY1 2025-26	CY 2026-27	CY1 2027-28	CY2 2028-29	CY3 2029-30	CY4 2030-31
(1) UNIVERSAL ASSUMPTIONS											
J-2 Minimum State Aid Adjustments				$ -	$ -	$ -					
(3) SCHOOL DISTRICT DATA ELEMENTS REQUIRED TO CALCULATE THE LCFF											
(a) GENERAL QUESTIONS											
Is your district required to transfer in-lieu taxes to a charter school?							NO				
Does your district have a necessary small school?							NO				
(b) K-3 GRADE SPAN ADJUSTMENT FUNDING DETERMINATION											
Did your district meet the requirements of funding?				YES	YES	YES	YES	YES	YES	YES	YES
(c) PROPERTY TAXES											
C-1 Estimated Property Taxes (excluding RDA)				$ -	$ -	$ -					
B-5 Redevelopment Agency Local Revenue				$ -	$ -	$ -					
Less In-Lieu Property Tax Transfer				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Local Revenue				$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
(d) OTHER LCFF ADJUSTMENTS											
If applicable, enter adjustments for special legislation, instructional time penalties, and class size penalties populated from the Class Size Penalties exhibit. Adjustments can be positive or negative.											
H-2 Miscellaneous Adjustments				$ -	$ -	$ -					
J-5 Minimum State Aid Adjustments				$ -	$ -	$ -					
(e) UNDUPLICATED PUPIL PERCENTAGE											
A-1 / A-3 District Enrollment											
A-2 / A-4 COE Enrollment											
Total Enrollment	-	-	-	-	-	-	-	-	-	-	-
B-1 / B-3 District Unduplicated Pupil Count											
B-2 / B-4 COE Unduplicated Pupil Count											
Total Unduplicated Pupil Count	-	-	-	-	-	-	-	-	-	-	-
Single Year Unduplicated Pupil Percentage				0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
C-1 Unduplicated Pupil Percentage (%) - 3 Year Rolling Percentage				0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
(f) AVERAGE DAILY ATTENDANCE (ADA)											
ADA used for the Transitional Kindergarten Add-on ONLY:											
B-10 TK (Effective 2022-23)				-	-	-					
ADA used for Base, Supplemental and Concentration Grant Calculations: Enter ADA by grade span. The calculator will determine the most advantageous funding option for each year's funding calculation.											
Current Year ADA: (P-2, Necessary Small Schools, Annual for Special Day Class Extended Year)											
B-1, D-5 Grades TK-3			-	-	-	-					
Grades 4-6			-	-	-	-					
Grades 7-8			-	-	-	-					
Grades 9-12			-	-	-	-					
TOTAL CURRENT YEAR ADA	-	-	-	-	-	-	-	-	-	-	-
Nonpublic School, NPS-Licensed Children Institutions, Community Day School: (Annual)											
D-9, B-1 Grades TK-3				-	-	-					
Grades 4-6				-	-	-					
Grades 7-8				-	-	-					
Grades 9-12				-	-	-					
TOTAL NPS-CDS (Annual)	-	-	-	-	-	-	-	-	-	-	-
District Basic Aid ADA funded outside of the LCFF (Count Ordered, Voluntary TKs & Open Enrollment) (For calculating EPA only; this ADA is not included in the LCFF funding calculation).											
DISTRICT TOTAL	-	-	-	-	-	-	-	-	-	-	-
County Operated Programs, e.g. Community School, Special Ed: (P-2 / Annual)											

LCFF CALCULATOR

111880	5 digit District code or 7 digit School code (from the CDS code)	LEA:	Discovery Charter
NO	Is this calculation for a new charter school? (select from drop down list)	Projection Title:	
Charter	Projection Type	Created by:	
	Projection Date	Email:	
		Phone:	

DATA ONLY - NO CALCULATIONS

Discovery Charter (111880)	2020-21	2021-22	2022-23	PY3 2023-24	PY2 2024-25	PY1 2025-26	CY 2026-27	CY1 2027-28	CY2 2028-29	CY3 2029-30	CY4 2030-31
(1) UNIVERSAL ASSUMPTIONS											
E-2, E-3 Grades TK-3				-	-	-					
Grades 4-6				-	-	-					
Grades 7-8				-	-	-					
Grades 9-12				-	-	-					
COUNTY TOTAL				-	-	-	-	-	-	-	-
RATIO: District ADA-to-Enrollment				0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
RATIO: County ADA-to-Enrollment				0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

(g) CHARTER SHIFT ADJUSTMENTS FOR ADA PRIOR YEAR GUARANTEES

If applicable, enter prior year ADA for students transferring into or out of district schools and district-sponsored charter schools. Report the prior year ADA for these students in the current year field, using the grade span the students were enrolled in during the prior year(s). NOTE: *Legislative requirements for the charter shift adjustment were suspended in fiscal years 2020-21 and 2021-22, no prior year ADA should be entered for these years.

	Prior year	Source: Principal Apportionment Data Collection, P-2 Attendance School District Form	2020-21 ADA shift (no data reported in 2021-22)*	#REF!	2022-23 ADA shift reported in 2023-24 PADC ADA report	2023-24 ADA shift reported in 2024-25 PADC ADA report	2024-25 ADA shift reported in 2025-26 PADC ADA report	2025-26 ADA shift reported in 2026-27 PADC ADA report	2026-27 ADA shift reported in 2027-28 PADC ADA report	2027-28 ADA shift reported in 2028-29 PADC ADA report	2028-29 ADA shift reported in 2029-30 PADC ADA report	2029-30 ADA shift reported in 2030-31 PADC ADA report
A-20	Grades TK-3											
	Grades 4-6	Prior year Charter School Shift Decrease of ADA for students who attended district schools in the prior year and attended district sponsored charter schools in the current year										
	Grades 7-8											
	Grades 9-12											
A-19	Grades TK-3											
	Grades 4-6	Prior year Charter School Shift Increase of ADA for students who attended district sponsored charter schools in the prior year and attended district schools in the current year										
	Grades 7-8											
	Grades 9-12											
	Net increase/(decrease) to prior year ADA		-	-	-	-	-	-	-	-	-	-

(4) NECESSARY SMALL SCHOOLS ADA

For each school that is eligible to be funded as a necessary small school in the year NSS funding is anticipated, enter ADA and FTE for the current and three prior years.

2	NSS #1												School Code
A-2, A-12	Current Year P2 ADA:	Grades TK-3	-	-	-	-	-	-	-	-	-	-	
A-3, A-13		Grades 4-6	-	-	-	-	-	-	-	-	-	-	
A-4, A-14		Grades 7-8	-	-	-	-	-	-	-	-	-	-	
B-2, B-8		Grades 9-12	-	-	-	-	-	-	-	-	-	-	
		TOTAL	-	-	-	-	-	-	-	-	-	-	
A-1, A-11, B-1, B-5	Number of FTE (round up to the full FTE)		-	-	-	-	-	-	-	-	-	-	
	Is this school eligible for NSS funding?					Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school					Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
3	NSS #2												School Code
A-2, A-12	Current Year P2 ADA:	Grades TK-3	-	-	-	-	-	-	-	-	-	-	
A-3, A-13		Grades 4-6	-	-	-	-	-	-	-	-	-	-	
A-4, A-14		Grades 7-8	-	-	-	-	-	-	-	-	-	-	
B-2, B-8		Grades 9-12	-	-	-	-	-	-	-	-	-	-	
		TOTAL	-	-	-	-	-	-	-	-	-	-	
A-1, A-11, B-1, B-5	Number of FTE (round up to the full FTE)		-	-	-	-	-	-	-	-	-	-	
	Is this school eligible for NSS funding?					Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
	Type of school					Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
	Best funding option calculated is:					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
	Select funding method:					LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
4	NSS #3												School Code
A-2, A-12	Current Year P2 ADA:	Grades TK-3	-	-	-	-	-	-	-	-	-	-	

LCFF CALCULATOR

111880	5 digit District code or 7 digit School code *(from the CDS code)*
NO	Is this calculation for a new charter school? (select from drop down list)
Charter	Projection Type
	Projection Date

LEA: Discovery Charter
Projection Title:
Created by:
Email:
Phone:

DATA ONLY - NO CALCULATIONS

Discovery Charter (111880)	2020-21	2021-22	2022-23	PY3 2023-24	PY2 2024-25	PY1 2025-26	CY 2026-27	CY1 2027-28	CY2 2028-29	CY3 2029-30	CY4 2030-31
(1) UNIVERSAL ASSUMPTIONS											
A-3, A-13 Grades 4-6	-	-	-	-	-	-	-	-	-	-	
A-4, A-14 Grades 7-8	-	-	-	-	-	-	-	-	-	-	
B-2, B-6 Grades 9-12	-	-	-	-	-	-	-	-	-	-	
TOTAL	-	-	-	-	-	-	-	-	-	-	-
A-1, A-11, B-1, B-5 Number of FTE (round up to the full FTE)	-	-	-	-	-	-	-	-	-	-	-
Is this school eligible for NSS funding?				Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
Type of school				Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
Best funding option calculated is:				LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
Select funding method:				LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
4 NSS #4										**School Code**	
A-2, A-12 **Current Year P2 ADA:** **Grades TK-3**	-	-	-	-	-	-	-	-	-	-	
A-3, A-13 **Grades 4-6**	-	-	-	-	-	-	-	-	-	-	
A-4, A-14 **Grades 7-8**	-	-	-	-	-	-	-	-	-	-	
B-2, B-6 **Grades 9-12**	-	-	-	-	-	-	-	-	-	-	
TOTAL	-	-	-	-	-	-	-	-	-	-	-
A-1, A-11, B-1, B-5 **Number of FTE** (round up to the full FTE)	-	-	-	-	-	-	-	-	-	-	-
Is this school eligible for NSS funding?				Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
Type of school				Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
Best funding option calculated is:				LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
Select funding method:				LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF
5 NSS #5										**School Code**	
A-2, A-12 **Current Year P2 ADA:** **Grades TK-3**	-	-	-	-	-	-	-	-	-	-	
A-3, A-13 **Grades 4-6**	-	-	-	-	-	-	-	-	-	-	
A-4, A-14 **Grades 7-8**	-	-	-	-	-	-	-	-	-	-	
B-2, B-6 **Grades 9-12**	-	-	-	-	-	-	-	-	-	-	
TOTAL	-	-	-	-	-	-	-	-	-	-	-
A-1, A-11, B-1, B-5 **Number of FTE** (round up to the full FTE)	-	-	-	-	-	-	-	-	-	-	-
Is this school eligible for NSS funding?				Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible	Eligible
Type of school				Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
Best funding option calculated is:				LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF	LCFF

Discovery Charter (111880)								
DETAILED ADA CALCULATION	**2023-24**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
Third Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2020-21 ADA	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA	2027-28 ADA
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Second Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2021-22 ADA	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA	2027-28 ADA	2028-29 ADA
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA	2027-28 ADA	2028-29 ADA	2029-30 ADA
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Net Adjustment to Prior Year ADA for Charter Shift								
Second Prior Year Net Increase/(decrease) to prior year ADA due to Charter School Shift		-	-	-	-	-	-	-
Prior Year Net Increase/(decrease) to prior year ADA due to Charter School Shift	-	-	-	-	-	-	-	-
Second prior year charter school shift percentage		-	-	-	-	-	-	-
Prior year charter school shift percentage		0%	0%	0%	0%	0%	0%	0%
Prior 3-Year Average ADA (if charter shift percentage > -50%, adjusted for +/- current year charter shift) - Effective beginning in 2022-23								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
LCFF Subtotal	-	-	-	-	-	-	-	-
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	-	-	-	-	-	-	-	-
Current Year Charter Shift ADA for the Hold Harmless and 3-prior year average	-	-	-	-	-	-	-	-
Current Year ADA								
Grades TK-3	207.25	216.74	212.41	225.15	225.15	225.15	225.15	225.15
Grades 4-6	184.60	177.61	187.27	174.80	174.80	174.80	174.80	174.80
Grades 7-8	139.29	135.88	130.88	136.80	136.80	136.80	136.80	136.80
Grades 9-12	-	-	-					
LCFF Subtotal	531.14	530.23	530.56	536.75	536.75	536.75	536.75	536.75
NSS	-	-	-	-	-	-	-	-
Combined Subtotal	531.14	530.23	530.56	536.75	536.75	536.75	536.75	536.75
Change in LCFF ADA (excludes NSS ADA)	531.14 Increase	530.23 Increase	530.56 Increase	536.75 Increase	536.75 Increase	536.75 Increase	536.75 Increase	536.75 Increase
Funded LCFF ADA (greater of current year, prior year or 3-prior year average)								
Grades TK-3	207.25	216.74	212.41	225.15	225.15	225.15	225.15	225.15
Grades 4-6	184.60	177.61	187.27	174.80	174.80	174.80	174.80	174.80
Grades 7-8	139.29	135.88	130.88	136.80	136.80	136.80	136.80	136.80
Grades 9-12	-	-	-					
Subtotal	531.14 *Current Year*	530.23 *Current Year*	530.56 *Current Year*	536.75 *Current Year*	536.75 *Current Year*	536.75 *Current Year*	536.75 *Current Year*	536.75 *Current Year*
Funded NSS ADA								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-

Discovery Charter (111880)								
DETAILED ADA CALCULATION	**2023-24**	**2024-25**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2030-31**
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-
NPS, CDS, & COE Operated								
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-
Subtotal	-	-	-	-	-	-	-	-
ACTUAL ADA ***(Current Year Only)***								
Grades TK-3	207.25	216.74	212.41	225.15	225.15	225.15	225.15	225.15
Grades 4-6	184.60	177.61	187.27	174.80	174.80	174.80	174.80	174.80
Grades 7-8	139.29	135.88	130.88	136.80	136.80	136.80	136.80	136.80
Grades 9-12	-	-	-					
Total Actual ADA	531.14	530.23	530.56	536.75	536.75	536.75	536.75	536.75
TOTAL FUNDED ADA, LCFF & NSS								
Grades TK-3	207.25	216.74	212.41	225.15	225.15	225.15	225.15	225.15
Grades 4-6	184.60	177.61	187.27	174.80	174.80	174.80	174.80	174.80
Grades 7-8	139.29	135.88	130.88	136.80	136.80	136.80	136.80	136.80
Grades 9-12	-	-	-	-	-	-	-	-
Total Funded ADA	531.14	530.23	530.56	536.75	536.75	536.75	536.75	536.75
Funded Difference (Funded ADA less Actual ADA)	-	-	-	-	-	-	-	-
[redacted] rearten Add-on								
Current Year TK ADA	-	-	-	19.00	19.00	19.00	19.00	19.00

Discovery Charter (111880)	Discovery Charter (111880)	v27.2				
LOCAL CONTROL FUNDING FORMULA	**LOCAL CONTROL FUNDING FORMULA**					
LCFF ENTITLEMENT CALCULATION	**LCFF ENTITLEMENT CALCULATION**					
		COLA & Augmentation		Base Grant Proration	Unduplicated Pupil Percentage	
		8.22%		0.00%	21.16%	21.16%
Calculation Factors	Calculation Factors	Current Year ADA	Base	Grade Span	Supplemental	Concentration
Grades TK-3	Grades TK-3	207.25	$ 9,919	$ 1,032	$ 463	$ -
Grades 4-6	Grades 4-6	184.60	10,069		426	-
Grades 7-8	Grades 7-8	139.29	10,367		439	-
Grades 9-12	Grades 9-12	-	12,015	312	522	-
Subtract Necessary Small School ADA and Funding	Subtract Necessary Small School ADA and Funding	-	-	-		
Total Base, Supplemental, and Concentration Grant	**Total Base, Supplemental, and Concentration Grant**		$ 5,358,469	$ 213,882	$ 235,822	$ -
NSS Allowance	NSS Allowance		-			
TOTAL BASE	**TOTAL BASE**	531.14	$ 5,358,469	$ 213,882	$ 235,822	$ -
ADD ONS:	**ADD ONS:**					
Targeted Instructional Improvement Block Grant	Targeted Instructional Improvement Block Grant					
Home-to-School Transportation (COLA added commencing 2023-24)	Home-to-School Transportation (COLA added commencing 2023-24)					
Small School District Bus Replacement Program (COLA added commencing 2023-24)	Small School District Bus Replacement Program (COLA added commencing 2023-24)					
Transitional Kindergarten (Commencing 2022-23)	Transitional Kindergarten (Commencing 2022-23)	TK ADA	-	TK Add-on rate	$ 3,044.00	
ECONOMIC RECOVERY TARGET PAYMENT	**ECONOMIC RECOVERY TARGET PAYMENT**					
LCFF Entitlement Before Adjustments	**LCFF Entitlement Before Adjustments**					
Miscellaneous Adjustments	Miscellaneous Adjustments					
ADJUSTED LCFF ENTITLEMENT	**ADJUSTED LCFF ENTITLEMENT**					
Local Revenue (Including RDA)	Local Revenue (Including RDA)					
Gross State Aid	**Gross State Aid**					
Education Protection Account Entitlement	Education Protection Account Entitlement					
Net State Aid	**Net State Aid**					
MINIMUM STATE AID CALCULATION	**MINIMUM STATE AID CALCULATION**					
				12-13 Rate	2023-24 ADA	
2012-13 RL/Charter Gen BG adjusted for ADA	2012-13 RL/Charter Gen BG adjusted for ADA			$ 5,200.29	531.14	
2012-13 NSS Allowance (deficited)	2012-13 NSS Allowance (deficited)			$ -		
Minimum State Aid Adjustments	Minimum State Aid Adjustments					
Less Current Year Property Taxes/In-Lieu	Less Current Year Property Taxes/In-Lieu					
Less Education Protection Account Entitlement	Less Education Protection Account Entitlement					
Subtotal State Aid for Historical RL/Charter General BG	**Subtotal State Aid for Historical RL/Charter General BG**					
Categorical Minimum State Aid	Categorical Minimum State Aid					
Charter School Categorical Block Grant adjusted for ADA	Charter School Categorical Block Grant adjusted for ADA			482.75	531.14	
Minimum State Aid Guarantee Before Proration Factor	**Minimum State Aid Guarantee Before Proration Factor**					
Proration Factor	Proration Factor					
Minimum State Aid Guarantee	**Minimum State Aid Guarantee**					
CHARTER SCHOOL MINIMUM STATE AID OFFSET	**CHARTER SCHOOL MINIMUM STATE AID OFFSET**					
LCFF Entitlement	LCFF Entitlement					
Minimum State Aid plus Property Taxes including RDA	Minimum State Aid plus Property Taxes including RDA					
Offset	Offset					
Minimum State Aid Prior to Offset	Minimum State Aid Prior to Offset					
Total Minimum State Aid with Offset	Total Minimum State Aid with Offset					
State Aid Before Additional State Aid	**State Aid Before Additional State Aid**					
ADDITIONAL STATE AID	**ADDITIONAL STATE AID**					
LCFF State Aid, Adjusted for Minimum State Aid Guarantee	**LCFF State Aid, Adjusted for Minimum State Aid Guarantee**					
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplemental	**LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplemental**					
Change Over Prior Year	Change Over Prior Year					
LCFF Entitlement Per ADA (excluding Categorical MSA)	LCFF Entitlement Per ADA (excluding Categorical MSA)					
Per-ADA Change Over Prior Year	Per-ADA Change Over Prior Year					
Basic Aid Status (school districts only)	Basic Aid Status (school districts only)					
LCFF SOURCES INCLUDING EXCESS TAXES	**LCFF SOURCES INCLUDING EXCESS TAXES**					
State Aid	State Aid					
Education Protection Account	Education Protection Account					
Property Taxes Net of In-Lieu Transfers	Property Taxes Net of In-Lieu Transfers					
Charter In-Lieu Taxes	Charter In-Lieu Taxes					
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)	Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)					

Discovery Charter (111880)	PY3	v27.2					PY2	v27.2				
LOCAL CONTROL FUNDING FORMULA	**2023-24**						**2024-25**					
LCFF ENTITLEMENT CALCULATION												
			COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage				COLA & Augmentation	Base Grant Proration	Undup Pupil Pe	
			1.07%	0.00%	23.65%	23.65%			2.30%	0.00%	27.48%	
Calculation Factors		Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total	Current Year ADA	Base	Grade Span	Supplemental	
	Total											
Grades TK-3	$ 2,365,644	216.74	$ 10,025	$ 1,043	$ 524	$ -	$ 2,512,345	212.41	$ 10,256	$ 1,067	$ 622	
Grades 4-6	1,937,399	177.61	10,177		481	-	1,893,033	187.27	10,411		572	
Grades 7-8	1,505,130	135.88	10,478		496	-	1,491,094	130.88	10,719		589	
Grades 9-12	-	-	12,144	316	589	-	-	-	12,423	323	701	
Subtract Necessary Small School ADA and Funding	-	-	-	-				-	-	-		
Total Base, Supplemental, and Concentration Grant	$ 5,808,173		$ 5,404,107	$ 226,059	$ 266,306	$ -	$ 5,896,472		$ 5,531,048	$ 226,641	$ 316,443	
NSS Allowance	-						-		-			
TOTAL BASE	$ 5,808,173	530.23	$ 5,404,107	$ 226,059	$ 266,306	$ -	$ 5,896,472	530.56	$ 5,531,048	$ 226,641	$ 316,443	
ADD ONS:												
Targeted Instructional Improvement Block Grant	$ -						$ -					
Home-to-School Transportation (COLA added commencing 2023-24)	-						-					
Small School District Bus Replacement Program (COLA added commencing 2023-24)	-						-					
Transitional Kindergarten (Commencing 2022-23)	-	TK ADA -	TK Add-on rate	$ 3,077.00			-	TK ADA -	TK Add-on rate	$ 5,545.00		
	-						-					
ECONOMIC RECOVERY TARGET PAYMENT	$ 5,808,173						$ 5,896,472					
LCFF Entitlement Before Adjustments	-						-					
Miscellaneous Adjustments	$ 5,808,173						$ 5,896,472					
ADJUSTED LCFF ENTITLEMENT	(3,549,810)						(3,855,811)					
Local Revenue (Including RDA)	$ 2,258,363						$ 2,040,661					
Gross State Aid	(144,157)						(106,046)					
Education Protection Account Entitlement	$ 2,114,206						$ 1,934,615					
Net State Aid												
MINIMUM STATE AID CALCULATION	N/A			12-13 Rate	2024-25 ADA		N/A			12-13 Rate	2025-26 ADA	
2012-13 RL/Charter Gen BG adjusted for ADA	$ 2,762,082			$ 5,200.29	530.23		$ 2,757,350			$ 5,200.29	530.56	
2012-13 NSS Allowance (deficited)	-			$ -			-			$ -		
Minimum State Aid Adjustments	-						-					
Less Current Year Property Taxes/In-Lieu	(3,549,810)						(3,855,811)					
Less Education Protection Account Entitlement	(144,157)						(106,046)					
Subtotal State Aid for Historical RL/Charter General BG	$ -						$ -					
Categorical Minimum State Aid	202,707						202,707					
Charter School Categorical Block Grant adjusted for ADA	256,408			482.75	530.23		255,969			482.75	530.56	
Minimum State Aid Guarantee Before Proration Factor	$ 459,115						$ 458,676					
Proration Factor							0.00%					
Minimum State Aid Guarantee	$ 459,115						$ 458,676					
CHARTER SCHOOL MINIMUM STATE AID OFFSET												
LCFF Entitlement	5,808,173						5,896,472					
Minimum State Aid plus Property Taxes including RDA	4,008,925						4,314,487					
Offset	-						-					
Minimum State Aid Prior to Offset	459,115						458,676					
Total Minimum State Aid with Offset	459,115						458,676					
State Aid Before Additional State Aid	$ 2,114,206						$ 1,934,615					
ADDITIONAL STATE AID	$ -						$ -					
LCFF State Aid, Adjusted for Minimum State Aid Guarantee	$ 2,114,206						$ 1,934,615					
LCFF Entitlement, excludes Categorical MSA and before CDE transfer, Choice & Charter Supplemental	$ 5,808,173						$ 5,896,472					
Change Over Prior Year				1.52%	88,299					3.01%	177,660	
LCFF Entitlement Per ADA (excluding Categorical MSA)	$ 10,935						11,121					
Per-ADA Change Over Prior Year				1.70%	186					2.95%	328	
Basic Aid Status (school districts only)	-						-					
LCFF SOURCES INCLUDING EXCESS TAXES					Increase						Increase	
	2023-24			-8.49%	(179,591)		2024-25			16.76%	324,324	
State Aid	$ 2,114,206						$ 1,934,615					
Education Protection Account	144,157						106,046					
Property Taxes Net of In-Lieu Transfers	-			0.00%	-		-			0.00%	-	
Charter In-Lieu Taxes	3,549,810			8.62%	306,001		3,855,811			-7.81%	(301,117)	
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)	$ 5,808,173			2.18%	126,410		$ 5,896,472			0.39%	23,207	

Discovery Charter (111880)		PY1	v27.2						CY	v27.2		
LOCAL CONTROL FUNDING FORMULA		2025-26							2026-27			
LCFF ENTITLEMENT CALCULATION												
Calculation Factors	olicated rcentage 27.48%			COLA & Augmentation 4.31%	Base Grant Proration 0.00%	Unduplicated Pupil Percentage 30.37%	30.37%			COLA & Augmentation 3.30%		Base Grant Proration 0.00%
	Concentration	Total	Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total		Current Year ADA	Base	Grade Span
Grades TK-3	$ -	$ 2,537,303	225.15	$ 10,698	$ 1,113	$ 717	$ -	$ 2,820,770		225.15	$ 11,051	$ 1,149
Grades 4-6	-	2,056,822	174.80	10,860		660	-	2,013,632		174.80	11,218	
Grades 7-8	-	1,480,007	136.80	11,181		679	-	1,622,467		136.80	11,550	
Grades 9-12	-	-	-	12,958	337	808	-	-		-	13,386	348
Subtract Necessary Small School ADA and Funding		-	-	-	-			-		-	-	-
Total Base, Supplemental, and Concentration Grant	$ -	$ 6,074,132		$ 5,836,544	$ 250,592	$ 369,733	$ -	$ 6,456,869			$ 6,029,079	$ 258,697
NSS Allowance		-		-				-			-	
TOTAL BASE	$ -	$ 6,074,132	536.75	$ 5,836,544	$ 250,592	$ 369,733	$ -	$ 6,456,869		536.75	$ 6,029,079	$ 258,697
ADD ONS:												
Targeted Instructional Improvement Block Grant		$ -							$ -			
Home-to-School Transportation (COLA added commencing 2023-24)		-							-			
Small School District Bus Replacement Program (COLA added commencing 2023-24)		-							-			
Transitional Kindergarten (Commencing 2022-23)		-	TK ADA	19.00	TK Add-on rate	$ 5,704.00			108,376	TK ADA	19.00	TK Add-on rate
ECONOMIC RECOVERY TARGET PAYMENT		-							-			
LCFF Entitlement Before Adjustments		$ 6,074,132							$ 6,565,245			
Miscellaneous Adjustments		-										
ADJUSTED LCFF ENTITLEMENT		$ 6,074,132							$ 6,565,245			
Local Revenue (Including RDA)		(3,554,694)							(3,582,753)			
Gross State Aid		$ 2,519,438							$ 2,982,492			
Education Protection Account Entitlement		(260,499)							(107,350)			
Net State Aid		$ 2,258,939							$ 2,875,142			
MINIMUM STATE AID CALCULATION												
		N/A			12-13 Rate	2026-27 ADA			N/A			12-13 Rate
2012-13 RL/Charter Gen BG adjusted for ADA		$ 2,759,066			$ 5,200.29	536.75			$ 2,791,256			$ 5,200.29
2012-13 NSS Allowance (deficited)		-			$ -				-			$ -
Minimum State Aid Adjustments		-										
Less Current Year Property Taxes/In-Lieu		(3,554,694)							(3,582,753)			
Less Education Protection Account Entitlement		(260,499)							(107,350)			
Subtotal State Aid for Historical RL/Charter General BG		$ -							$ -			
Categorical Minimum State Aid		202,707							202,707			
Charter School Categorical Block Grant adjusted for ADA		256,128			482.75	536.75			259,116			482.75
Minimum State Aid Guarantee Before Proration Factor		$ 458,835							$ 461,823			
Proration Factor		0.00%							0.00%			
Minimum State Aid Guarantee		$ 458,835							$ 461,823			
CHARTER SCHOOL MINIMUM STATE AID OFFSET												
LCFF Entitlement		6,074,132							6,456,869			
Minimum State Aid plus Property Taxes including RDA		4,013,529							4,044,576			
Offset		-							-			
Minimum State Aid Prior to Offset		458,835							461,823			
Total Minimum State Aid with Offset		458,835							461,823			
State Aid Before Additional State Aid		$ 2,258,939							$ 2,875,142			
ADDITIONAL STATE AID		$ -							$ -			
LCFF State Aid, Adjusted for Minimum State Aid Guarantee		$ 2,258,939							$ 2,875,142			
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplemental		$ 6,074,132							$ 6,565,245			
Change Over Prior Year					8.09%	491.113						3.55%
LCFF Entitlement Per ADA (excluding Categorical MSA)		11,449							12,231			
Per-ADA Change Over Prior Year					6.83%	782						3.55%
Basic Aid Status (school districts only)		-							-			
LCFF SOURCES INCLUDING EXCESS TAXES												
		2025-26				Increase			2026-27			
State Aid		$ 2,258,939			27.28%	616,203			$ 2,875,142			8.10%
Education Protection Account		260,499							107,350			
Property Taxes Net of In-Lieu Transfers		-			0.00%	-			-			0.00%
Charter In-Lieu Taxes		3,554,694			0.79%	28,059			3,582,753			0.00%
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)		$ 6,074,132			10.61%	644,262			$ 6,565,245			3.55%

Discovery Charter (111880)			CY1	v27.2						CY2	v27.2	
LOCAL CONTROL FUNDING FORMULA			2027-28							2028-29		
LCFF ENTITLEMENT CALCULATION												
	Unduplicated Pupil Percentage			COLA & Augmentation		Base Grant Proration	Unduplicated Pupil Percentage				COLA & Augmentation	
Calculation Factors	31.67%	31.67%		3.09%			31.68%	31.68%			3.11%	
				Current Year							Current Year	
	Supplemental	Concentration	Total	ADA	Base	Grade Span	Supplemental	Concentration	Total		ADA	Base
Grades TK-3	$ 773	$ -	$ 2,920,814	225.15	$ 11,392	$ 1,185	$ 797	$ -	$ 3,011,129		225.15	$ 11,746
Grades 4-6	711	-	2,085,110	174.80	11,565		733	-	2,149,648		174.80	11,925
Grades 7-8	732	-	1,680,120	136.80	11,907		754	-	1,732,084		136.80	12,277
Grades 9-12	870	-	-	-	13,800	359	897	-	-		-	14,229
Subtract Necessary Small School ADA and Funding			-	-	-	-			-			-
Total Base, Supplemental, and Concentration Grant	$ 398,268	$ -	$ 6,686,044		$ 6,215,349	$ 266,803	$ 410,709	$ -	$ 6,892,861			$ 6,408,596
NSS Allowance			-		-				-			-
TOTAL BASE	$ 398,268	$ -	$ 6,686,044	536.75	$ 6,215,349	$ 266,803	$ 410,709	$ -	$ 6,892,861		536.75	$ 6,408,596
ADD ONS:												
Targeted Instructional Improvement Block Grant			$ -							$ -		
Home-to-School Transportation (COLA added commencing 2023-24)			-							-		
Small School District Bus Replacement Program (COLA added commencing 2023-24)			-							-		
Transitional Kindergarten (Commencing 2022-23)	$ 5,892.00		111,948	TK ADA	19.00	TK Add-on rate	$ 6,074.00		115,406		TK ADA	19.00
			-							-		
ECONOMIC RECOVERY TARGET PAYMENT			-							-		
LCFF Entitlement Before Adjustments			$ 6,797,992							$ 7,008,267		
Miscellaneous Adjustments			-							-		
ADJUSTED LCFF ENTITLEMENT			$ 6,797,992							$ 7,008,267		
Local Revenue (including RDA)			(3,582,753)							(3,582,753)		
Gross State Aid			$ 3,215,239							$ 3,425,514		
Education Protection Account Entitlement			(107,350)							(107,350)		
Net State Aid			$ 3,107,889							$ 3,318,164		
MINIMUM STATE AID CALCULATION												
	2027-28 ADA		N/A			12-13 Rate	2028-29 ADA			N/A		
2012-13 RL/Charter Gen BG adjusted for ADA	536.75		$ 2,791,256			$ 5,200.29	536.75			$ 2,791,256		
2012-13 NSS Allowance (deficited)			-			$ -				-		
Minimum State Aid Adjustments												
Less Current Year Property Taxes/In-Lieu			(3,582,753)							(3,582,753)		
Less Education Protection Account Entitlement			(107,350)							(107,350)		
Subtotal State Aid for Historical RL/Charter General BG			$ -							$ -		
Categorical Minimum State Aid			202,707							202,707		
Charter School Categorical Block Grant adjusted for ADA	536.75		259,116			482.75	536.75			259,116		
Minimum State Aid Guarantee Before Proration Factor			$ 461,823							$ 461,823		
Proration Factor			0.00%							0.00%		
Minimum State Aid Guarantee			$ 461,823							$ 461,823		
CHARTER SCHOOL MINIMUM STATE AID OFFSET												
LCFF Entitlement			6,686,044							6,892,861		
Minimum State Aid plus Property Taxes including RDA			4,044,576							4,044,576		
Offset			-							-		
Minimum State Aid Prior to Offset			461,823							461,823		
Total Minimum State Aid with Offset			461,823							461,823		
State Aid Before Additional State Aid			$ 3,107,889							$ 3,318,164		
ADDITIONAL STATE AID			$ -							$ -		
LCFF State Aid, Adjusted for Minimum State Aid Guarantee			$ 3,107,889							$ 3,318,164		
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplemental			$ 6,797,992							$ 7,008,267		
Change Over Prior Year	232,747					3.09%	210,275					
LCFF Entitlement Per ADA (excluding Categorical MSA)			12,665							13,057		
Per-ADA Change Over Prior Year	434					3.10%	392					
Basic Aid Status (school districts only)			-							-		
LCFF SOURCES INCLUDING EXCESS TAXES												
	Increase		2027-28				Increase			2028-29		
State Aid	232,747		$ 3,107,889			6.77%	210,275			$ 3,318,164		
Education Protection Account			107,350							107,350		
Property Taxes Net of In-Lieu Transfers	-		-			0.00%	-			-		
Charter In-Lieu Taxes	-		3,582,753			0.00%	-			3,582,753		
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)	232,747		$ 6,797,992			3.09%	210,275			$ 7,008,267		

Discovery Charter (111880)				CY3	v27.2					CY4
LOCAL CONTROL FUNDING FORMULA				2029-30						2030-31
LCFF ENTITLEMENT CALCULATION										
Calculation Factors	Base Grant Proration	Unduplicated Pupil Percentage			COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage			
		31.68%	31.68%		3.12%		31.68%	31.68%		
	Grade Span	Supplemental	Concentration	Total	Current Year ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	$ 1,222	$ 822	$ -	$ 3,104,740	225.15	$ 12,112	$ 1,260	$ 847	$ -	$ 3,201,464
Grades 4-6		756	-	2,216,563	174.80	12,297		779	-	2,285,709
Grades 7-8		778	-	1,785,907	136.80	12,660		802	-	1,841,620
Grades 9-12	370	925	-	-	-	14,673	381	954	-	-
Subtract Necessary Small School ADA and Funding	-			-	-	-	-			-
Total Base, Supplemental, and Concentration Grant	$ 275,133	$ 423,481	$ -	$ 7,107,210		$ 6,608,421	$ 283,689	$ 436,683	$ -	$ 7,328,793
NSS Allowance				-		-				-
TOTAL BASE	$ 275,133	$ 423,481	$ -	$ 7,107,210	536.75	$ 6,608,421	$ 283,689	$ 436,683	$ -	$ 7,328,793
ADD ONS:										
Targeted Instructional Improvement Block Grant				$ -						$ -
Home-to-School Transportation (COLA added commencing 2023-24)				-						-
Small School District Bus Replacement Program (COLA added commencing 2023-24)				-						-
Transitional Kindergarten (Commencing 2022-23)	TK Add-on rate	$ 6,263.00		118,997	TK ADA 19.00	TK Add-on rate	$ 6,458.00			122,702
ECONOMIC RECOVERY TARGET PAYMENT				-						-
LCFF Entitlement Before Adjustments				$ 7,226,207						$ 7,451,495
Miscellaneous Adjustments										
ADJUSTED LCFF ENTITLEMENT				$ 7,226,207						$ 7,451,495
Local Revenue (Including RDA)				(3,582,753)						(3,582,753)
Gross State Aid				$ 3,643,454						$ 3,868,742
Education Protection Account Entitlement				(107,350)						(107,350)
Net State Aid				$ 3,536,104						$ 3,761,392
MINIMUM STATE AID CALCULATION										
	12-13 Rate	2029-30 ADA		N/A		12-13 Rate	2030-31 ADA			N/A
2012-13 RL/Charter Gen BG adjusted for ADA	$ 5,200.29	536.75		$ 2,791,256		$ 5,200.29	536.75			$ 2,791,256
2012-13 NSS Allowance (deficited)	$ -			-		$ -				-
Minimum State Aid Adjustments										
Less Current Year Property Taxes/In-Lieu				(3,582,753)						(3,582,753)
Less Education Protection Account Entitlement				(107,350)						(107,350)
Subtotal State Aid for Historical RL/Charter General BG				$ -						$ -
Categorical Minimum State Aid				202,707						202,707
Charter School Categorical Block Grant adjusted for ADA	482.75	536.75		259,116		482.75	536.75			259,116
Minimum State Aid Guarantee Before Proration Factor				$ 461,823						$ 461,823
Proration Factor				0.00%						0.00%
Minimum State Aid Guarantee				$ 461,823						$ 461,823
CHARTER SCHOOL MINIMUM STATE AID OFFSET										
LCFF Entitlement				7,107,210						7,328,793
Minimum State Aid plus Property Taxes Including RDA				4,044,576						4,044,576
Offset				-						-
Minimum State Aid Prior to Offset				461,823						461,823
Total Minimum State Aid with Offset				461,823						461,823
State Aid Before Additional State Aid				$ 3,536,104						$ 3,761,392
ADDITIONAL STATE AID				$ -						$ -
LCFF State Aid, Adjusted for Minimum State Aid Guarantee				$ 3,536,104						$ 3,761,392
LCFF Entitlement, excludes Categorical MSA and before COE transfer, Choice & Charter Supplemental				$ 7,226,207						$ 7,451,495
Change Over Prior Year	3.11%	217,940				3.12%	225,288			
LCFF Entitlement Per ADA (excluding Categorical MSA)				13,463						13,883
Per-ADA Change Over Prior Year	3.11%	406				3.12%	420			
Basic Aid Status (school districts only)				-						-
LCFF SOURCES INCLUDING EXCESS TAXES										
		Increase		2029-30			Increase			2030-31
State Aid	6.57%	217,940		$ 3,536,104		6.37%	225,288			$ 3,761,392
Education Protection Account				107,350						107,350
Property Taxes Net of In-Lieu Transfers	0.00%	-		-		0.00%	-			-
Charter In-Lieu Taxes	0.00%	-		3,582,753		0.00%	-			3,582,753
Total LCFF (Excludes Basic Aid Choice and Basic Aid Supplemental Funding)	3.11%	217,940		$ 7,226,207		3.31%	225,288			$ 7,451,495

Discovery Charter (111880)

EDUCATION PROTECTION ACCOUNT

		CDE P-2 Certification* 2023-24	Calculated* 2023-24	CDE P-2 Certification* 2024-25	Calculated* 2024-25	DE P-2 Certification 2025-26	Calculated* 2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
EDUCATION PROTECTION ACCOUNT (EPA) MINIMUM ENTITLEMENT												
A-1	Total ADA for EPA Minimum	531.04	531.14	530.19	530.23	530.56	530.56	536.75	536.75	536.75	536.75	536.75
A-2	Minimum Funding per ADA	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200	$ 200
A-3	EPA Minimum Funding (A-1 * A-2)	$ 106,208	$ 106,228	$ 106,038	$ 106,046	$ 106,112	$ 106,112	$ 107,350	$ 107,350	$ 107,350	$ 107,350	$ 107,350
EPA PROPORTIONATE SHARE CAP												
33,B7	2012-13 Deficited Base RL/Charter Rate (adjusted for COLA eff. 21/22)		$ 6,954.79		$ 7,029.21	$ 7,190.88	$ 7,190.88	$ 7,397.26	$ 7,641.37	$ 7,877.49	$ 8,122.48	$ 8,376
34, B8	Current Year Funded ADA, excluding NSS		531.14		530.23	-	530.56	536.75	536.75	536.75	536.75	536.75
B-11	2012-13 Deficited Other Revenue Limit per ADA (adjusted for COLA eff. 21/22)		$ -		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
B-12	Current Year Funded ADA, including NSS		531.14		530.23	-	530.56	536.75	536.75	536.75	536.75	536.75
B9+B13	*Adjusted Total Revenue Limit*		*3,693,967*		*3,727,098*	$ -	*3,815,193*	*3,970,479*	*4,101,505*	*4,228,243*	*4,359,741*	*4,495,764*
B14	*Current Year Adjusted NSS Allowance*		$ -		$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
B-16	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	*$ 3,693,272*	*$ 3,693,967*	*$ 3,726,817*	$ 3,727,098	$ 3,815,193	$ 3,815,193	$ 3,970,479	$ 4,101,505	$ 4,228,243	$ 4,359,741	$ 4,495,764
B-17	Local Revenue/In-Lieu of Property Taxes	$ 3,544,639	$ 3,549,810	$ 3,913,582	$ 3,855,811	$ 3,554,694	$ 3,554,694	$ 3,582,753	$ 3,582,753	$ 3,582,753	$ 3,582,753	$ 3,582,753
B-18	EPA Proportionate Share Cap (B-16 - B-17; If less than 0, B-18 = 0)	*$ 148,633*	*$ 144,157*	$ -	$ -	$ 260,499	$ 260,499	$ 387,726	$ 518,752	$ 645,490	$ 776,988	$ 913,011
EPA PROPORTIONATE SHARE												
C-1	Adjusted Revenue Limit/Adjusted General Purpose Funding for EPA	*$ 3,693,272*	$ 3,693,967	*$ 3,726,817*	$ 3,727,098	$ 3,815,193	$ 3,815,193	$ 3,970,479	$ 4,101,505	$ 4,228,243	$ 4,359,741	$ 4,495,764
C-2	Statewide EPA Proportionate Share Ratio *(as of P-2 certification)*	*21.98880689%*		*49.68656772%*		*62.47675118%*						
C-3	EPA Proportionate Share (C-1 * C-2)	*$ 812,106*	*$ 814,090*	$ 1,851,727	*$ 1,883,842*	$ 2,383,609	*$ 2,383,609*	$ -	$ -	$ -	$ -	$ -
EPA ENTITLEMENT												
D-1	EPA Entitlement (If C-3 < B-18, then C-3; else B-18); (If C-3 and B-18 < A-3, then A-3)	*$ 148,633*	*$ 144,157*	$ 106,038	$ 106,046	$ 260,499	$ 260,499	$ 107,350	$ 107,350	$ 107,350	$ 107,350	$ 107,350
D-2	Miscellaneous Adjustments**	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
D-3	Adjusted EPA Entitlement (D-1 + D-2+D-2a)	*148,633*	*144,157*	106,038	106,046	260,499	260,499	107,350	107,350	107,350	107,350	107,350
D-4	Prior Year Annual Adjustment	*$ (77,798)*	*(77,798)*	*$ (4,476)*	*(4,476)*	*$ 8*	*8*	-				
D-5	P2 Entitlement Net of PY Adjustment	*$ 70,835*	*66,359*	*$ 101,562*	*101,570*	$ 260,507	*260,507*	107,350	107,350	107,350	107,350	107,350
C-2	Statewide EPA Proportionate Share Ratio (as of Annual certification)	22.03836064%	22.03836064%	50.54446491%	50.54446491%	62.47675118%	62.47675118%					
	Adjusted EPA Allocation (used to calculate LCFF Revenue)	*$ 144,157*		*$ 106,046*		*$ 260,499*		*107,350*	*107,350*	*107,350*	*107,350*	*107,350*

*CDE P-2 Certification and Calculated columns can be compared to determine accruals or budget adjustments. Enter accrual information on Data Entry tab.

**A miscellaneous adjustment increases EPA State Aid (object 8012) funding in lieu of issuing an invoice to an LEA when it is overpaid. EPA State Aid offsets LCFF State Aid (object 8011). It is calculated a single time at P2.

Discovery Charter (111880)

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
General Assumptions								
COLA & Augmentation	8.22%	1.07%	2.30%	4.31%	3.30%	3.09%	3.11%	3.12%
Base Grant Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Student Assumptions:								
Enrollment Count	563	555	556	565	565	565	565	565
Unduplicated Pupil Count (UPC)	130	154	176	179	179	179	179	179
Unduplicated Pupil Percentage (UPP)	21.16%	23.65%	27.48%	30.37%	31.67%	31.68%	31.68%	31.68%
Current Year LCFF Average Daily Attendance (ADA)	531.14	530.23	530.56	536.75	536.75	536.75	536.75	536.75
Funded LCFF ADA	531.14	530.23	530.56	536.75	536.75	536.75	536.75	536.75
LCFF ADA Funding Method	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year	Current Year
Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-	-	-
Funded NSS ADA	-	-	-	-	-	-	-	-
LCFF Entitlement Summary								
Base Grant	$ 5,358,469	$ 5,404,107	$ 5,531,048	$ 5,836,544	$ 6,029,079	$ 6,215,349	$ 6,408,596	$ 6,608,421
Grade Span Adjustment	213,882	226,059	226,641	250,592	258,697	266,803	275,133	283,689
Adjusted Base Grant	$ 5,572,351	$ 5,630,166	$ 5,757,689	$ 6,087,136	$ 6,287,776	$ 6,482,152	$ 6,683,729	$ 6,892,110
Supplemental Grant	235,822	266,306	316,443	369,733	398,268	410,709	423,481	436,683
Concentration Grant	-	-	-	-	-	-	-	-
Total Base, Supplemental and Concentration Grant	$ 5,808,173	$ 5,896,472	$ 6,074,132	$ 6,456,869	$ 6,686,044	$ 6,892,861	$ 7,107,210	$ 7,328,793
Allowance: Necessary Small School	-	-	-	-	-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-	-	-	-	-
Add-on: Home-to-School Transportation	-	-	-	-	-	-	-	-
Add-on: Small School District Bus Replacement Program	-	-	-	-	-	-	-	-
Add-on: Economic Recovery Target	-	-	-	-	-	-	-	-
Add-on: Transitional Kindergarten	-	-	-	108,376	111,948	115,406	118,997	122,702
Total Allowance and Add-On Amounts	$ -	$ -	$ -	$ 108,376	$ 111,948	$ 115,406	$ 118,997	$ 122,702
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	$ 5,808,173	$ 5,896,472	$ 6,074,132	$ 6,565,245	$ 6,797,992	$ 7,008,267	$ 7,226,207	$ 7,451,495
Miscellaneous Adjustments	-	-	-					
Total LCFF Entitlement (excludes Additional State Aid)	$ 5,808,173	$ 5,896,472	$ 6,074,132	$ 6,565,245	$ 6,797,992	$ 7,008,267	$ 7,226,207	$ 7,451,495
LCFF Entitlement Per ADA (excludes Categorical MSA)	$ 10,935	$ 11,121	$ 11,449	$ 12,231	$ 12,665	$ 13,057	$ 13,463	$ 13,883
Additional State Aid	-	-	-	-	-	-	-	-
Total LCFF Entitlement with Additional State Aid	5,808,173	5,896,472	6,074,132	6,565,245	6,797,992	7,008,267	7,226,207	7,451,495
LCFF Sources Summary								
Funding Source Summary								
Local Revenue and In-Lieu of Property Taxes *(net for school districts)*	$ 3,549,810	$ 3,855,811	$ 3,554,694	$ 3,582,753	$ 3,582,753	$ 3,582,753	$ 3,582,753	$ 3,582,753
Education Protection Account Entitlement *(includes $200/minimum per ADA)*	$ 144,157	$ 106,046	$ 260,499	$ 107,350	$ 107,350	$ 107,350	$ 107,350	$ 107,350
Net State Aid *(excludes Additional State Aid)*	$ 2,114,206	$ 1,934,615	$ 2,258,939	$ 2,875,142	$ 3,107,889	$ 3,318,164	$ 3,536,104	$ 3,761,392
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	$ 5,808,173	$ 5,896,472	$ 6,074,132	$ 6,565,245	$ 6,797,992	$ 7,008,267	$ 7,226,207	$ 7,451,495
Funding Source by Resource-Object								
State Aid (Resource Code 0000, Object Code 8011)	$ 2,114,206	$ 1,934,615	$ 2,258,939	$ 2,875,142	$ 3,107,889	$ 3,318,164	$ 3,536,104	$ 3,761,392
EPA, Current Year (Resource 1400, Object Code 8012) (P-2 plus Current Year Accrual)	$ 144,157	$ 106,046	$ 260,499	$ 107,350	$ 107,350	$ 107,350	$ 107,350	$ 107,350
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019) (P-A less Prior Year Accrual)	$ (77,798)	$ (4,476)	$ 8	$ -				
Property Taxes (Object 8021 to 8089)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
% Change		0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
In-Lieu of Property Taxes (Object Code 8096)	3,549,810	3,855,811	3,554,694	3,582,753	3,582,753	3,582,753	3,582,753	3,582,753
Entitlement and Source Reconciliation								

Discovery Charter (111880)

	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
General Assumptions								
Basic Aid/Excess Tax District Status	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total LCFF Entitlement	$ 5,808,173	$ 5,896,472	$ 6,074,132	$ 6,565,245	$ 6,797,992	$ 7,008,267	$ 7,226,207	$ 7,451,495
Additional State Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Excess Taxes before Minimum State Aid	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Total Funding Sources	$ 5,808,173	$ 5,896,472	$ 6,074,132	$ 6,565,245	$ 6,797,992	$ 7,008,267	$ 7,226,207	$ 7,451,495
LCAP Percentage to Increase or Improve Services Calculation								
Base Grant (*Excludes add-ons for TIIG & Transportation*)			$ 5,757,689	$ 6,195,512	$ 6,399,724	$ 6,597,558	$ 6,802,726	$ 7,014,812
Supplemental and Concentration Grant funding in the LCAP year			$ 316,443	$ 369,733	$ 398,268	$ 410,709	$ 423,481	$ 436,683
Projected Additional 15% Concentration Grant funding in the LCAP year			$ -	$ -	$ -	$ -	$ -	$ -
Percentage to Increase or Improve Services			5.50%	5.97%	6.22%	6.23%	6.23%	6.23%
Necessary Small School Allowance by School								
District Current Year Necessary Small School (NSS) ADA	-	-	-	-	-	-	-	-
District Funded NSS ADA	-	-	-	-	-	-	-	-
District NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #1								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #2								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #3								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #4								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
NSS #5								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-	-	-	-	-
Funded ADA for NSS	-	-	-	-	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
PER-ADA FUNDING LEVELS								
Base, Supplemental and Concentration Rate per ADA								
Grades TK-3	$ 11,414.45	$ 11,591.52	$ 11,945.31	$ 12,528.40	$ 12,972.75	$ 13,373.88	$ 13,789.65	$ 14,219.25
Grades 4-6	$ 10,495.12	$ 10,658.37	$ 10,983.19	$ 11,519.64	$ 11,928.55	$ 12,297.76	$ 12,680.57	$ 13,076.14
Grades 7-8	$ 10,805.73	$ 10,973.61	$ 11,308.12	$ 11,860.13	$ 12,281.58	$ 12,661.43	$ 13,054.87	$ 13,462.14
Grades 9-12	$ 12,848.68	$ 13,049.36	$ 13,446.52	$ 14,102.54	$ 14,603.91	$ 15,056.11	$ 15,523.99	$ 16,007.82
Base Grants								
Grades TK-3	$ 9,919	$ 10,025	$ 10,256	$ 10,698	$ 11,051	$ 11,392	$ 11,746	$ 12,112
Grades 4-6	$ 10,069	$ 10,177	$ 10,411	$ 10,860	$ 11,218	$ 11,565	$ 11,925	$ 12,297
Grades 7-8	$ 10,367	$ 10,478	$ 10,719	$ 11,181	$ 11,550	$ 11,907	$ 12,277	$ 12,660
Grades 9-12	$ 12,015	$ 12,144	$ 12,423	$ 12,958	$ 13,386	$ 13,800	$ 14,229	$ 14,673

Discovery Charter (111880)								
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
General Assumptions								
Grade Span Adjustment								
Grades TK-3	$ 1,032	$ 1,043	$ 1,067	$ 1,113	$ 1,149	$ 1,185	$ 1,222	$ 1,260
Grades 9-12	$ 312	$ 316	$ 323	$ 337	$ 348	$ 359	$ 370	$ 381
Prorated Base, Supplemental and Concentration Rate per ADA								
Grades TK-3	$ 10,951	$ 11,068	$ 11,323	$ 11,811	$ 12,200	$ 12,577	$ 12,968	$ 13,372
Grades 4-6	$ 10,069	$ 10,177	$ 10,411	$ 10,860	$ 11,218	$ 11,565	$ 11,925	$ 12,297
Grades 7-8	$ 10,367	$ 10,478	$ 10,719	$ 11,181	$ 11,550	$ 11,907	$ 12,277	$ 12,660
Grades 9-12	$ 12,327	$ 12,460	$ 12,746	$ 13,295	$ 13,734	$ 14,159	$ 14,599	$ 15,054
Prorated Base Grants								
Grades TK-3	$ 9,919	$ 10,025	$ 10,256	$ 10,698	$ 11,051	$ 11,392	$ 11,746	$ 12,112
Grades 4-6	$ 10,069	$ 10,177	$ 10,411	$ 10,860	$ 11,218	$ 11,565	$ 11,925	$ 12,297
Grades 7-8	$ 10,367	$ 10,478	$ 10,719	$ 11,181	$ 11,550	$ 11,907	$ 12,277	$ 12,660
Grades 9-12	$ 12,015	$ 12,144	$ 12,423	$ 12,958	$ 13,386	$ 13,800	$ 14,229	$ 14,673
Prorated Grade Span Adjustment								
Grades TK-3	$ 1,032	$ 1,043	$ 1,067	$ 1,113	$ 1,149	$ 1,185	$ 1,222	$ 1,260
Grades 9-12	$ 312	$ 316	$ 323	$ 337	$ 348	$ 359	$ 370	$ 381
Supplemental Grant	20%	20%	20%	20%	20%	20%	20%	20%
Maximum - 1.00 ADA, 100% UPP								
Grades TK-3	$ 2,190	$ 2,214	$ 2,265	$ 2,362	$ 2,440	$ 2,515	$ 2,594	$ 2,674
Grades 4-6	$ 2,014	$ 2,035	$ 2,082	$ 2,172	$ 2,244	$ 2,313	$ 2,385	$ 2,459
Grades 7-8	$ 2,073	$ 2,096	$ 2,144	$ 2,236	$ 2,310	$ 2,381	$ 2,455	$ 2,532
Grades 9-12	$ 2,465	$ 2,492	$ 2,549	$ 2,659	$ 2,747	$ 2,832	$ 2,920	$ 3,011
Actual - 1.00 ADA, Local UPP as follows:	*21.16%*	*23.65%*	*27.48%*	*30.37%*	*31.67%*	*31.68%*	*31.68%*	*31.68%*
Grades TK-3	$ 463	$ 524	$ 622	$ 717	$ 773	$ 797	$ 822	$ 847
Grades 4-6	$ 426	$ 481	$ 572	$ 660	$ 711	$ 733	$ 756	$ 779
Grades 7-8	$ 439	$ 496	$ 589	$ 679	$ 732	$ 754	$ 778	$ 802
Grades 9-12	$ 522	$ 589	$ 701	$ 808	$ 870	$ 897	$ 925	$ 954
Concentration Grant (>55% population)	65%	65%	65%	65%	65%	65%	65%	65%
Maximum - 1.00 ADA, 100% UPP								
Grades TK-3	$ 7,118	$ 7,194	$ 7,360	$ 7,677	$ 7,930	$ 8,175	$ 8,429	$ 8,692
Grades 4-6	$ 6,545	$ 6,615	$ 6,767	$ 7,059	$ 7,292	$ 7,517	$ 7,751	$ 7,993
Grades 7-8	$ 6,739	$ 6,811	$ 6,967	$ 7,268	$ 7,508	$ 7,740	$ 7,980	$ 8,229
Grades 9-12	$ 8,013	$ 8,099	$ 8,285	$ 8,642	$ 8,927	$ 9,203	$ 9,489	$ 9,785
Actual - 1.00 ADA, Local UPP >55% as follows:	*0.0000%*	*0.0000%*	*0.0000%*	*0.0000%*	*0.0000%*	*0.0000%*	*0.0000%*	*0.0000%*
Grades TK-3	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Grades 4-6	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Grades 7-8	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Grades 9-12	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

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NECESSARY SMALL SCHOOLS (NSS)

The calculator is constructed to include all ADA for purposes of calculating the Base, Grade Span adjustment, Supplemental and Concentration grants. The ADA funded under NSS is returned to the calculator as a negative number to allow display of total LCFF- funded ADA. Similarly, the base grant and grade span adjustment grants generated by NSS ADA are returned as negative numbers. The NSS Allowance replaces the base and grade span and is returned as a positive amount. Supplemental and Concentration grants are not affected by this calculation.

SECTION 1: DATA NEEDED TO CALCULATE FUNDING

RATES 2023-24 ADA	Level / # FTE	Allowance	12/13 deficited rate
Elementary			
1 - 24	1	268,348	151,414
25 - 48	2	531,045	302,829
49 - 72	3	793,973	454,243
73 - 96	4	1,056,670	605,656
High School			
1 - 19	1	226,141	122,901
1 - 19	2	322,421	245,803
1 - 19	3	716,202	545,921
20 - 38	4	877,412	668,822
39 - 57	5	1,038,623	791,725
58 - 71	6	1,199,833	914,626
72 - 86	7	1,361,044	1,037,527
87 - 100	8	1,522,254	1,160,429
101 - 114	9	1,683,465	1,283,330
115 - 129	10	1,844,675	1,406,231
130 - 143	11	2,005,886	1,529,133
144 - 171	12	2,167,097	1,652,035
172 - 210	13	2,594,792	1,774,936
211 - 248	14	3,063,276	1,897,838
249 - 286	15	3,531,767	2,020,739
NSS Add-on per ADA		-	-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA	2023-24	8.22%
Proration Factor		0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	9,919	1,032	463	-
Grades 4-6	10,069	-	426	-
Grades 7-8	10,367	-	439	-
Grades 9-12	12,015	312	522	-

ADA & NSS FTE — 2023-24

		DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2020-21	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE			0.0	0.0	0.0	0.0	0.0	
Second PY ADA (net of charter shift)								
2021-22	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE			0.0	0.0	0.0	0.0	0.0	
PRIOR YEAR ADA (net of charter shift)								
2022-23	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
	PRIOR YEAR NUMBER OF FTE		0.0	0.0	0.0	0.0	0.0	
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	

The calculations below will compute total funding for all possible combinations of funding selection for schools that provides the maximum **overall** funding for the district) will be indicated in the RESULTS area at the end of each fiscal

SECTION 2: COMPARISON OF ALL POSSIBLE FUNDING SELECTIONS FOR EACH YEAR

2023-24 COMPARISON

OPTION	1	2
NSS 1 funding method	LCFF	LCFF
NSS 2 funding method	LCFF	LCFF
NSS 3 funding method	LCFF	LCFF
NSS 4 funding method	LCFF	LCFF
NSS 5 funding method	LCFF	LCFF
AVERAGE DAILY ATTENDANCE		
Third PY ADA for NSS-funded schools		
Grades TK-3	-	-
Grades 4-6	-	-
Grades 7-8	-	-
Grades 9-12	-	-
TOTAL Third PY NSS ADA	-	-
Second PY ADA for NSS-funded schools		
Grades TK-3	-	-
Grades 4-6	-	-
Grades 7-8	-	-
Grades 9-12	-	-
TOTAL Second PY NSS ADA	-	-
PY ADA for NSS-funded schools		
Grades TK-3	-	-
Grades 4-6	-	-
Grades 7-8	-	-
Grades 9-12	-	-
TOTAL PY NSS ADA	-	-
CY ADA for NSS-funded schools		
Grades TK-3	-	-
Grades 4-6	-	-
Grades 7-8	-	-
Grades 9-12	-	-
TOTAL CY NSS ADA	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)		
Grades TK-3	-	-
Grades 4-6	-	-
Grades 7-8	-	-
Grades 9-12	-	-
TOTAL Third PY ADA	-	-
Second PY ADA (net of charter shift & NSS-funded ADA)		
Grades TK-3	-	-
Grades 4-6	-	-
Grades 7-8	-	-
Grades 9-12	-	-
TOTAL Second PY ADA	-	-
PY ADA (net of charter shift & NSS-funded ADA)		
Grades TK-3	-	-
Grades 4-6	-	-
Grades 7-8	-	-
Grades 9-12	-	-
TOTAL PY ADA	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)		
Grades TK-3	-	-
Grades 4-6	-	-
Grades 7-8	-	-
Grades 9-12	-	-

CURRENT YEAR ADA (before charter shift)							
2023-24	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-
	CURRENT YEAR NUMBER OF FTE		0.0	0.0	0.0	0.0	0.0

NSS FUNDING CALCULATIONS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year						
	NSS allowance level using PY	-	-	-	-	-
	NSS Allowance using PY	-	-	-	-	-
	NSS Add-on using PY	-	-	-	-	-
	Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average		Eligible	Eligible	Eligible	Eligible	Eligible
	NSS allowance level using 3 PY average	-	-	-	-	-
	NSS Allowance using 3 PY average	-	-	-	-	-
	NSS Add-on using 3 PY average	-	-	-	-	-
	Total NSS Allowance using 3 PY average	-	-	-	-	-
NSS Allowance if funded as NSS & on current year						
	NSS allowance level using CY	-	-	-	-	-
	NSS Allowance using CY	-	-	-	-	-
	NSS Add-on using CY	-	-	-	-	-
	Total NSS Allowance using CY	-	-	-	-	-
	NSS allowance level >0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
	NSS Funding	-	-	-	-	-
	NSS ADA Grades TK-3	-	-	-	-	-
	Grades 4-6	-	-	-	-	-
	Grades 7-8	-	-	-	-	-
	Grades 9-12	-	-	-	-	-
	Total	-	-	-	-	-
	NSS allowance Level	-	-	-	-	-

		2023-24					
Funded P2 NSS ADA and NSS Allowances		NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:		LCFF	LCFF	LCFF	LCFF	LCFF	
NSS Allowance							
Third Prior Year	2020-21						
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
Second Prior Year	2021-22						
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
Prior Year	2022-23						
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
NSS Allowances		-	-	-	-	-	-

	TOTAL 3 PY Average ADA	-	-
CY ADA (net of NSS-funded ADA)			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	TOTAL CY ADA	-	-
Declining or Increasing ADA		No Change	No Change
NPS, CDS, & COE-operated ADA			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	total NPS, CDS, & COE-operated ADA	-	-
LCFF ADA (excludes NSS-funded ADA)			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	TOTAL LCFF ADA	-	-
LCFF ENTITLEMENT before Minimum State Aid			
NSS Allowance			
	Funded NSS ADA - TK-3	-	-
	Funded NSS ADA - 4-6	-	-
	Funded NSS ADA - 7-8	-	-
	Funded NSS ADA - 9-12	-	-
	Funded NSS ADA TOTAL	-	-
NSS Allowance (greater of CY, PY, or 3PY Average for each NSS)		-	-
Base		-	-
Grade Span		-	-
Supplemental		-	-
Concentration		-	-
Targeted Instructional Improvement		-	-
Transportation		-	-
Transitional Kindergarten (Commencing 2022-23)		-	-
Subtotal		-	-
Economic Recovery Target Add-on		-	-
LCFF ENTITLEMENT BEFORE MINIMUM STATE AID		-	-
LCFF MINIMUM STATE AID			
LCFF Funding			
	Local Revenue	-	-
	State Aid before Minimum State Aid	-	-
Minimum State Aid			
	12-13 Adj.RL per ADA * CY Funded ADA (incl.NSS)	-	-
	12-13 NSS Allowance (deficited)	-	-
	TOTAL Historical RL & NSS Allowance	-	-
	Less: Local Revenue		
	Local Property Taxes (excluding RDA)	-	-
	Redevelopment Agency Local Revenue	-	-
	Total district and charter ADA	-	-
	Tax per ADA	-	-
	Charter ADA	-	-
	In-lieu to charters - Property Tax per ADA	-	-
	In-lieu to charters - LCFF Funding per ADA	-	-
	In-lieu to charters - Alternative Calculation		
	In-Lieu of Property Tax Transfer Total	-	-
	Net Property Taxes	-	-
	Subtotal RL & NSS State Aid	-	-
	Categorical funding from 2012-13	202,707	202,707
	Minimum State Aid Adjustments	-	-
	Minimum State Aid Guarantee	202,707	202,707
Additional State Aid to Meet the Minimum Guarantee		202,707	202,707
TOTAL LCFF ENTITLEMENT		202,707	202,707

Current Year	2023-24						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances						
Funded	NSS allowance Level	-	-	-	-	-	-
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances						
		-	-	-	-	-	-

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	Grade Span	Base	Grade Span	
Grades TK-3	-	9,919	1,032	-	-	-
Grades 4-6	-	10,069	-	-	-	-
Grades 7-8	-	10,367	-	-	-	-
Grades 9-12	-	12,015	312	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA						
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

OPTION	1	2
2023-24 RESULTS	**Max funding is:**	**382,707**
	Best option is:	**1**

RATES	2024-25		12/13 deficited rate
ADA	Level / # FTE	Allowance	
	Elementary		
1 - 24	1	271,219	153,034
25 - 48	2	536,727	306,069
49 - 72	3	802,469	459,103
73 - 96	4	1,067,976	612,137
	High School		
1 - 19	1	228,561	124,216
1 - 19	2	325,871	248,433
1 - 19	3	723,865	551,762
20 - 38	4	886,800	675,978
39 - 57	5	1,049,736	800,196
58 - 71	6	1,212,671	924,412
72 - 86	7	1,375,607	1,048,629
87 - 100	8	1,538,542	1,172,846
101 - 114	9	1,701,478	1,297,062
115 - 129	10	1,864,413	1,421,278
130 - 143	11	2,027,349	1,545,495
144 - 171	12	2,190,285	1,669,712
172 - 210	13	2,622,556	1,793,928
211 - 248	14	3,096,053	1,918,145
249 - 286	15	3,569,557	2,042,361
NSS Add-on per ADA		-	-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA	2024-25	1.07%
Proration Factor		0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,025	1,043	524	-
Grades 4-6	10,177	-	481	-
Grades 7-8	10,478	-	496	-
Grades 9-12	12,144	316	589	-

ADA & NSS FTE		2024-25 DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2021-22	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	

2024-25 COMPARISON			
OPTION		1	2
	NSS 1 funding method	LCFF	LCFF
	NSS 2 funding method	LCFF	LCFF
	NSS 3 funding method	LCFF	LCFF
	NSS 4 funding method	LCFF	LCFF
	NSS 5 funding method	LCFF	LCFF
AVERAGE DAILY ATTENDANCE			
Third PY ADA for NSS-funded schools			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	TOTAL Third PY NSS ADA	-	-
Second PY ADA for NSS-funded schools			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	TOTAL Second PY NSS ADA	-	-
PY ADA for NSS-funded schools			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	TOTAL PY NSS ADA	-	-
CY ADA for NSS-funded schools			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-

	Grades 9-12	-	-	-	-	-	-
	Third PRIOR YEAR ADA	-	-	-	-	-	-
Third PY NUMBER OF FTE			-	-	-	-	-
Second PY ADA (net of charter shift)							
2022-23	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	Second PRIOR YEAR ADA	-	-	-	-	-	-
Second PY NUMBER OF FTE			-	-	-	-	-
PRIOR YEAR ADA (net of charter shift)							
2023-24	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	PRIOR YEAR ADA	-	-	-	-	-	-
	PRIOR YEAR NUMBER OF FTE		-	-	-	-	-
THREE PRIOR YEAR AVERAGE (net of charter shift)							
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	3 PY AVERAGE ADA	-	-	-	-	-	-
3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-
CURRENT YEAR ADA (before charter shift)							
2024-25	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-
	CURRENT YEAR NUMBER OF FTE		-	-	-	-	-

NSS FUNDING CALCULATIONS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year						
	NSS allowance level using PY	-	-	-	-	-
	NSS Allowance using PY	-	-	-	-	-
	NSS Add-on using PY	-	-	-	-	-
	Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average		Eligible	Eligible	Eligible	Eligible	Eligible
	NSS allowance level using 3 PY average	-	-	-	-	-
	NSS Allowance using 3 PY average	-	-	-	-	-
	NSS Add-on using 3 PY average	-	-	-	-	-
	Total NSS Allowance using 3 PY average	-	-	-	-	-
NSS Allowance if funded as NSS & on current year						
	NSS allowance level using CY	-	-	-	-	-
	NSS Allowance using CY	-	-	-	-	-
	NSS Add-on using CY	-	-	-	-	-
	Total NSS Allowance using CY	-	-	-	-	-
	NSS allowance level >0?	NO Current Yr	NO Current Yr	NO Current Yr	NO Current Yr	NO Current Yr
NSS Allowance if funded as NSS is based on						
	NSS Funding	-	-	-	-	-
	NSS ADA Grades TK-3	-	-	-	-	-
	Grades 4-6	-	-	-	-	-
	Grades 7-8	-	-	-	-	-
	Grades 9-12	-	-	-	-	-
	Total	-	-	-	-	-
	NSS allowance Level	-	-	-	-	-

	2024-25					
Funded P2 NSS ADA and NSS Allowances	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	

	Grades 9-12	-	-
	TOTAL CY NSS ADA	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	TOTAL Third PY ADA	-	-
Second PY ADA (net of charter shift & NSS-funded ADA)			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	TOTAL Second PY ADA	-	-
PY ADA (net of charter shift & NSS-funded ADA)			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	TOTAL PY ADA	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	TOTAL 3 PY Average ADA	-	-
CY ADA (net of NSS-funded ADA)			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	TOTAL CY ADA	-	-
Declining or Increasing ADA		No Change	No Change
NPS, CDS, & COE-operated ADA			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	Total NPS, CDS, & COE-operated ADA	-	-
LCFF ADA (excludes NSS-funded ADA)			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	TOTAL LCFF ADA	-	-
LCFF ENTITLEMENT before Minimum State Aid			
NSS Allowance			
	Funded NSS ADA - TK-3	-	-
	Funded NSS ADA - 4-6	-	-
	Funded NSS ADA - 7-8	-	-
	Funded NSS ADA - 9-12	-	-
	Funded NSS ADA TOTAL	-	-
NSS Allowance (greater of CY, PY, or 3PY Average for each NSS)		-	-
Base		-	-
Grade Span		-	-
Supplemental		-	-
Concentration		-	-
Targeted Instructional Improvement		-	-
Transportation		-	-
Transitional Kindergarten (Commencing 2022-23)		-	-
Subtotal		-	-
Economic Recovery Target Add-on		-	-
LCFF ENTITLEMENT BEFORE MINIMUM STATE AID		-	-
LCFF MINIMUM STATE AID			

NSS Allowance								
Third Prior Year	2021-22							
	NSS ADA							
	Grades TK-3							
	Grades 4-6							
	Grades 7-8							
	Grades 9-12							
	P2 NSS ADA							
Second Prior Year	2022-23							
	NSS ADA							
	Grades TK-3							
	Grades 4-6							
	Grades 7-8							
	Grades 9-12							
	P2 NSS ADA							
Prior Year	2023-24							
	NSS ADA							
	Grades TK-3							
	Grades 4-6							
	Grades 7-8							
	Grades 9-12							
	P2 NSS ADA							
	NSS Allowances							
Current Year	2024-25							
	NSS ADA							
	Grades TK-3							
	Grades 4-6							
	Grades 7-8							
	Grades 9-12							
	P2 NSS ADA							
	NSS Allowances							
Funded	NSS allowance Level							
	NSS ADA							
	Grades TK-3							
	Grades 4-6							
	Grades 7-8							
	Grades 9-12							
	P2 NSS ADA							
	NSS Allowances							

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	Grade Span	Base	Grade Span	
Grades TK-3	-	10,025	1,043	-	-	-
Grades 4-6	-	10,177	-	-	-	-
Grades 7-8	-	10,478	-	-	-	-
Grades 9-12	-	12,144	316	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA						-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

RATES	2025-26		12/13 deficited rate
ADA	Level / # FTE	Allowance	(adj. for COLA)
Elementary			
1 - 24	1	277,457	156,554
25 - 48	2	549,072	313,109
49 - 72	3	820,926	469,662
73 - 96	4	1,092,539	626,216
High School			

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA 2025-26 2.30%

LCFF Funding		
Local Revenue	-	-
State Aid before Minimum State Aid	-	-
Minimum State Aid		
12-13 Adj.RL per ADA * CY Funded ADA (incl.NSS)	-	-
12-13 NSS Allowance (deficited)	-	-
TOTAL Historical RL & NSS Allowance	-	-
Less: Local Revenue		
Local Property Taxes (excluding RDA)	-	-
Redevelopment Agency Local Revenue	-	-
Total district and charter ADA	-	-
Tax per ADA	-	-
Charter ADA	-	-
In-lieu to charters - Property Tax per ADA	-	-
In-lieu to charters - LCFF Funding per ADA	-	-
In-lieu to charters - Alternative Calculation		
In-Lieu of Property Tax Transfer Total	-	-
Net Property Taxes	-	-
Subtotal RL & NSS State Aid	-	-
Categorical funding from 2012-13	202,707	202,707
Minimum State Aid Adjustments	-	-
Minimum State Aid Guarantee	202,707	202,707
Additional State Aid to Meet the Minimum Guarantee	202,707	202,707
TOTAL LCFF ENTITLEMENT	202,707	202,707
OPTION	1	2
2024-25 RESULTS	Max funding is:	202,707
	Best option is:	1

2025-26 COMPARISON		
OPTION	1	2
NSS 1 funding method	LCFF	LCFF
NSS 2 funding method	LCFF	LCFF
NSS 3 funding method	LCFF	LCFF
NSS 4 funding method	LCFF	LCFF

1 - 19	1	233,818	127,073
1 - 19	2	333,366	254,147
1 - 19	3	740,514	564,453
20 - 38	4	907,196	691,525
39 - 57	5	1,073,880	818,601
58 - 71	6	1,240,562	945,673
72 - 86	7	1,407,246	1,072,747
87 - 100	8	1,573,928	1,199,821
101 - 114	9	1,740,612	1,326,894
115 - 129	10	1,907,294	1,453,967
130 - 143	11	2,073,978	1,581,041
144 - 171	12	2,240,662	1,708,115
172 - 210	13	2,682,875	1,835,188
211 - 248	14	3,167,262	1,962,262
249 - 286	15	3,651,657	2,089,335
NSS Add-on per ADA		-	-

Proration Factor 0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,256	1,067	622	-
Grades 4-6	10,411	-	572	-
Grades 7-8	10,719	-	589	-
Grades 9-12	12,423	323	701	-

ADA & NSS FTE — 2025-26

		DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2022-23	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE			-	-	-	-	-	
Second PY ADA (net of charter shift)								
2023-24	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE			-	-	-	-	-	
PRIOR YEAR ADA (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
CURRENT YEAR ADA (before charter shift)								
2025-26	Grades TK-3	-	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE			-	-	-	-	-	

NSS FUNDING CALCULATIONS	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS	Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year					
NSS allowance level using PY	-	-	-	-	-
NSS Allowance using PY	-	-	-	-	-
NSS Add-on using PY	-	-	-	-	-
Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average	Eligible	Eligible	Eligible	Eligible	Eligible
NSS allowance level using 3 PY average	-	-	-	-	-

NSS 5 funding method	LCFF	LCFF
AVERAGE DAILY ATTENDANCE		
Third PY ADA for NSS-funded schools		
Grades TK-3	-	-
Grades 4-6	-	-
Grades 7-8	-	-
Grades 9-12	-	-
TOTAL Third PY NSS ADA	-	-
Second PY ADA for NSS-funded schools		
Grades TK-3	-	-
Grades 4-6	-	-
Grades 7-8	-	-
Grades 9-12	-	-
TOTAL Second PY NSS ADA	-	-
PY ADA for NSS-funded schools		
Grades TK-3	-	-
Grades 4-6	-	-
Grades 7-8	-	-
Grades 9-12	-	-
TOTAL PY NSS ADA	-	-
CY ADA for NSS-funded schools		
Grades TK-3	-	-
Grades 4-6	-	-
Grades 7-8	-	-
Grades 9-12	-	-
TOTAL CY NSS ADA	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)		
Grades TK-3	-	-
Grades 4-6	-	-
Grades 7-8	-	-
Grades 9-12	-	-
TOTAL Third PY ADA	-	-
Second PY ADA (net of charter shift & NSS-funded ADA)		
Grades TK-3	-	-
Grades 4-6	-	-
Grades 7-8	-	-
Grades 9-12	-	-
TOTAL Second PY ADA	-	-
PY ADA (net of charter shift & NSS-funded ADA)		
Grades TK-3	-	-
Grades 4-6	-	-
Grades 7-8	-	-
Grades 9-12	-	-
TOTAL PY ADA	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)		
Grades TK-3	-	-
Grades 4-6	-	-
Grades 7-8	-	-
Grades 9-12	-	-
TOTAL 3 PY Average ADA	-	-
CY ADA (net of NSS-funded ADA)		
Grades TK-3	-	-
Grades 4-6	-	-
Grades 7-8	-	-
Grades 9-12	-	-
TOTAL CY ADA	-	-
Declining or Increasing ADA	**No Change**	No Change
NPS, CDS, & COE-operated ADA		
Grades TK-3	-	-
Grades 4-6	-	-
Grades 7-8	-	-
Grades 9-12	-	-
Total NPS, CDS, & COE-operated ADA	-	-
LCFF ADA (excludes NSS-funded ADA)		

	NSS Allowance using 3 PY average	-	-	-	-	-	
	NSS Add-on using 3 PY average	-	-	-	-	-	
	Total NSS Allowance using 3 PY average	-	-	-	-	-	
NSS Allowance if funded as NSS & on current year							
	NSS allowance level using CY	-	-	-	-	-	
	NSS Allowance using CY	-	-	-	-	-	
	NSS Add-on using CY	-	-	-	-	-	
	Total NSS Allowance using CY	-	-	-	-	-	
	NSS allowance level >0?	NO Current Yr	NO Current Yr	NO Current Yr	NO Current Yr	NO Current Yr	
NSS Allowance if funded as NSS is based on							
	NSS Funding	-	-	-	-	-	
	NSS ADA Grades TK-3	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	
	Total	-	-	-	-	-	
	NSS allowance Level	-	-	-	-	-	

Funded P2 NSS ADA and NSS Allowances	2025-26 NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
Best funding option calculated is:	LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:	LCFF	LCFF	LCFF	LCFF	LCFF	
NSS Allowance						
Third Prior Year 2022-23						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
Second Prior Year 2023-24						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
Prior Year 2024-25						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-
Current Year 2025-26						
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-
Funded **NSS allowance Level**	-	-	-	-	-	-
NSS ADA						
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-
Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates Base	Rates Grade Span	Amounts Base	Amounts Grade Span	Total

Grades TK-3	-	-
Grades 4-6	-	-
Grades 7-8	-	-
Grades 9-12	-	-
TOTAL LCFF ADA	-	-
LCFF ENTITLEMENT before Minimum State Aid		
NSS Allowance		
Funded NSS ADA - TK-3	-	-
Funded NSS ADA - 4-6	-	-
Funded NSS ADA - 7-8	-	-
Funded NSS ADA - 9-12	-	-
Funded NSS ADA TOTAL	-	-
NSS Allowance (greater of CY, PY, or 3PY Average for each NSS)	-	-
Base	-	-
Grade Span	-	-
Supplemental	-	-
Concentration	-	-
Targeted Instructional Improvement	-	-
Transportation	-	-
Transitional Kindergarten (Commencing 2022-23)	-	-
Subtotal	-	-
Economic Recovery Target Add-on	-	-
LCFF ENTITLEMENT BEFORE MINIMUM STATE AID	-	-
LCFF MINIMUM STATE AID		
LCFF Funding		
Local Revenue	-	-
State Aid before Minimum State Aid	-	-
Minimum State Aid		
12-13 Adj.RL per ADA * CY Funded ADA (incl.NSS)	-	-
12-13 NSS Allowance (deficited)	-	-
TOTAL Historical RL & NSS Allowance	-	-
Less: Local Revenue		
Local Property Taxes (excluding RDA)		
Redevelopment Agency Local Revenue		
Total district and charter ADA	-	-
Tax per ADA	-	-
Charter ADA	-	-
In-lieu to charters - Property Tax per ADA	-	-
In-lieu to charters - LCFF Funding per ADA	-	-
In-lieu to charters - Alternative Calculation		
In-Lieu of Property Tax Transfer Total	-	-
Net Property Taxes	-	-
Subtotal RL & NSS State Aid	-	-
Categorical funding from 2012-13	202,707	202,707
Minimum State Aid Adjustments	-	-
Minimum State Aid Guarantee	202,707	202,707
Additional State Aid to Meet the Minimum Guarantee	202,707	202,707
TOTAL LCFF ENTITLEMENT	202,707	202,707
OPTION	1	2
2025-26 RESULTS	Min funding is:	202,707
	Best option is:	1

Grades TK-3	-	10,256	1,067	-	-	-
Grades 4-6	-	10,411	-	-	-	-
Grades 7-8	-	10,719	-	-	-	-
Grades 9-12	-	12,423	323	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA		-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

RATES	2026-27		12/13 def. rate + COLA for EPA
ADA	Level / # FTE	Allowance	
	Elementary		
1 - 24	1	342,504	161,047
25 - 48	2	677,796	322,095
49 - 72	3	1,013,384	483,141
73 - 96	4	1,348,674	644,188
	High School		
1 - 19	1	288,634	130,720
1 - 19	2	411,520	261,441
1 - 19	3	914,120	580,653
20 - 38	4	1,119,879	711,372
39 - 57	5	1,325,640	842,095
58 - 71	6	1,531,399	972,814
72 - 86	7	1,737,161	1,103,535
87 - 100	8	1,942,920	1,234,256
101 - 114	9	2,148,681	1,364,976
115 - 129	10	2,354,440	1,495,696
130 - 143	11	2,560,201	1,626,417
144 - 171	12	2,765,963	1,757,138
172 - 210	13	3,311,848	1,887,858
211 - 248	14	3,908,795	2,018,579
249 - 286	15	4,507,751	2,149,299
NSS Add-on per ADA		-	-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA 2026-27	2.87%
Proration Factor	0.00%
Approved NSS Augmentation	**20.00%**

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	10,698	1,113	717	-
Grades 4-6	10,860	-	660	-
Grades 7-8	11,181	-	679	-
Grades 9-12	12,958	337	808	-

ADA & NSS FTE		2026-27 DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2023-24	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE			-	-	-	-	-	
Second PY ADA (net of charter shift)								
2024-25	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE			-	-	-	-	-	
PRIOR YEAR ADA (net of charter shift)								
2025-26	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)								

OPTION		1	2
	NSS 1 funding method	LCFF	LCFF
	NSS 2 funding method	LCFF	LCFF
	NSS 3 funding method	LCFF	LCFF
	NSS 4 funding method	LCFF	LCFF
	NSS 5 funding method	LCFF	LCFF
AVERAGE DAILY ATTENDANCE			
Third PY ADA for NSS-funded schools			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	TOTAL Third PY NSS ADA	-	-
Second PY ADA for NSS-funded schools			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	TOTAL Second PY NSS ADA	-	-
PY ADA for NSS-funded schools			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	TOTAL PY NSS ADA	-	-
CY ADA for NSS-funded schools			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	TOTAL CY NSS ADA	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	TOTAL Third PY ADA	-	-
Second PY ADA (net of charter shift & NSS-funded ADA)			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	TOTAL Second PY ADA	-	-
PY ADA (net of charter shift & NSS-funded ADA)			
	Grades TK-3	-	-

	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	3 PY AVERAGE ADA	-	-	-	-	-	-
3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-
CURRENT YEAR ADA (before charter shift)							
2026-27	Grades TK-3		-	-	-	-	-
	Grades 4-6		-	-	-	-	-
	Grades 7-8		-	-	-	-	-
	Grades 9-12		-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE			-	-	-	-	-

NSS FUNDING CALCULATIONS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year						
	NSS allowance level using PY	-	-	-	-	-
	NSS Allowance using PY	-	-	-	-	-
	NSS Add-on using PY	-	-	-	-	-
	Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average		Eligible	Eligible	Eligible	Eligible	Eligible
	NSS allowance level using 3 PY average	-	-	-	-	-
	NSS Allowance using 3 PY average	-	-	-	-	-
	NSS Add-on using 3 PY average	-	-	-	-	-
	Total NSS Allowance using 3 PY average	-	-	-	-	-
NSS Allowance if funded as NSS & on current year						
	NSS allowance level using CY	-	-	-	-	-
	NSS Allowance using CY	-	-	-	-	-
	NSS Add-on using CY	-	-	-	-	-
	Total NSS Allowance using CY	-	-	-	-	-
	NSS allowance level >0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
	NSS Funding	-	-	-	-	-
	NSS ADA Grades TK-3	-	-	-	-	-
	Grades 4-6	-	-	-	-	-
	Grades 7-8	-	-	-	-	-
	Grades 9-12	-	-	-	-	-
	Total	-	-	-	-	-
	NSS allowance Level	-	-	-	-	-

		2026-27					
Funded P2 NSS ADA and NSS Allowances		NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:		LCFF	LCFF	LCFF	LCFF	LCFF	
NSS Allowance							
Third Prior Year	2023-24						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
Second Prior Year	2024-25						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
Prior Year	2025-26						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-

	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	TOTAL PY ADA	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	TOTAL 3 PY Average ADA	-	-
CY ADA (net of NSS-funded ADA)			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	TOTAL CY ADA	-	-
Declining or Increasing ADA		No Change	No Change
NPS, CDS, & COE-operated ADA			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	Total NPS, CDS, & COE-operated ADA	-	-
LCFF ADA (excludes NSS-funded ADA)			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	TOTAL LCFF ADA	-	-
LCFF ENTITLEMENT before Minimum State Aid			
NSS Allowance			
	Funded NSS ADA - TK-3	-	-
	Funded NSS ADA - 4-6	-	-
	Funded NSS ADA - 7-8	-	-
	Funded NSS ADA - 9-12	-	-
	Funded NSS ADA TOTAL	-	-
NSS Allowance (greater of CY, PY, or 3PY Average for each NSS)		-	-
Base		-	-
Grade Span		-	-
Supplemental		-	-
Concentration		-	-
Targeted Instructional Improvement		-	-
Transportation		-	-
Transitional Kindergarten		108,376	108,376
Subtotal		108,376	108,376
Economic Recovery Target Add-on		-	-
LCFF ENTITLEMENT BEFORE MINIMUM STATE AID		108,376	108,376
LCFF MINIMUM STATE AID			
LCFF Funding			
	Local Revenue	-	-
	State Aid before Minimum State Aid	108,376	108,376
Minimum State Aid			
	12-13 Adj.RL per ADA * CY Funded ADA (incl.NSS)	-	-
	12-13 NSS Allowance (deficited)	-	-
	TOTAL Historical RL & NSS Allowance	-	-
	Less: Local Revenue		
	Local Property Taxes (excluding RDA)		
	Redevelopment Agency Local Revenue		
	Total district and charter ADA	-	-
	Tax per ADA	-	-
	Charter ADA	-	-
	In-lieu to charters - Property Tax per ADA	-	-
	In-lieu to charters - LCFF Funding per ADA	-	-
	In-lieu to charters - Alternative Calculation		

	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-
Current Year	2026-27						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-
Funded	NSS allowance Level	-	-	-	-	-	
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	Grade Span	Base	Grade Span	
Grades TK-3	-	10,698	1,113	-	-	-
Grades 4-6	-	10,860	-	-	-	-
Grades 7-8	-	11,181	-	-	-	-
Grades 9-12	-	12,958	337	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

In-Lieu of Property Tax Transfer Total	-	-
Net Property Taxes	-	-
Subtotal RL & NSS State Aid	-	-
Categorical funding from 2012-13	202,707	202,707
Minimum State Aid Adjustments		
Minimum State Aid Guarantee	202,707	202,707
Additional State Aid to Meet the Minimum Guarantee	94,331	94,331
TOTAL LCFF ENTITLEMENT	202,707	202,707
OPTION	1	2
2026-27 RESULTS	Min funding is	202,707
	Best option is	1

RATES	2027-28		12/13 def. rate + COLA for EPA
ADA	Level / # FTE	Allowance	
Elementary			
1 - 24	1	353,807	166,362
25 - 48	2	700,163	332,724
49 - 72	3	1,046,826	499,085
73 - 96	4	1,393,180	665,446
High School			
1 - 19	1	298,159	135,034
1 - 19	2	425,100	270,069
1 - 19	3	944,286	599,815
20 - 38	4	1,156,835	734,847
39 - 57	5	1,369,386	869,884
58 - 71	6	1,581,935	1,004,917
72 - 86	7	1,794,487	1,139,952
87 - 100	8	2,007,036	1,274,986
101 - 114	9	2,219,587	1,410,020
115 - 129	10	2,432,137	1,545,054
130 - 143	11	2,644,688	1,680,089
144 - 171	12	2,857,240	1,815,124
172 - 210	13	3,421,139	1,950,157
211 - 248	14	4,038,818	2,085,192
249 - 286	15	4,656,507	2,220,226
NSS Add-on per ADA		-	-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA 2027-28	3.30%
Proration Factor	0.00%

LCFF Rates per ADA	Base	Gr Span	Supp	Concen
Grades TK-3	11,051	1,149	773	-
Grades 4-6	11,218	-	711	-
Grades 7-8	11,550	-	732	-
Grades 9-12	13,386	348	870	-

2027-28 COMPARISON		
OPTION	1	2
NSS 1 funding method	LCFF	LCFF
NSS 2 funding method	LCFF	LCFF
NSS 3 funding method	LCFF	LCFF
NSS 4 funding method	LCFF	LCFF
NSS 5 funding method	LCFF	LCFF
AVERAGE DAILY ATTENDANCE		
Third PY ADA for NSS-funded schools		
Grades TK-3	-	-
Grades 4-6	-	-
Grades 7-8	-	-
Grades 9-12	-	-
TOTAL Third PY NSS ADA	-	-
Second PY ADA for NSS-funded schools		
Grades TK-3	-	-
Grades 4-6	-	-
Grades 7-8	-	-
Grades 9-12	-	-
TOTAL Second PY NSS ADA	-	-
PY ADA for NSS-funded schools		

ADA & NSS FTE		2027-28 DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2024-25	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE		-	-	-	-	-	-	
Second PY ADA (net of charter shift)								
2025-26	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE		-	-	-	-	-	-	
PRIOR YEAR ADA (net of charter shift)								
2026-27	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	-	
CURRENT YEAR ADA (before charter shift)								
2027-28	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE			-	-	-	-	-	

NSS FUNDING CALCULATIONS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year						
	NSS allowance level using PY	-	-	-	-	-
	NSS Allowance using PY	-	-	-	-	-
	NSS Add-on using PY	-	-	-	-	-
	Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average		Eligible	Eligible	Eligible	Eligible	Eligible
	NSS allowance level using 3 PY average	-	-	-	-	-
	NSS Allowance using 3 PY average	-	-	-	-	-
	NSS Add-on using 3 PY average	-	-	-	-	-
	Total NSS Allowance using 3 PY average	-	-	-	-	-
NSS Allowance if funded as NSS & on current year						
	NSS allowance level using CY	-	-	-	-	-
	NSS Allowance using CY	-	-	-	-	-
	NSS Add-on using CY	-	-	-	-	-
	Total NSS Allowance using CY	-	-	-	-	-
	NSS allowance level >0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
	NSS Funding	-	-	-	-	-
	NSS ADA Grades TK-3	-	-	-	-	-
	Grades 4-6	-	-	-	-	-
	Grades 7-8	-	-	-	-	-
	Grades 9-12	-	-	-	-	-
	Total	-	-	-	-	-
	NSS allowance Level	-	-	-	-	-

	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	TOTAL PY NSS ADA	-	-
CY ADA for NSS-funded schools			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	TOTAL CY NSS ADA	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	TOTAL Third PY ADA	-	-
Second PY ADA (net of charter shift & NSS-funded ADA)			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	TOTAL Second PY ADA	-	-
PY ADA (net of charter shift & NSS-funded ADA)			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	TOTAL PY ADA	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	TOTAL 3 PY Average ADA	-	-
CY ADA (net of NSS-funded ADA)			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	TOTAL CY ADA	-	-
Declining or Increasing ADA		No Change	No Change
NPS, CDS, & COE-operated ADA			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	Total NPS, CDS, & COE-operated ADA	-	-
LCFF ADA (excludes NSS-funded ADA)			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	TOTAL LCFF ADA	-	-
LCFF ENTITLEMENT before Minimum State Aid			
NSS Allowance			
	Funded NSS ADA - TK-3	-	-
	Funded NSS ADA - 4-6	-	-
	Funded NSS ADA - 7-8	-	-
	Funded NSS ADA - 9-12	-	-
	Funded NSS ADA TOTAL	-	-
NSS Allowance (greater of CY, PY, or 3PY Average)		-	-
Base		-	-
Grade Span		-	-
Supplemental		-	-

			2027-28				
Funded P2 NSS ADA and NSS Allowances		NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:		LCFF	LCFF	LCFF	LCFF	LCFF	
NSS Allowance							
Third Prior Year	2024-25						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
Second Prior Year	2025-26						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
Prior Year	2026-27						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-
Current Year	2027-28						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-
Funded	**NSS allowance Level**	-	-	-	-	-	-
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	**Grade Span**	**Base**	**Grade Span**	
Grades TK-3	-	**11,051**	**1,149**	-	-	-
Grades 4-6	-	**11,218**	**-**	-	-	-
Grades 7-8	-	**11,550**	**-**	-	-	-
Grades 9-12	-	**13,386**	**348**	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

Concentration	-	-
Targeted Instructional Improvement	-	-
Transportation	-	-
Transitional Kindergarten	**111,948**	**111,948**
Subtotal	**111,948**	**111,948**
Economic Recovery Target Add-on	-	-
LCFF ENTITLEMENT BEFORE MINIMUM STATE AID	**111,948**	**111,948**
LCFF MINIMUM STATE AID		
LCFF Funding		
Local Revenue	-	-
State Aid before Minimum State Aid	**111,948**	**111,948**
Minimum State Aid		
12-13 Adj.RL per ADA * CY Funded ADA (incl.NSS)	-	-
12-13 NSS Allowance (deficited)	-	-
TOTAL Historical RL & NSS Allowance	-	-
Less: Local Revenue		
Local Property Taxes (excluding RDA)		
Redevelopment Agency Local Revenue		
Total district and charter ADA	-	-
Tax per ADA	-	-
Charter ADA	-	-
In-lieu to charters - Property Tax per ADA	-	-
In-lieu to charters - LCFF Funding per ADA	-	-
In-lieu to charters - Alternative Calculation		
In-Lieu of Property Tax Transfer Total	-	-
Net Property Taxes	-	-
Subtotal RL & NSS State Aid	-	-
Categorical funding from 2012-13	**202,707**	**202,707**
Minimum State Aid Adjustments		
Minimum State Aid Guarantee	**202,707**	**202,707**
Additional State Aid to Meet the Minimum Guarantee	**90,759**	**90,759**
TOTAL LCFF ENTITLEMENT	**202,707**	**202,707**
OPTION	**1**	**2**
2027-28 RESULTS	**Max funding is:**	**202,707**
	Best option is:	**1**

RATES	**2028-29**	12/13 det. rate + COLA for EPA

ADA	Level / # FTE	Allowance	COLA(1.09%)
	Elementary		
1 - 24	1	364,740	171,503
25 - 48	2	721,798	343,005
49 - 72	3	1,079,173	514,507
73 - 96	4	1,436,229	686,008
	High School		
1 - 19	1	507,372	189,207
1 - 19	2	438,236	278,414
1 - 19	3	973,464	618,349
20 - 38	4	1,192,581	757,554
39 - 57	5	1,411,700	896,763
58 - 76	6	1,630,817	1,035,969
72 - 86	7	1,849,937	1,175,177
87 - 100	8	2,069,053	1,314,383
101 - 114	9	2,288,172	1,453,590
115 - 129	10	2,507,290	1,592,796
130 - 143	11	2,726,409	1,732,004
144 - 171	12	2,945,529	1,871,211
172 - 210	13	3,526,852	2,010,417
211 - 248	14	4,163,617	2,149,624
249 - 286	15	4,800,393	2,288,831
NSS Add-on per ADA		-	-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA 2028-29	3.09%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	11,392	1,185	797	-
Grades 4-6	11,565	-	733	-
Grades 7-8	11,907	-	754	-
Grades 9-12	13,800	359	897	-

ADA & NSS FTE — 2028-29

		DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2025-26	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE		-	-	-	-	-	-	
Second PY ADA (net of charter shift)								
2026-27	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE		-	-	-	-	-	-	
PRIOR YEAR ADA (net of charter shift)								
2027-28	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE		-	-	-	-	-	-	
CURRENT YEAR ADA (before charter shift)								
2028-29	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE		-	-	-	-	-	-	

NSS FUNDING CALCULATIONS	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS	Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school	Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year					

PAGE 2 CONTINUED

OPTION	1	2
NSS 1 funding method	LCFF	LCFF
NSS 2 funding method	LCFF	LCFF
NSS 3 funding method	LCFF	LCFF
NSS 4 funding method	LCFF	LCFF
NSS 5 funding method	LCFF	LCFF
AVERAGE DAILY ATTENDANCE		
Third PY ADA for NSS-funded schools		
Grades TK-3	-	-
Grades 4-6	-	-
Grades 7-8	-	-
Grades 9-12	-	-
TOTAL Third PY NSS ADA	-	-
Second PY ADA for NSS-funded schools		
Grades TK-3	-	-
Grades 4-6	-	-
Grades 7-8	-	-
Grades 9-12	-	-
TOTAL Second PY NSS ADA	-	-
PY ADA for NSS-funded schools		
Grades TK-3	-	-
Grades 4-6	-	-
Grades 7-8	-	-
Grades 9-12	-	-
TOTAL PY NSS ADA	-	-
CY ADA for NSS-funded schools		
Grades TK-3	-	-
Grades 4-6	-	-
Grades 7-8	-	-
Grades 9-12	-	-
TOTAL CY NSS ADA	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)		
Grades TK-3	-	-
Grades 4-6	-	-
Grades 7-8	-	-
Grades 9-12	-	-
TOTAL Third PY ADA	-	-
Second PY ADA (net of charter shift & NSS-funded ADA)		
Grades TK-3	-	-
Grades 4-6	-	-
Grades 7-8	-	-
Grades 9-12	-	-
TOTAL Second PY ADA	-	-
PY ADA (net of charter shift & NSS-funded ADA)		
Grades TK-3	-	-
Grades 4-6	-	-
Grades 7-8	-	-
Grades 9-12	-	-
TOTAL PY ADA	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)		
Grades TK-3	-	-
Grades 4-6	-	-
Grades 7-8	-	-
Grades 9-12	-	-
TOTAL 3 PY Average ADA	-	-
CY ADA (net of NSS-funded ADA)		
Grades TK-3	-	-
Grades 4-6	-	-
Grades 7-8	-	-
Grades 9-12	-	-

NSS allowance level using PY		-	-	-	-	-
NSS Allowance using PY		-	-	-	-	-
NSS Add-on using PY		-	-	-	-	-
Total NSS Allowance using PY		-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average		Eligible	Eligible	Eligible	Eligible	Eligible
NSS allowance level using 3 PY average		-	-	-	-	-
NSS Allowance using 3 PY average		-	-	-	-	-
NSS Add-on using 3 PY average		-	-	-	-	-
Total NSS Allowance using 3 PY average		-	-	-	-	-
NSS Allowance if funded as NSS & on current year						
NSS allowance level using CY		-	-	-	-	-
NSS Allowance using CY		-	-	-	-	-
NSS Add-on using CY		-	-	-	-	-
Total NSS Allowance using CY		-	-	-	-	-
NSS allowance level >0?		NO Current Yr	NO Current Yr	NO Current Yr	NO Current Yr	NO Current Yr
NSS Allowance if funded as NSS is based on						
NSS Funding		-	-	-	-	-
NSS ADA	Grades TK-3	-	-	-	-	-
	Grades 4-6	-	-	-	-	-
	Grades 7-8	-	-	-	-	-
	Grades 9-12	-	-	-	-	-
	Total	-	-	-	-	-
NSS allowance Level		-	-	-	-	-

		2028-29					
Funded P2 NSS ADA and NSS Allowances		NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:		LCFF	LCFF	LCFF	LCFF	LCFF	
NSS Allowance							
Third Prior Year	2025-26						
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
Second Prior Year	2026-27						
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
Prior Year	2027-28						
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
NSS Allowances		-	-	-	-	-	-
Current Year	2028-29						
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
NSS Allowances		-	-	-	-	-	-
Funded	**NSS allowance Level**	-	-	-	-	-	-
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-

	TOTAL CY ADA	-	-
Declining or Increasing ADA		No Change	No Change
NPS, CDS, & COE-operated ADA			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	Total NPS, CDS, & COE-operated ADA	-	-
LCFF ADA (excludes NSS-funded ADA)			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	TOTAL LCFF ADA	-	-
LCFF ENTITLEMENT before Minimum State Aid			
NSS Allowance			
	Funded NSS ADA - TK-3	-	-
	Funded NSS ADA - 4-6	-	-
	Funded NSS ADA - 7-8	-	-
	Funded NSS ADA - 9-12	-	-
	Funded NSS ADA TOTAL	-	-
NSS Allowance (greater of CY, PY, or 3PY Average)		-	-
Base		-	-
Grade Span		-	-
Supplemental		-	-
Concentration		-	-
Targeted Instructional Improvement		-	-
Transportation		-	-
Transitional Kindergarten		115,406	115,406
Subtotal		115,406	115,406
Economic Recovery Target Add-on		-	-
LCFF ENTITLEMENT, ADD-ONS, AND ALLOWANCE		115,406	115,406
LCFF MINIMUM STATE AID			
LCFF Funding			
	Local Revenue	-	-
	State Aid before Minimum State Aid	115,406	115,406
Minimum State Aid			
	12-13 Adj.RL per ADA * CY Funded ADA (incl.NSS)	-	-
	12-13 NSS Allowance (deficited)	-	-
	TOTAL Historical RL & NSS Allowance	-	-
	Less: Local Revenue		
	Local Property Taxes (excluding RDA)		
	Redevelopment Agency Local Revenue		
	Total district and charter ADA	-	-
	Tax per ADA	-	-
	Charter ADA	-	-
	In-lieu to charters - Property Tax per ADA	-	-
	In-lieu to charters - LCFF Funding per ADA	-	-
	In-lieu to charters - Alternative Calculation		
	In-Lieu of Property Tax Transfer Total	-	-
	Net Property Taxes	-	-
	Subtotal RL & NSS State Aid	-	-
	Categorical funding from 2012-13	202,707	202,707
	Minimum State Aid Adjustments		
	Minimum State Aid Guarantee	202,707	202,707
Additional State Aid to Meet the Minimum Guarantee		87,301	87,301
TOTAL LCFF ENTITLEMENT		202,707	202,707
OPTION		1	2
2028-29 RESULTS		Max funding is:	202,707
		Best option is:	1

Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
P2 NSS ADA	-	-	-	-	-	-
NSS Allowances	-	-	-	-	-	-

Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	Grade Span	Base	Grade Span	
Grades TK-3	-	11,392	1,185	-	-	-
Grades 4-6	-	11,565	-	-	-	-
Grades 7-8	-	11,907	-	-	-	-
Grades 9-12	-	13,800	359	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

RATES 2029-30			12/13 def. rate + COLA for EPA
ADA	Level / # FTE	Allowance	
	Elementary		
1 - 24	1	376,083	176,837
25 - 48	2	744,246	353,672
49 - 72	3	1,112,735	530,508
73 - 96	4	1,480,896	707,343
	High School		
1 - 19	1	316,931	143,536
1 - 19	2	451,865	287,073
1 - 19	3	1,003,739	637,580
20 - 38	4	1,229,670	781,114
39 - 57	5	1,455,604	924,652
58 - 71	6	1,681,535	1,068,188
72 - 86	7	1,907,470	1,211,725
87 - 100	8	2,133,401	1,355,260
101 - 114	9	2,359,334	1,498,797
115 - 129	10	2,585,267	1,642,332
130 - 143	11	2,811,200	1,785,869
144 - 171	12	3,037,135	1,929,406
172 - 210	13	3,636,537	2,072,941
211 - 248	14	4,293,105	2,216,477
249 - 286	15	4,949,685	2,360,014
NSS Add-on per ADA		-	-

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA	2029-30	3.11%
Proration Factor		0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	11,746	1,222	822	-
Grades 4-6	11,925	-	756	-
Grades 7-8	12,277	-	778	-
Grades 9-12	14,229	370	925	-

ADA & NSS FTE		2029-30 DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2026-27	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE		-	-	-	-	-	-	
Second PY ADA (net of charter shift)								
2027-28	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE		-	-	-	-	-	-	
PRIOR YEAR ADA (net of charter shift)								
2028-29	Grades TK-3	-	-	-	-	-	-	

2029-30 COMPARISON			
OPTION		1	2
	NSS 1 funding method	LCFF	LCFF
	NSS 2 funding method	LCFF	LCFF
	NSS 3 funding method	LCFF	LCFF
	NSS 4 funding method	LCFF	LCFF
	NSS 5 funding method	LCFF	LCFF
AVERAGE DAILY ATTENDANCE			
Third PY ADA for NSS-funded schools			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	TOTAL Third PY NSS ADA	-	-
Second PY ADA for NSS-funded schools			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	TOTAL Second PY NSS ADA	-	-
PY ADA for NSS-funded schools			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	TOTAL PY NSS ADA	-	-
CY ADA for NSS-funded schools			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	TOTAL CY NSS ADA	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-

	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	PRIOR YEAR ADA	-	-	-	-	-	-
PRIOR YEAR NUMBER OF FTE			-	-	-	-	-
THREE PRIOR YEAR AVERAGE (net of charter shift)							
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	3 PY AVERAGE ADA	-	-	-	-	-	-
3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-
CURRENT YEAR ADA (before charter shift)							
2029-30	Grades TK-3		-	-	-	-	-
	Grades 4-6		-	-	-	-	-
	Grades 7-8		-	-	-	-	-
	Grades 9-12		-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE			-	-	-	-	-

NSS FUNDING CALCULATIONS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year						
	NSS allowance level using PY	-	-	-	-	-
	NSS Allowance using PY	-	-	-	-	-
	NSS Add-on using PY	-	-	-	-	-
	Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average		Eligible	Eligible	Eligible	Eligible	Eligible
	NSS allowance level using 3 PY average	-	-	-	-	-
	NSS Allowance using 3 PY average	-	-	-	-	-
	NSS Add-on using 3 PY average	-	-	-	-	-
	Total NSS Allowance using 3 PY average	-	-	-	-	-
NSS Allowance if funded as NSS & on current year						
	NSS allowance level using CY	-	-	-	-	-
	NSS Allowance using CY	-	-	-	-	-
	NSS Add-on using CY	-	-	-	-	-
	Total NSS Allowance using CY	-	-	-	-	-
	NSS allowance level >0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
	NSS Funding	-	-	-	-	-
	NSS ADA Grades TK-3	-	-	-	-	-
	Grades 4-6	-	-	-	-	-
	Grades 7-8	-	-	-	-	-
	Grades 9-12	-	-	-	-	-
	Total	-	-	-	-	-
	NSS allowance Level	-	-	-	-	-

		2029-30					
Funded P2 NSS ADA and NSS Allowances		NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:		LCFF	LCFF	LCFF	LCFF	LCFF	
NSS Allowance							
Third Prior Year	2026-27						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
Second Prior Year	2027-28						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-

	TOTAL Third PY ADA	-	-
Second PY ADA (net of charter shift & NSS-funded ADA)			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	TOTAL Second PY ADA	-	-
PY ADA (net of charter shift & NSS-funded ADA)			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	TOTAL PY ADA	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	TOTAL 3 PY Average ADA	-	-
CY ADA (net of NSS-funded ADA)			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	TOTAL CY ADA	-	-
Declining or Increasing ADA		No Change	No Change
NPS, CDS, & COE-operated ADA			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	Total NPS, CDS, & COE-operated ADA	-	-
LCFF ADA (excludes NSS-funded ADA)			
	Grades TK-3	-	-
	Grades 4-6	-	-
	Grades 7-8	-	-
	Grades 9-12	-	-
	TOTAL LCFF ADA	-	-
LCFF ENTITLEMENT before Minimum State Aid			
NSS Allowance			
	Funded NSS ADA - TK-3	-	-
	Funded NSS ADA - 4-6	-	-
	Funded NSS ADA - 7-8	-	-
	Funded NSS ADA - 9-12	-	-
	Funded NSS ADA TOTAL	-	-
NSS Allowance (greater of CY, PY, or 3PY Average)		-	-
Base		-	-
Grade Span		-	-
Supplemental		-	-
Concentration		-	-
Targeted Instructional Improvement		-	-
Transportation		-	-
Transitional Kindergarten		118,997	118,997
Subtotal		118,997	118,997
Economic Recovery Target Add-on		-	-
LCFF ENTITLEMENT, ADD-ONS, AND ALLOWANCE		118,997	118,997
LCFF MINIMUM STATE AID			
LCFF Funding			
	Local Revenue	-	-
	State Aid before Minimum State Aid	118,997	118,997
Minimum State Aid			
	12-13 Adj.RL per ADA * CY Funded ADA (incl.NSS)	-	-
	12-13 NSS Allowance (deficited)	-	-
	TOTAL Historical RL & NSS Allowance	-	-

	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
Prior Year	2028-29						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-
Current Year	2029-30						
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-
Funded	**NSS allowance Level**	-	-	-	-	-	-
	NSS ADA						
	Grades TK-3	-	-	-	-	-	-
	Grades 4-6	-	-	-	-	-	-
	Grades 7-8	-	-	-	-	-	-
	Grades 9-12	-	-	-	-	-	-
	P2 NSS ADA	-	-	-	-	-	-
	NSS Allowances	-	-	-	-	-	-

Exclude: LCFF Adjusted Base Funding for NSS ADA	**NSS ADA**	**Rates**		**Amounts**		**Total**
		Base	**Grade Span**	**Base**	**Grade Span**	
Grades TK-3	-	11,746	1,222	-	-	-
Grades 4-6	-	11,925	-	-	-	-
Grades 7-8	-	12,277	-	-	-	-
Grades 9-12	-	14,229	370	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	
Funded ADA	-	-	-	-	-	
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

	Less: Local Revenue		
	Local Property Taxes (excluding RDA)		
	Redevelopment Agency Local Revenue		
	Total district and charter ADA	-	-
	Tax per ADA	-	-
	Charter ADA	-	-
	In-lieu to charters - Property Tax per ADA	-	-
	In-lieu to charters - LCFF Funding per ADA	-	-
	In-lieu to charters - Alternative Calculation		
	In-Lieu of Property Tax Transfer Total	-	-
	Net Property Taxes	-	-
	Subtotal RL & NSS State Aid	-	-
	Categorical funding from 2012-13	202,707	202,707
	Minimum State Aid Adjustments		
	Minimum State Aid Guarantee	202,707	202,707
Additional State Aid to Meet the Minimum Guarantee		83,710	83,710
TOTAL LCFF ENTITLEMENT		202,707	202,707
OPTION		1	2
2029-30 RESULTS		**Other funding is:**	**202,707**
		Best option is:	**1**

RATES	**2030-31**		**12/13 del. rate + COLA for EPA**
ADA	**Level / # FTE**	**Allowance**	
	Elementary		
1 - 24	1	387,817	182,354
25 - 48	2	767,466	364,707
49 - 72	3	1,147,452	547,060
73 - 96	4	1,527,100	729,412
	High School		
1 - 19	1	326,819	148,014
1 - 19	2	465,963	296,030
1 - 19	3	1,035,056	657,472
20 - 38	4	1,268,036	805,485
39 - 57	5	1,501,019	953,501
58 - 71	6	1,733,999	1,101,515
72 - 86	7	1,966,983	1,249,531
87 - 100	8	2,199,963	1,397,544
101 - 114	9	2,432,945	1,545,559
115 - 129	10	2,665,927	1,693,573
130 - 143	11	2,898,909	1,841,588
144 - 171	12	3,131,894	1,989,603

The elementary NSS allowance is based on a combination of ADA and the number of full-time teachers (EC 42282). For High Schools, NSS will use the allowance based on only the ADA or the allowance based only on the number of certificated employees, whichever provides the lesser amount (EC 42284). The allowance amounts shown in the tables reflect COLA & Augmentation.

Funded COLA 2030-31	3.12%
Proration Factor	0.00%

LCFF Rates per ADA

	Base	Gr Span	Supp	Concen
Grades TK-3	12,112	1,260	847	-
Grades 4-6	12,297	-	779	-
Grades 7-8	12,660	-	802	-
Grades 9-12	14,673	381	954	-

2030-31 COMPARISON		
OPTION	1	2
NSS 1 funding method	LCFF	LCFF
NSS 2 funding method	LCFF	LCFF
NSS 3 funding method	LCFF	LCFF
NSS 4 funding method	LCFF	LCFF
NSS 5 funding method	LCFF	LCFF
AVERAGE DAILY ATTENDANCE		
Third PY ADA for NSS-funded schools		
Grades TK-3	-	-
Grades 4-6	-	-
Grades 7-8	-	-
Grades 9-12	-	-

172 - 210	13	3,749,997	2,137,617
211 - 248	14	4,427,050	2,285,631
249 - 286	15	5,104,115	2,433,646
NSS Add-on per ADA		-	-

ADA & NSS FTE		2030-31 DISTRICT	NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	NPS, CDS, & COE operated
Third PY ADA (net of charter shift)								
2027-28	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Third PRIOR YEAR ADA	-	-	-	-	-	-	
Third PY NUMBER OF FTE			-	-	-	-	-	
Second PY ADA (net of charter shift)								
2028-29	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	Second PRIOR YEAR ADA	-	-	-	-	-	-	
Second PY NUMBER OF FTE			-	-	-	-	-	
PRIOR YEAR ADA (net of charter shift)								
2029-30	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	PRIOR YEAR ADA	-	-	-	-	-	-	
PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
THREE PRIOR YEAR AVERAGE (net of charter shift)								
	Grades TK-3	-	-	-	-	-	-	
	Grades 4-6	-	-	-	-	-	-	
	Grades 7-8	-	-	-	-	-	-	
	Grades 9-12	-	-	-	-	-	-	
	3 PY AVERAGE ADA	-	-	-	-	-	-	
3 PRIOR YEAR NUMBER OF FTE			-	-	-	-	-	
CURRENT YEAR ADA (before charter shift)								
2030-31	Grades TK-3		-	-	-	-	-	-
	Grades 4-6		-	-	-	-	-	-
	Grades 7-8		-	-	-	-	-	-
	Grades 9-12		-	-	-	-	-	-
	CURRENT YEAR ADA	-	-	-	-	-	-	-
CURRENT YEAR NUMBER OF FTE			-	-	-	-	-	

NSS FUNDING CALCULATIONS		NSS 1	NSS 2	NSS 3	NSS 4	NSS 5
Eligibility as a NSS		Eligible	Eligible	Eligible	Eligible	Eligible
Type of NSS school		Not NSS	Not NSS	Not NSS	Not NSS	Not NSS
NSS Allowance if funded as NSS & on prior year						
	NSS allowance level using PY	-	-	-	-	-
	NSS Allowance using PY	-	-	-	-	-
	NSS Add-on using PY	-	-	-	-	-
	Total NSS Allowance using PY	-	-	-	-	-
NSS Allowance if funded as NSS & on 3 PY average		Eligible	Eligible	Eligible	Eligible	Eligible
	NSS allowance level using 3 PY average	-	-	-	-	-
	NSS Allowance using 3 PY average	-	-	-	-	-
	NSS Add-on using 3 PY average	-	-	-	-	-
	Total NSS Allowance using 3 PY average	-	-	-	-	-
NSS Allowance if funded as NSS & on current year						
	NSS allowance level using CY	-	-	-	-	-
	NSS Allowance using CY	-	-	-	-	-
	NSS Add-on using CY	-	-	-	-	-
	Total NSS Allowance using CY	-	-	-	-	-
	NSS allowance level >0?	NO	NO	NO	NO	NO
NSS Allowance if funded as NSS is based on		Current Yr	Current Yr	Current Yr	Current Yr	Current Yr
	NSS Funding	-	-	-	-	-
	NSS ADA Grades TK-3	-	-	-	-	-
	Grades 4-6	-	-	-	-	-

TOTAL Third PY NSS ADA	-	-
Second PY ADA for NSS-funded schools		
Grades TK-3	-	-
Grades 4-6	-	-
Grades 7-8	-	-
Grades 9-12	-	-
TOTAL Second PY NSS ADA	-	-
PY ADA for NSS-funded schools		
Grades TK-3	-	-
Grades 4-6	-	-
Grades 7-8	-	-
Grades 9-12	-	-
TOTAL PY NSS ADA	-	-
CY ADA for NSS-funded schools		
Grades TK-3	-	-
Grades 4-6	-	-
Grades 7-8	-	-
Grades 9-12	-	-
TOTAL CY NSS ADA	-	-
Third PY ADA (net of charter shift & NSS-funded ADA)		
Grades TK-3	-	-
Grades 4-6	-	-
Grades 7-8	-	-
Grades 9-12	-	-
TOTAL Third PY ADA	-	-
Second PY ADA (net of charter shift & NSS-funded ADA)		
Grades TK-3	-	-
Grades 4-6	-	-
Grades 7-8	-	-
Grades 9-12	-	-
TOTAL Second PY ADA	-	-
PY ADA (net of charter shift & NSS-funded ADA)		
Grades TK-3	-	-
Grades 4-6	-	-
Grades 7-8	-	-
Grades 9-12	-	-
TOTAL PY ADA	-	-
3 PY Average ADA (net of charter shift & NSS-funded ADA)		
Grades TK-3	-	-
Grades 4-6	-	-
Grades 7-8	-	-
Grades 9-12	-	-
TOTAL 3 PY Average ADA	-	-
CY ADA (net of NSS-funded ADA)		
Grades TK-3	-	-
Grades 4-6	-	-
Grades 7-8	-	-
Grades 9-12	-	-
TOTAL CY ADA	-	-
Declining or Increasing ADA	No Change	No Change
NPS, CDS, & COE-operated ADA		
Grades TK-3	-	-
Grades 4-6	-	-
Grades 7-8	-	-
Grades 9-12	-	-
Total NPS, CDS, & COE-operated ADA	-	-
LCFF ADA (excludes NSS-funded ADA)		
Grades TK-3	-	-
Grades 4-6	-	-
Grades 7-8	-	-
Grades 9-12	-	-
TOTAL LCFF ADA	-	-
LCFF ENTITLEMENT before Minimum State Aid		
NSS Allowance		
Funded NSS ADA - TK-3	-	-

	Grades 7-8	-	-	-	-	-
	Grades 9-12	-	-	-	-	-
	Total	-	-	-	-	-
NSS allowance Level		-	-	-	-	-

Funded P2 NSS ADA and NSS Allowances		2030-31 NSS 1 #	NSS 2 #	NSS 3 #	NSS 4 #	NSS 5 #	TOTAL
Best funding option calculated is:		LCFF	LCFF	LCFF	LCFF	LCFF	
Selected funding method:		LCFF	LCFF	LCFF	LCFF	LCFF	
NSS Allowance							
Third Prior Year	2027-28						
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
Second Prior Year	2028-29						
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
Prior Year	2029-30						
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
NSS Allowances		-	-	-	-	-	-
Current Year	2030-31						
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
NSS Allowances		-	-	-	-	-	-
Funded	NSS allowance Level	-	-	-	-	-	-
NSS ADA							
Grades TK-3		-	-	-	-	-	-
Grades 4-6		-	-	-	-	-	-
Grades 7-8		-	-	-	-	-	-
Grades 9-12		-	-	-	-	-	-
P2 NSS ADA		-	-	-	-	-	-
NSS Allowances		-	-	-	-	-	-

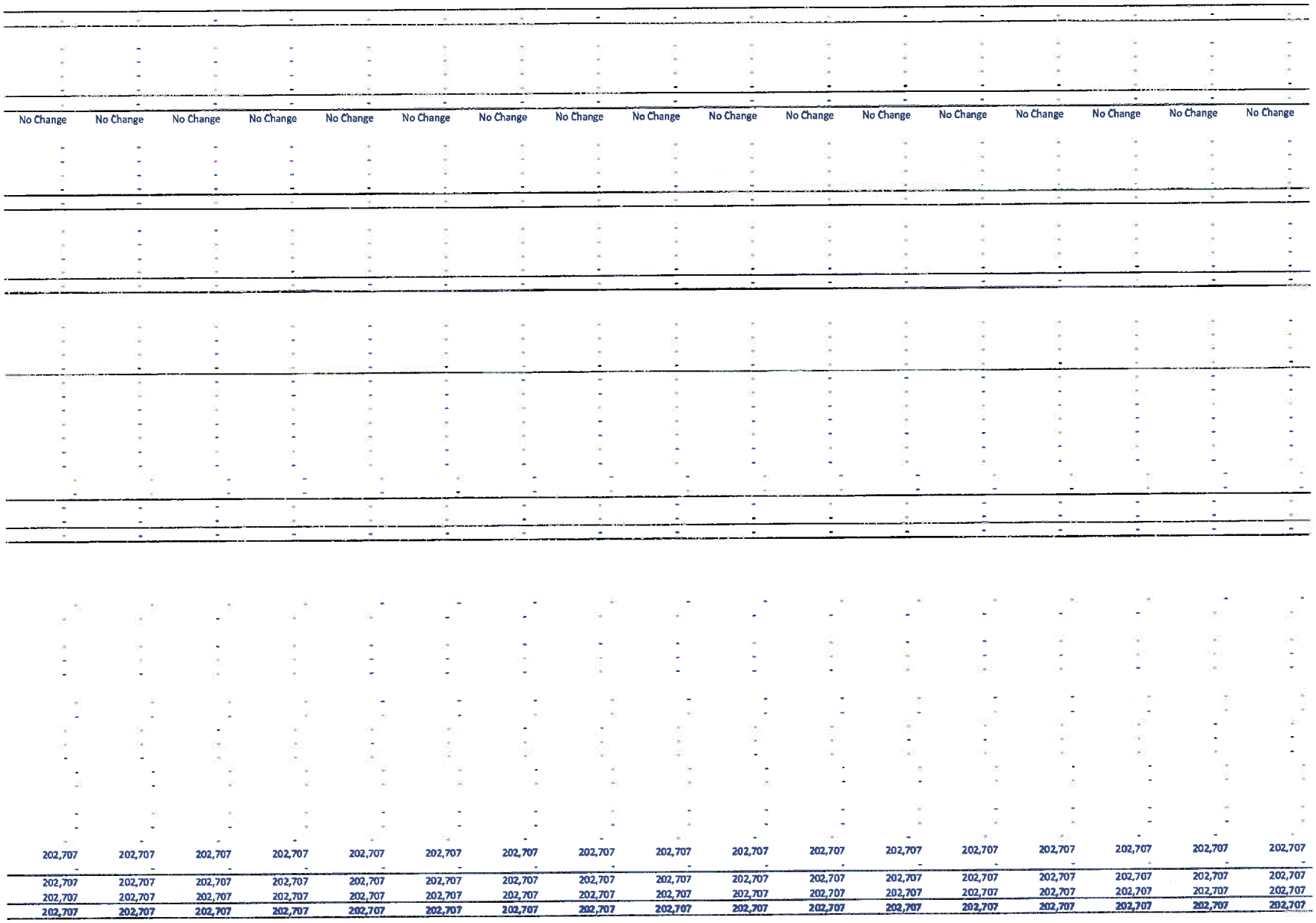
Exclude: LCFF Adjusted Base Funding for NSS ADA	NSS ADA	Rates		Amounts		Total
		Base	Grade Span	Base	Grade Span	
Grades TK-3	-	12,112	1,260	-	-	-
Grades 4-6	-	12,297	-	-	-	-
Grades 7-8	-	12,660	-	-	-	-
Grades 9-12	-	14,673	381	-	-	-
Total Exclusion: LCFF Adjusted Base Funding for NSS ADA	-			-	-	-

Adjusted NSS Allowance (Deficited) for EPA	NSS 1	NSS 2	NSS 3	NSS 4	NSS 5	
Funding at 12-13 levels (deficited)						
NSS Allowances	-	-	-	-	-	-
NSS Add-on						
NSS Add-on per ADA	-	-	-	-	-	-
Funded ADA	-	-	-	-	-	-
NSS Add-on	-	-	-	-	-	-
TOTAL Adjusted NSS Allowance (Deficited) for EPA						-

Funded NSS ADA - 4-6	-	-
Funded NSS ADA - 7-8	-	-
Funded NSS ADA - 9-12	-	-
Funded NSS ADA TOTAL	-	-
NSS Allowance (greater of CY, PY, or 3PY Average)	-	-
Base	-	-
Grade Span	-	-
Supplemental	-	-
Concentration	-	-
Targeted Instructional Improvement	-	-
Transportation	-	-
Transitional Kindergarten	122,702	122,702
Subtotal	-	-
Economic Recovery Target Add-on	-	-
LCFF ENTITLEMENT, ADD-ONS, AND ALLOWANCE	-	-
LCFF MINIMUM STATE AID		
LCFF Funding		
Local Revenue	-	-
State Aid before Minimum State Aid	-	-
Minimum State Aid		
12-13 Adj.RL per ADA * CY Funded ADA (incl.NSS)	-	-
12-13 NSS Allowance (deficited)	-	-
TOTAL Historical RL & NSS Allowance	-	-
Less: Local Revenue		
Local Property Taxes (excluding RDA)		
Redevelopment Agency Local Revenue		
Total district and charter ADA	-	-
Tax per ADA	-	-
Charter ADA	-	-
In-lieu to charters - Property Tax per ADA	-	-
In-lieu to charters - LCFF Funding per ADA	-	-
In-lieu to charters - Alternative Calculation		
In-Lieu of Property Tax Transfer Total	-	-
Net Property Taxes	-	-
Subtotal RL & NSS State Aid	-	-
Categorical funding from 2012-13	202,707	202,707
Minimum State Aid Adjustments		
Minimum State Aid Guarantee	202,707	202,707
Additional State Aid to Meet the Minimum Guarantee	202,707	202,707
TOTAL LCFF ENTITLEMENT	202,707	202,707
OPTION	1	2
2030-31 RESULTS	Max funding is:	202,707
	Best option is:	1

qualify to be NSS-funded. The best option (combination that
. year's comparison section.

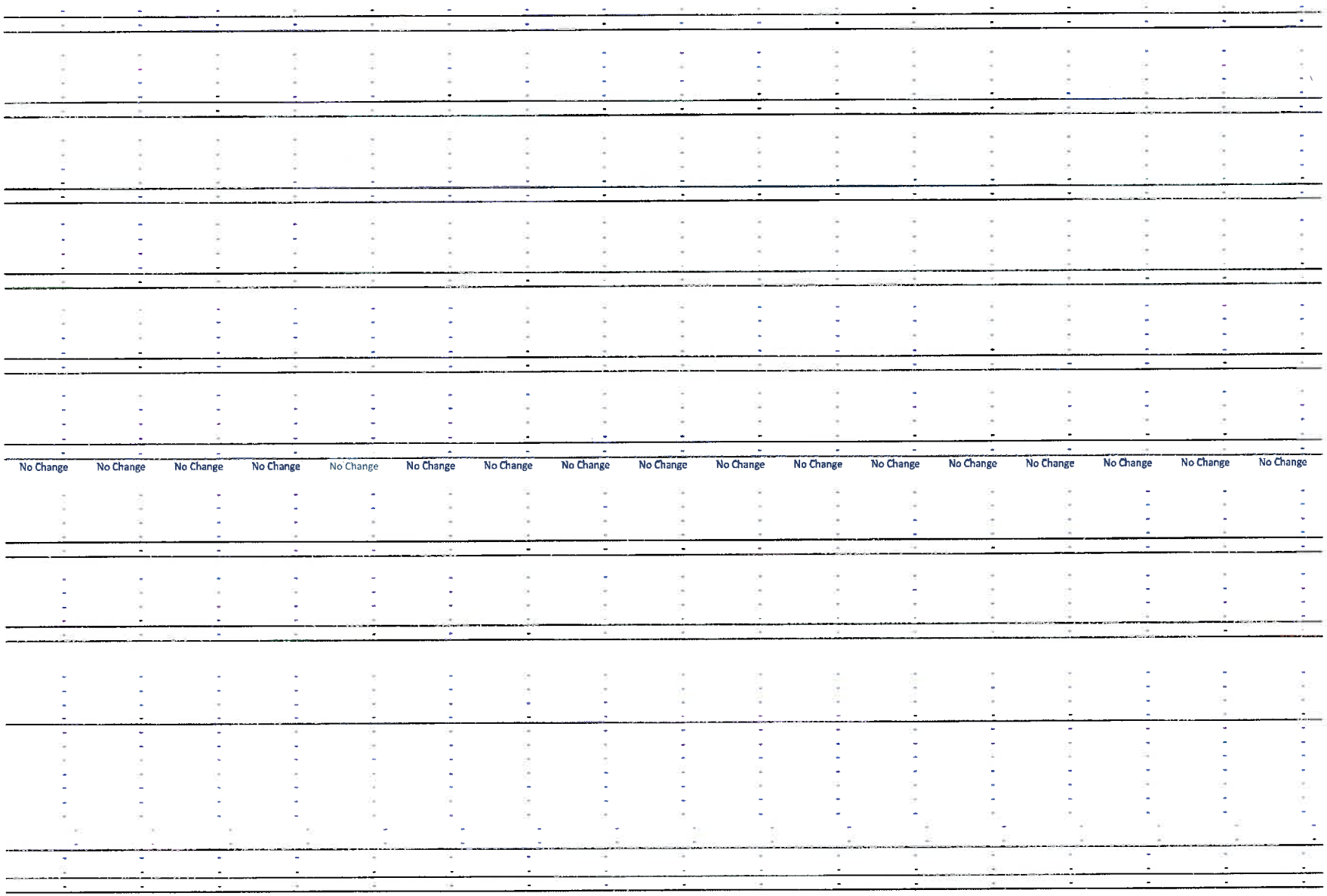
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	LCFF ADA:	-														
	Funded NSS ADA:	-														
	District ADA:	-														

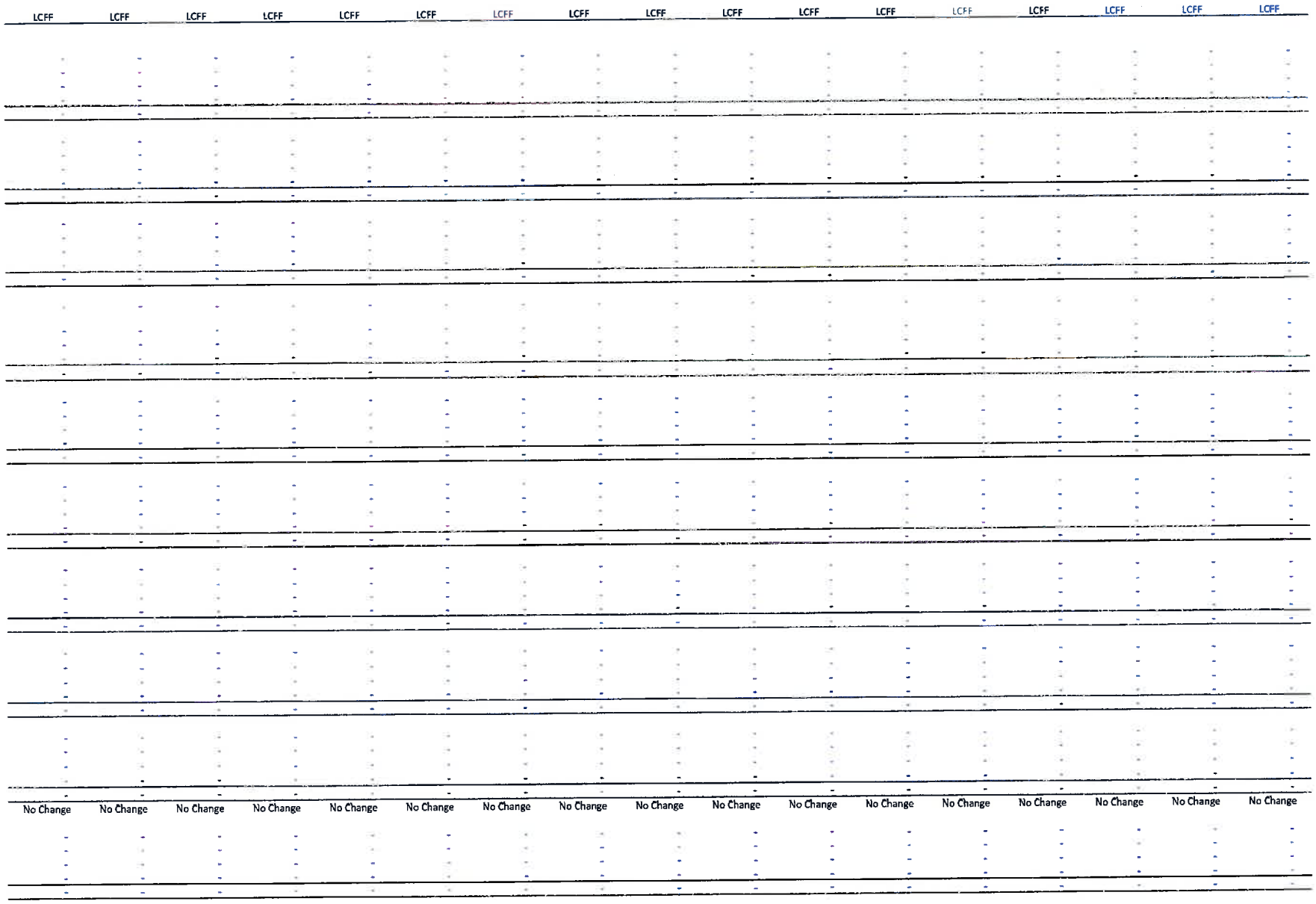
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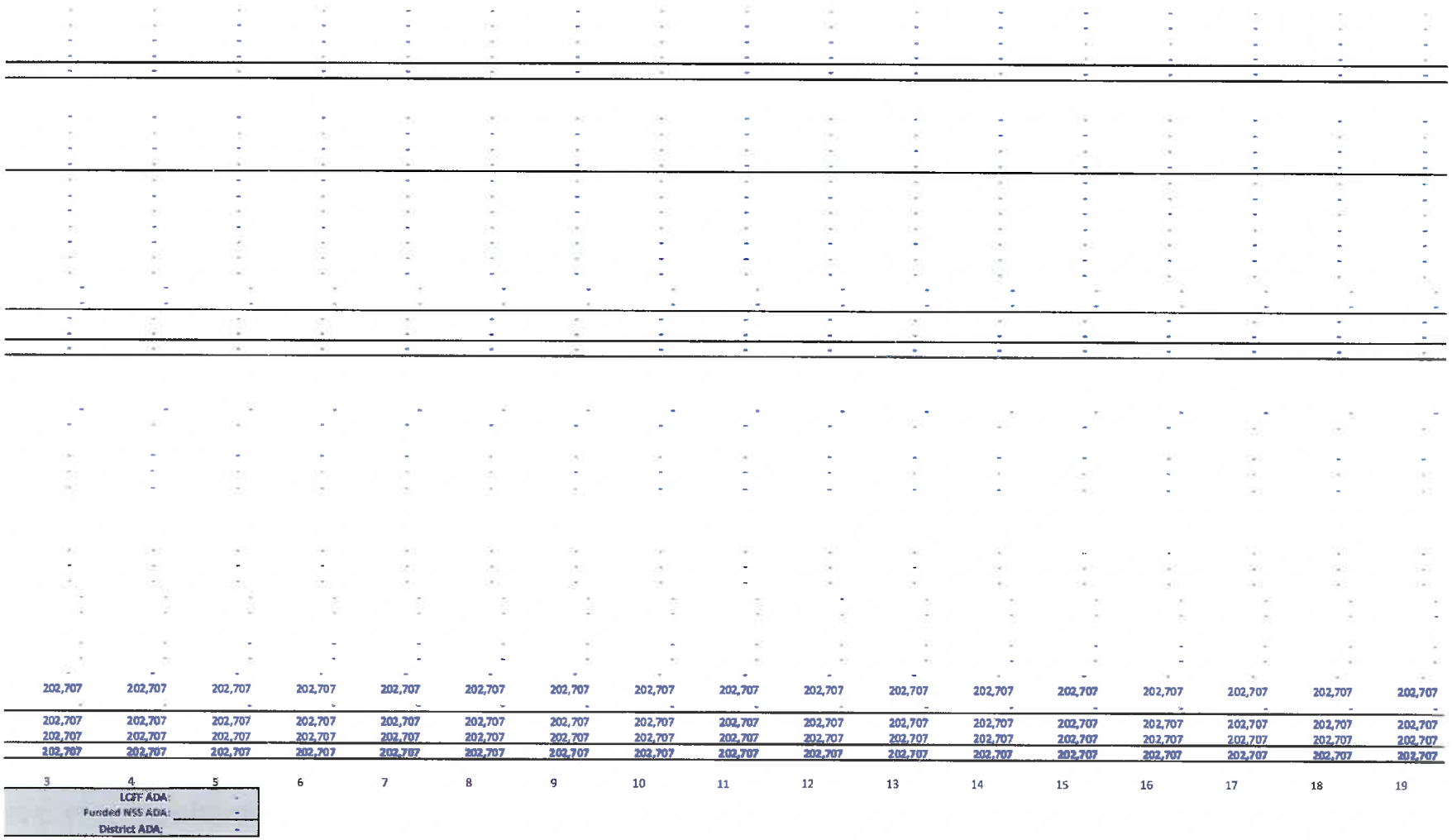

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LCFF ADA:	-
Funded NSS ADA:	-
District ADA:	-

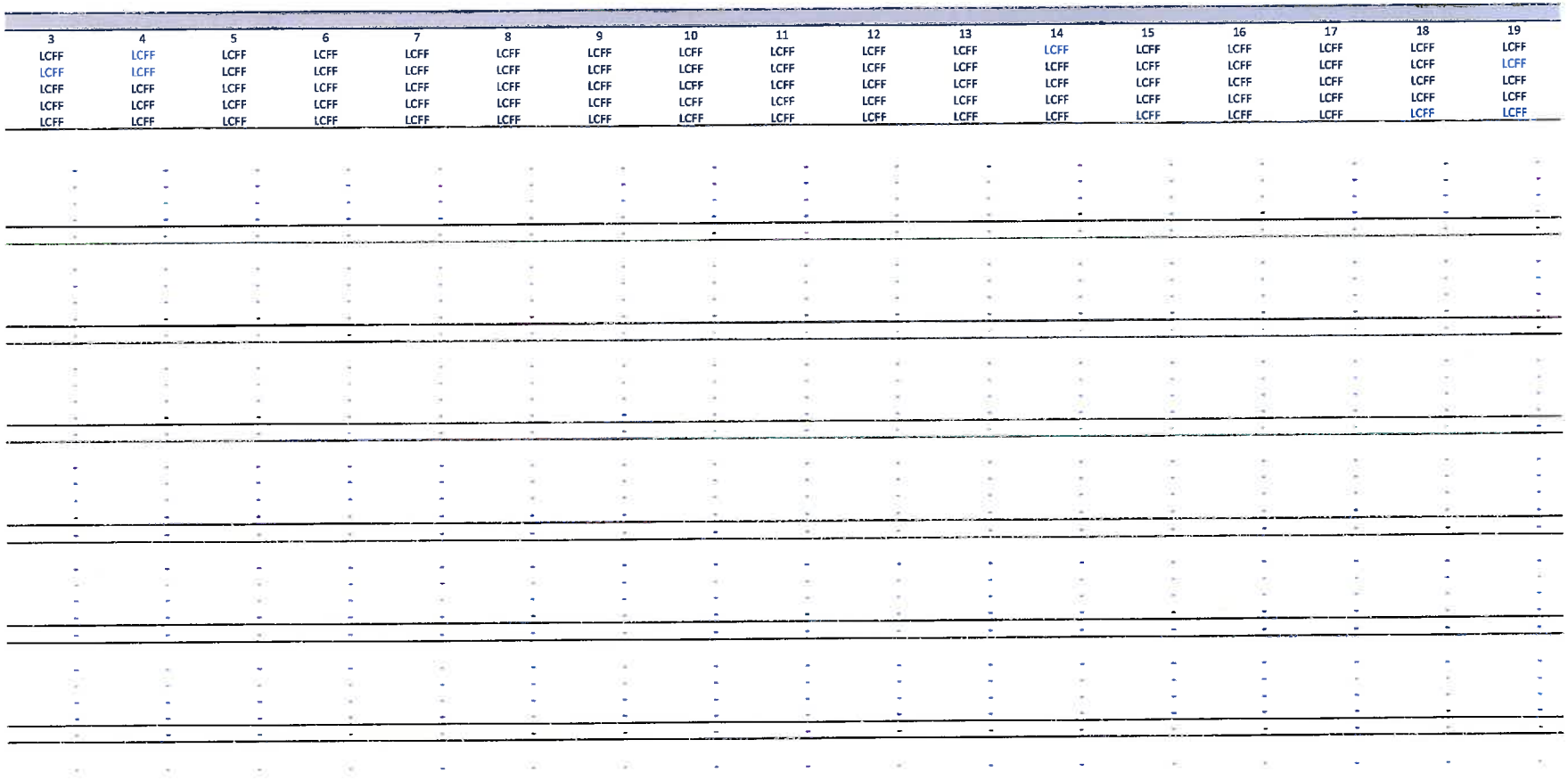
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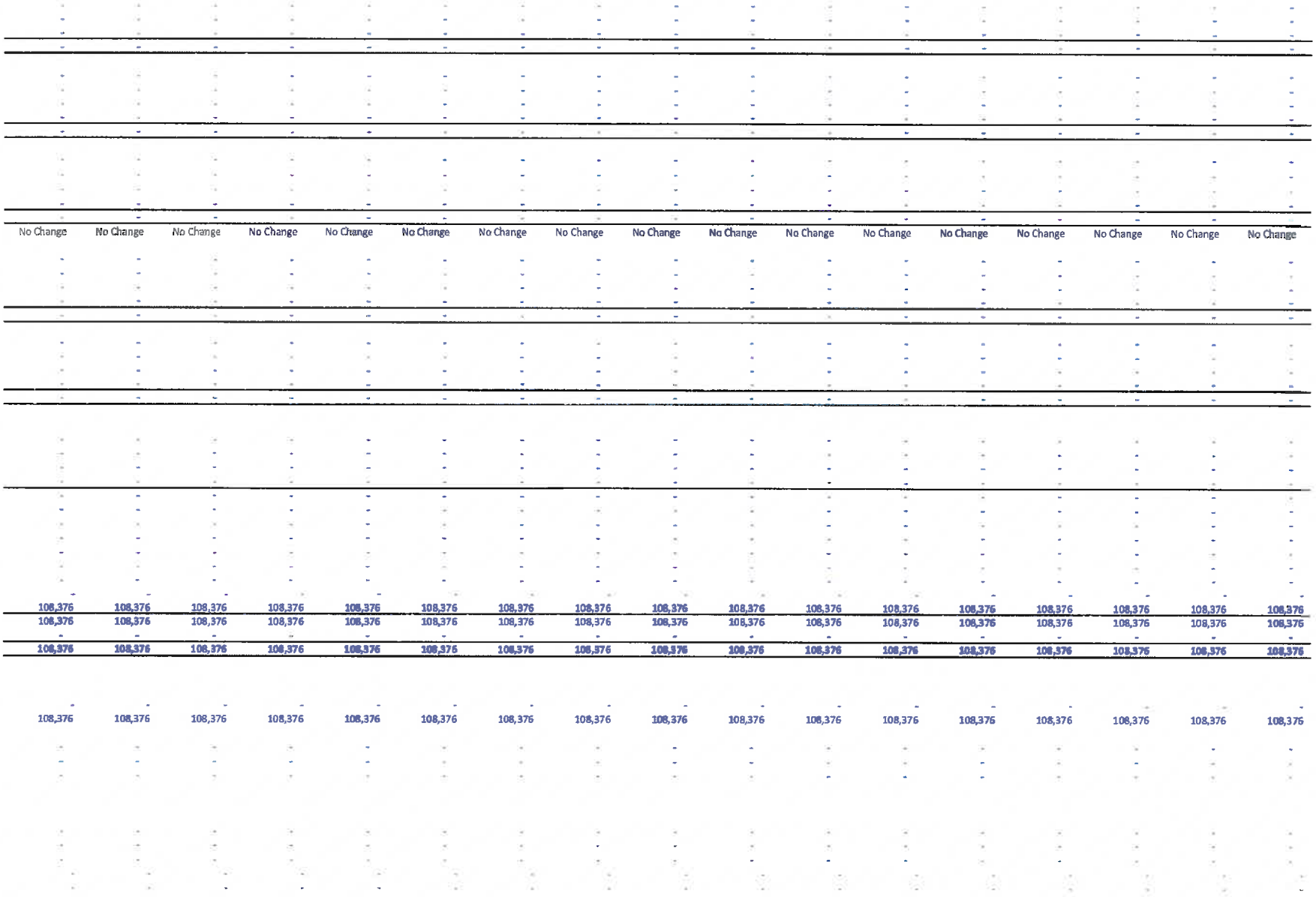


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LCFF ADA:	-
Funded NSS ADA:	-
District ADA:	-



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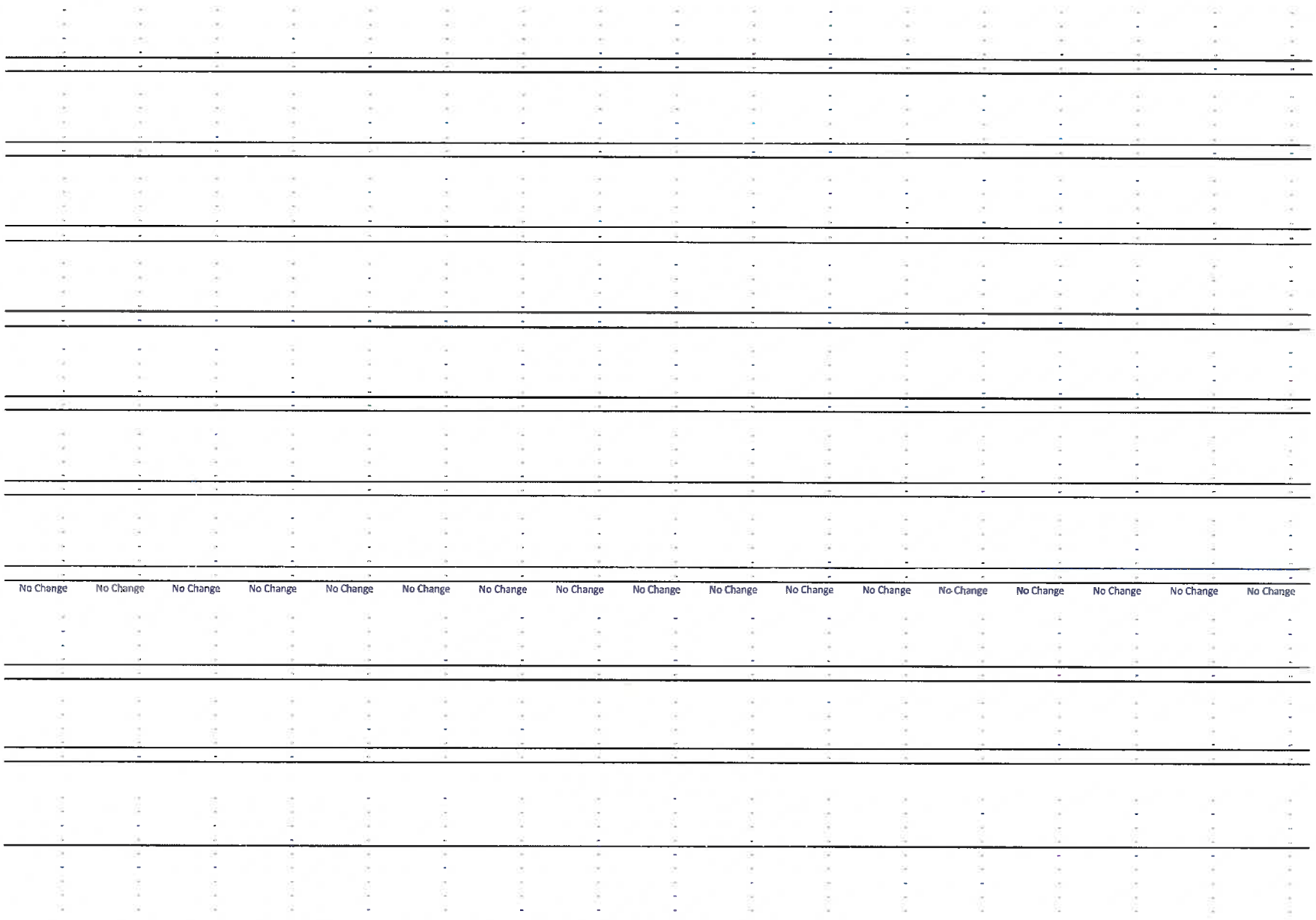

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LCFF ADA:	-
Funded NSS ADA:	-
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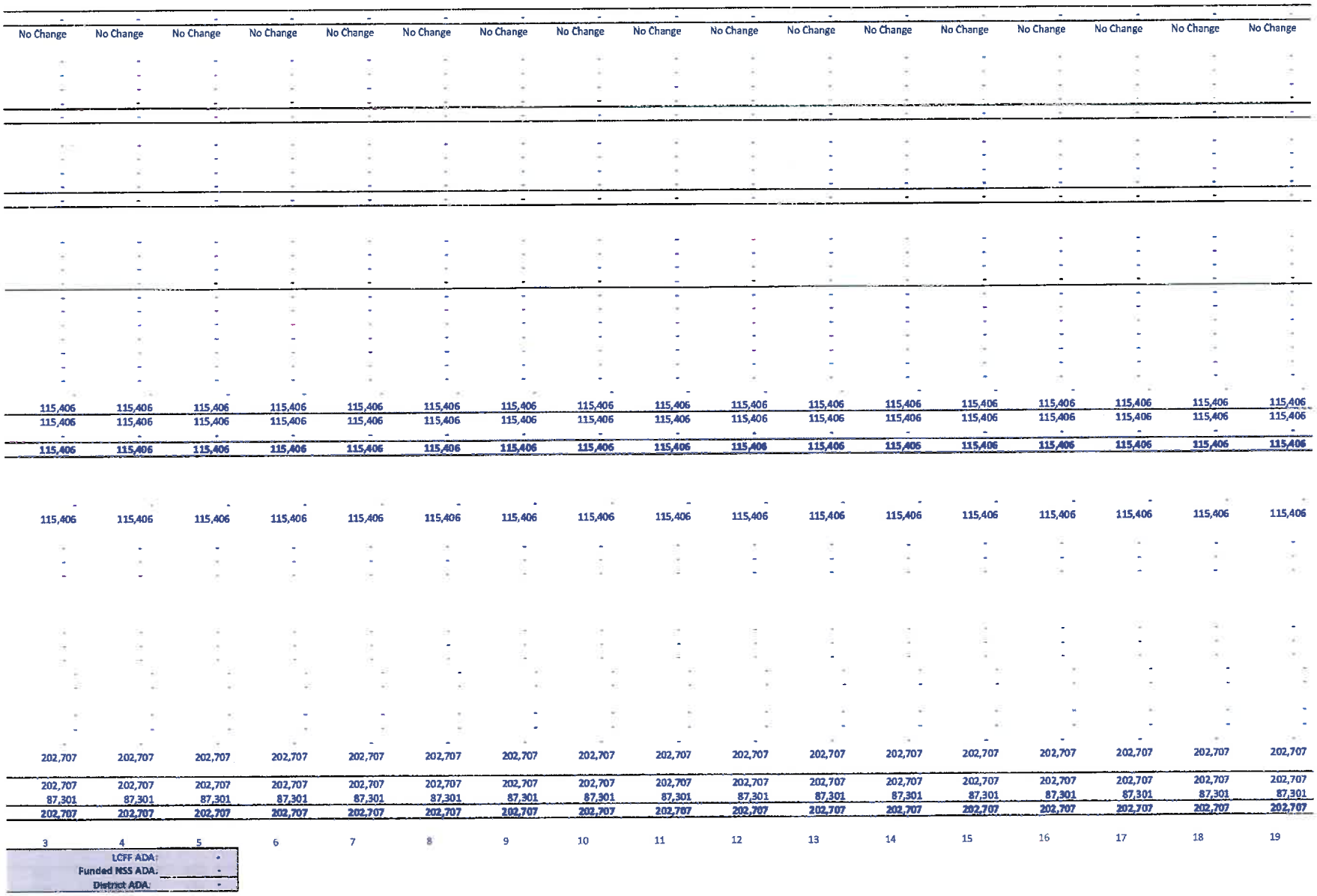
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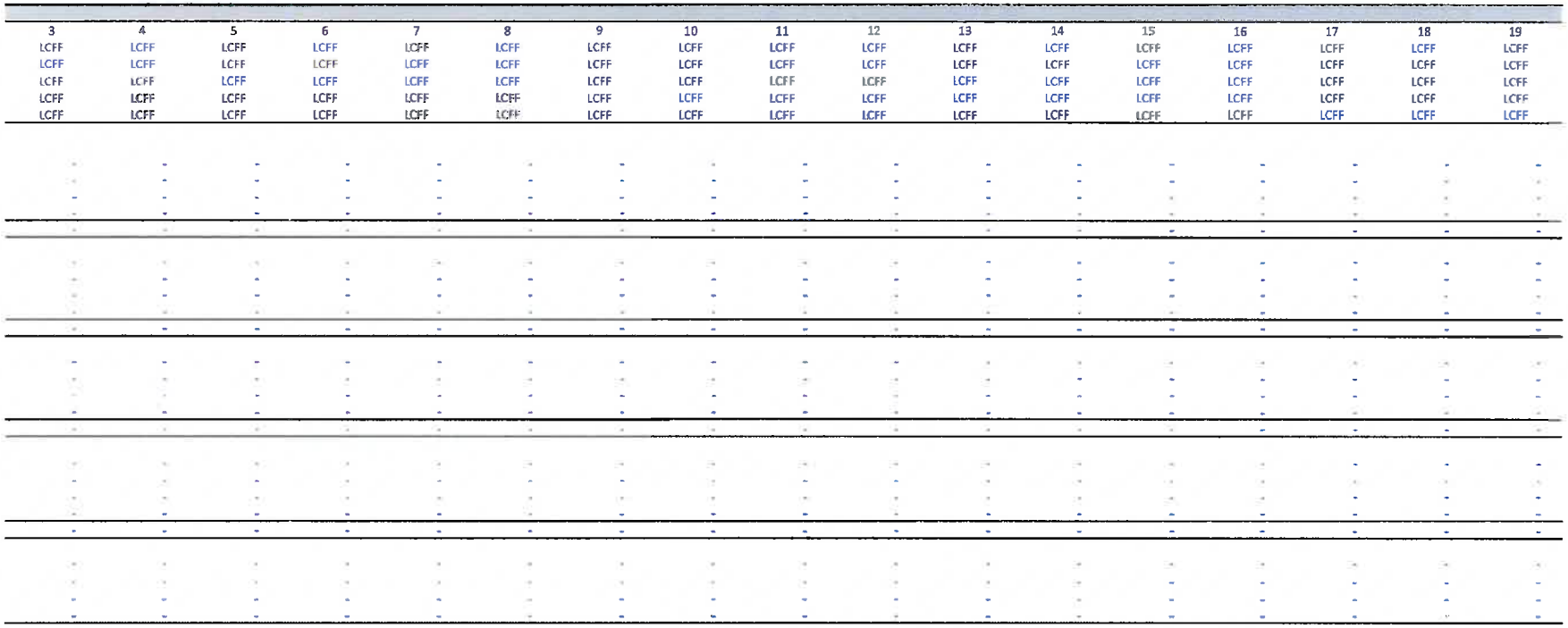
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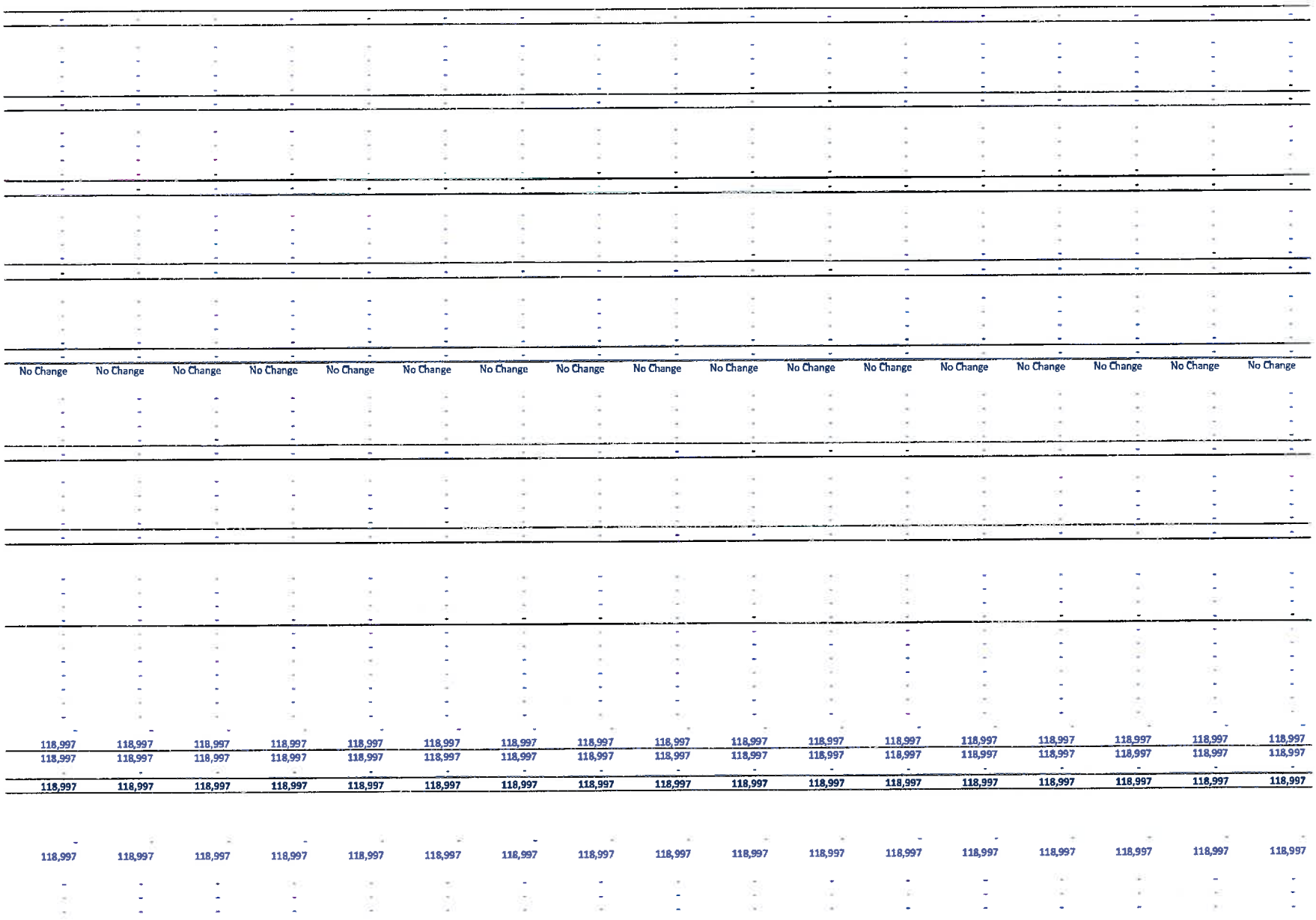


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LCFF ADA:	-
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District ADA:	-



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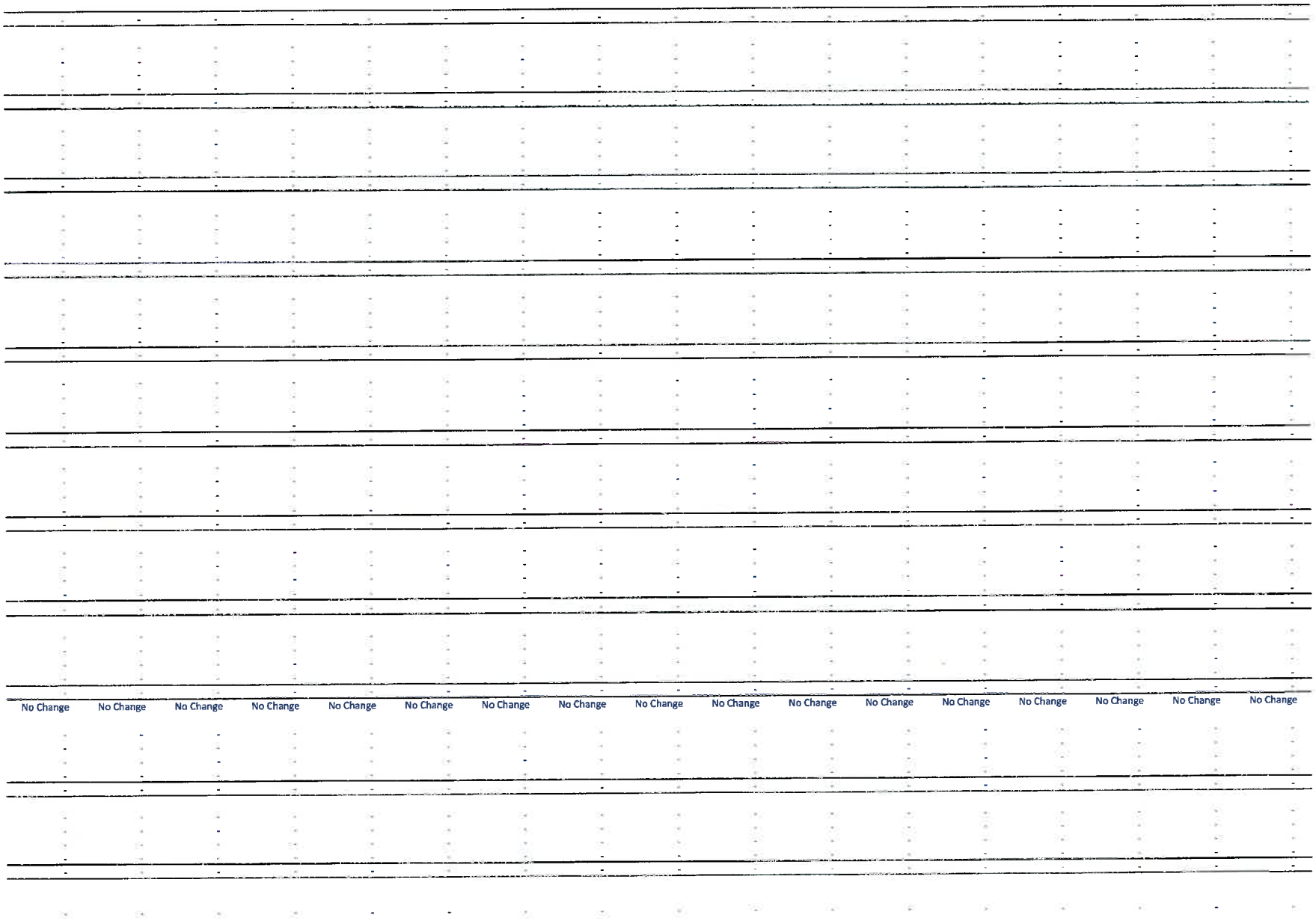

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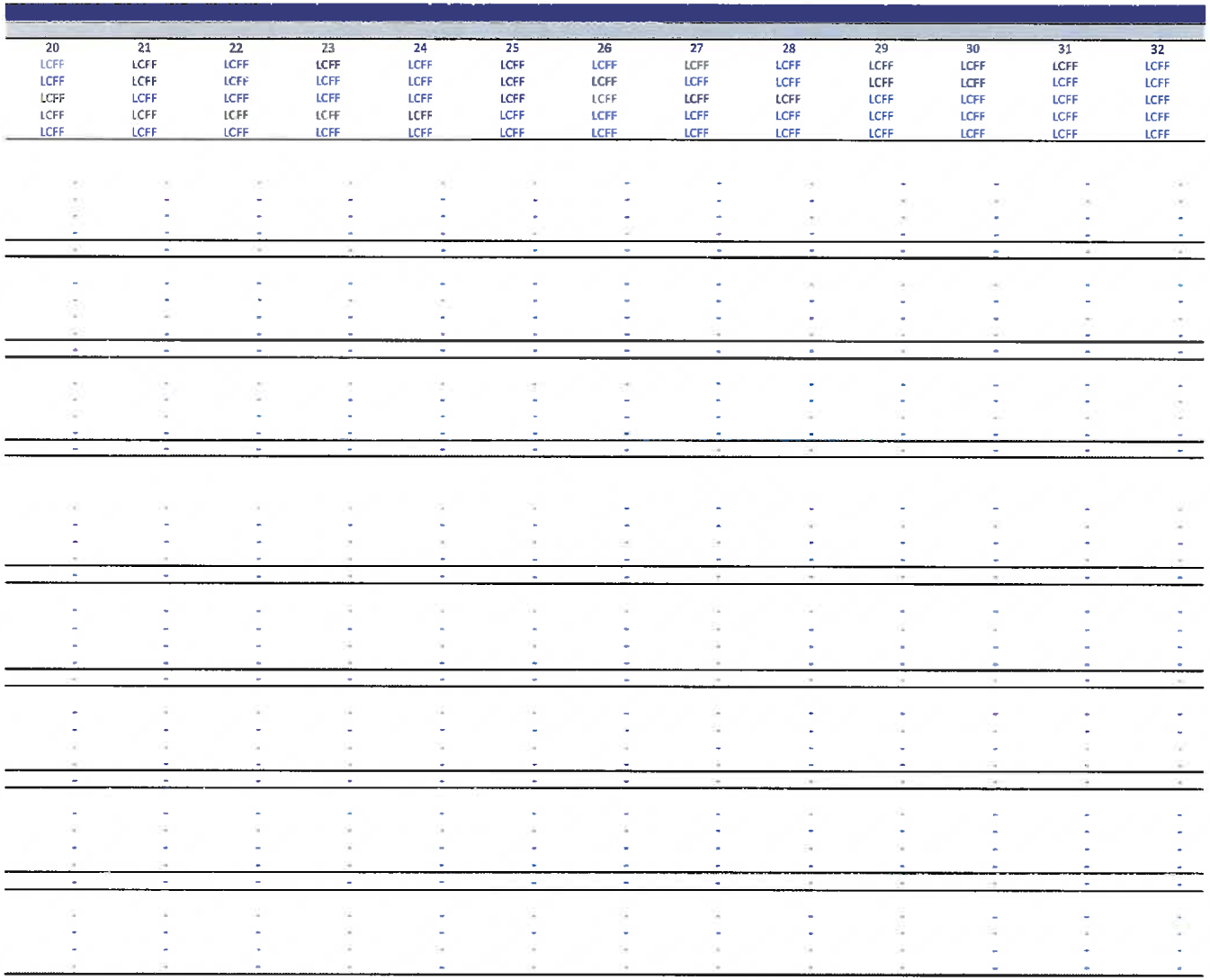
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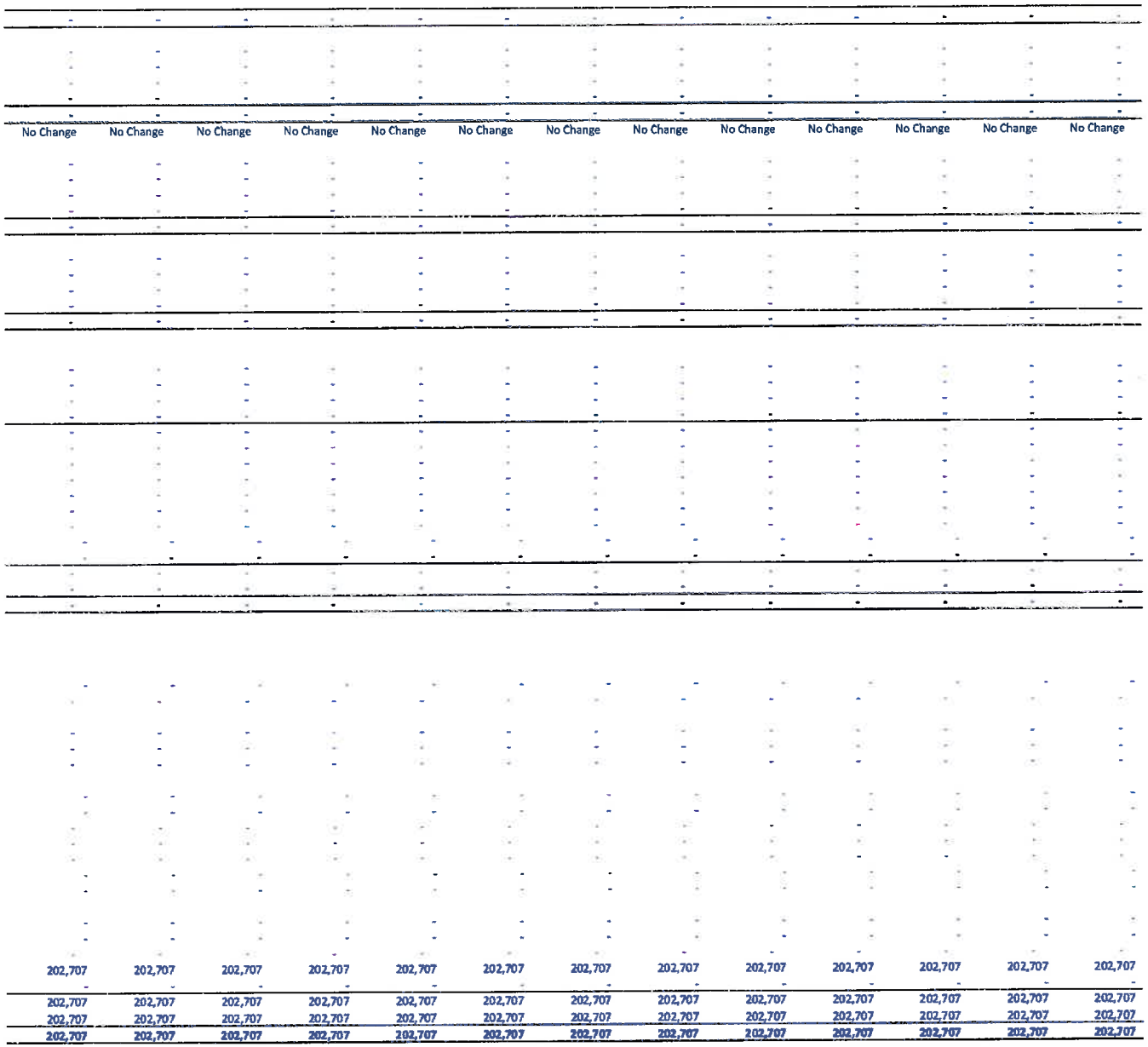

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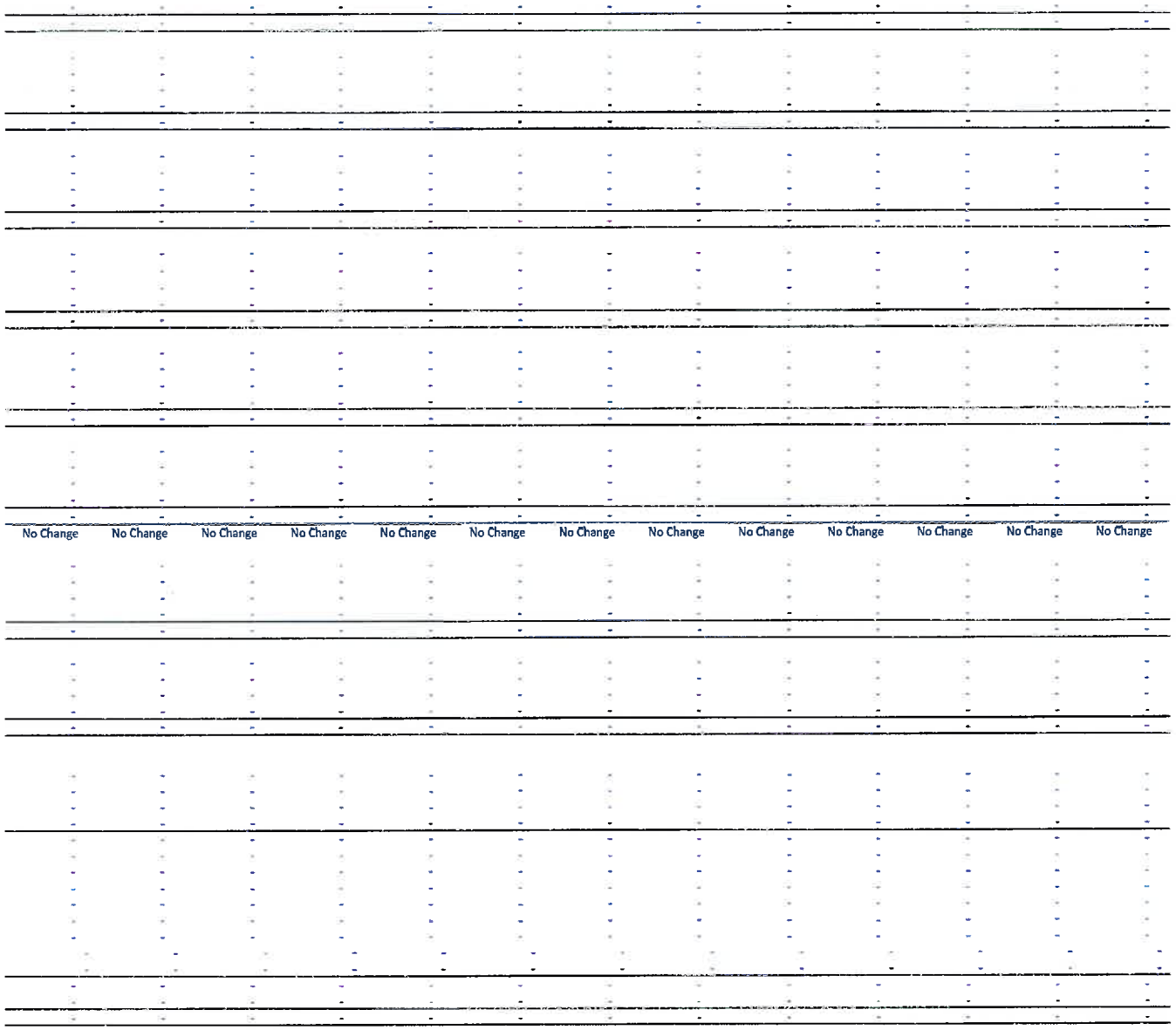


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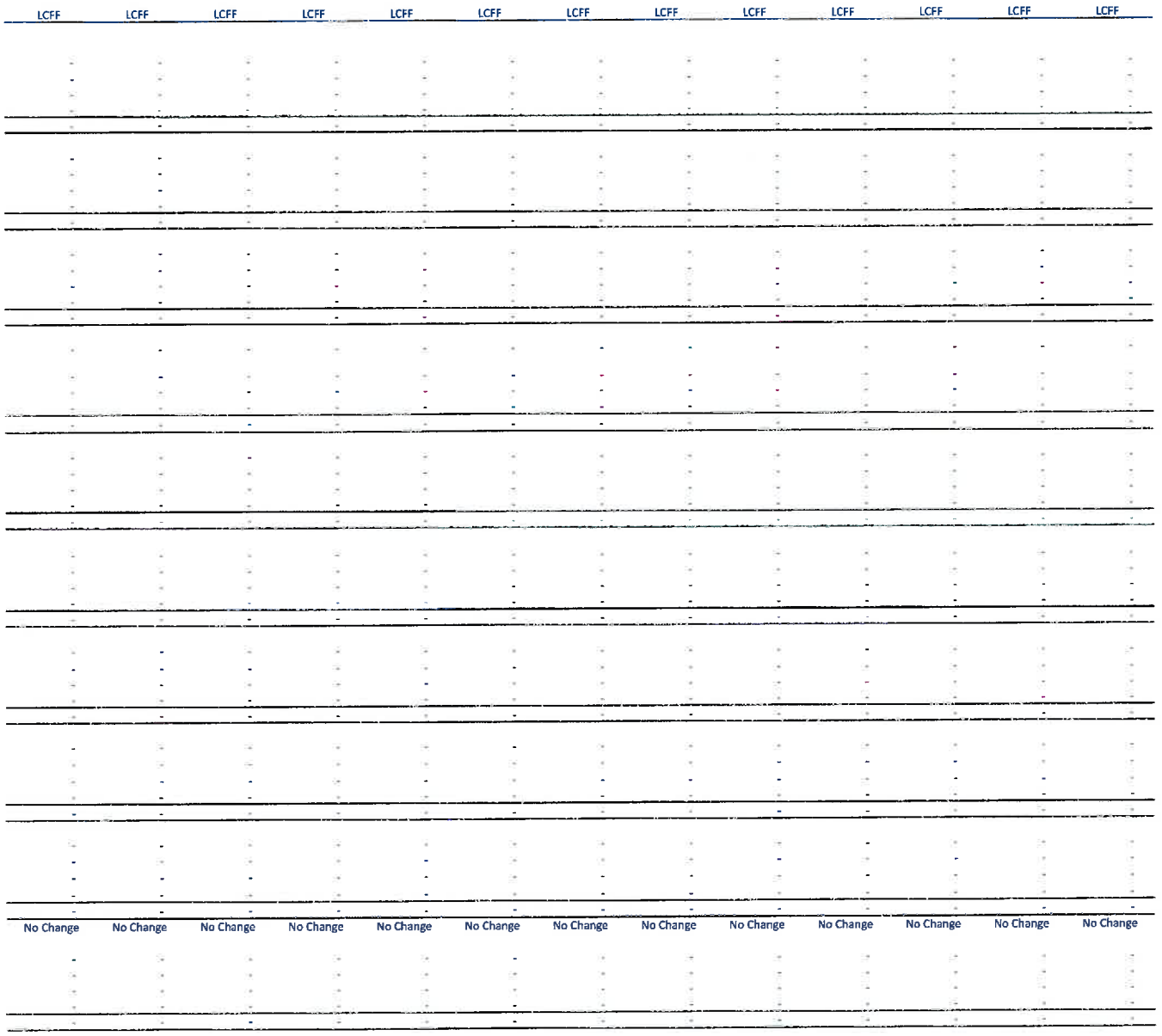
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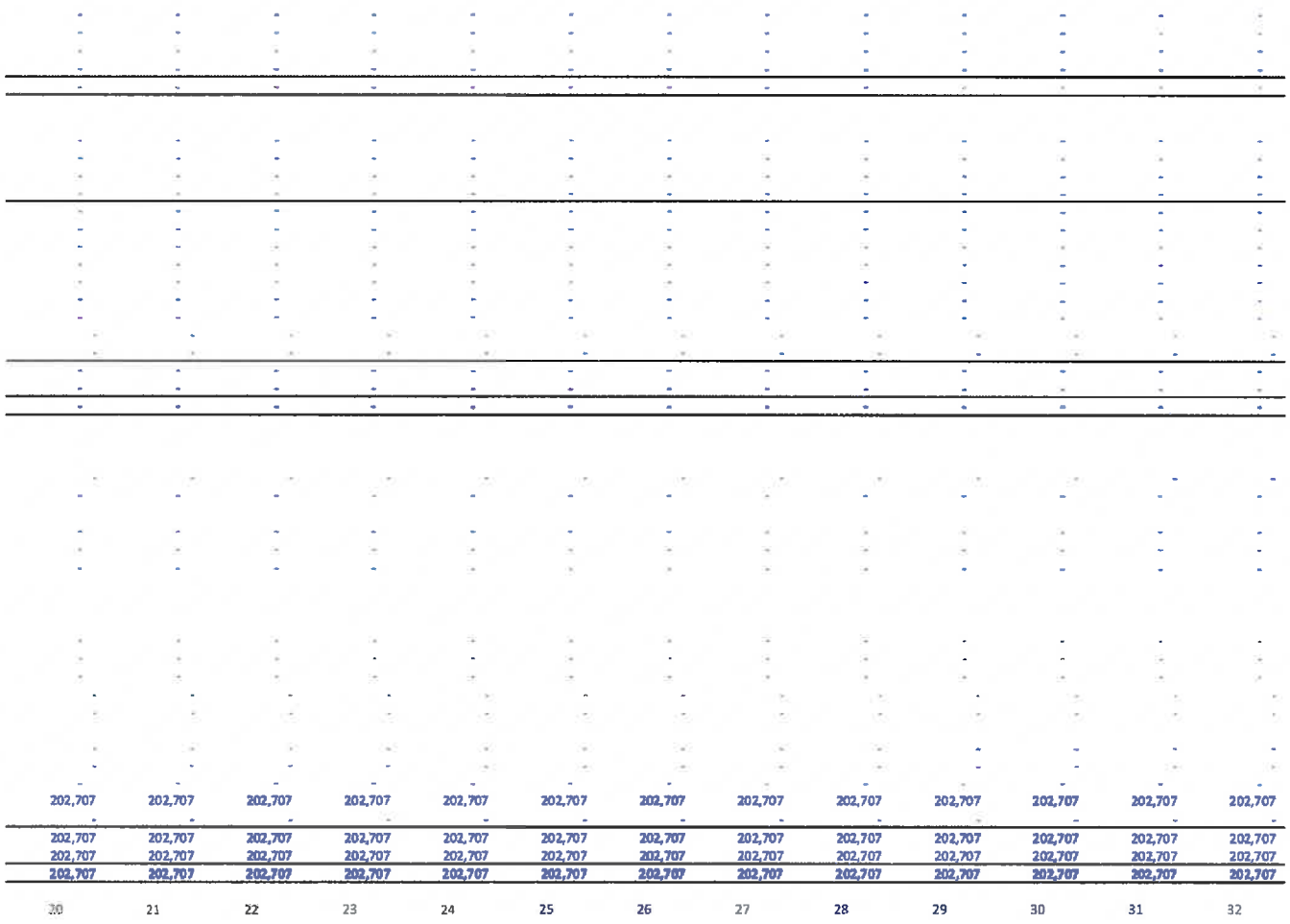
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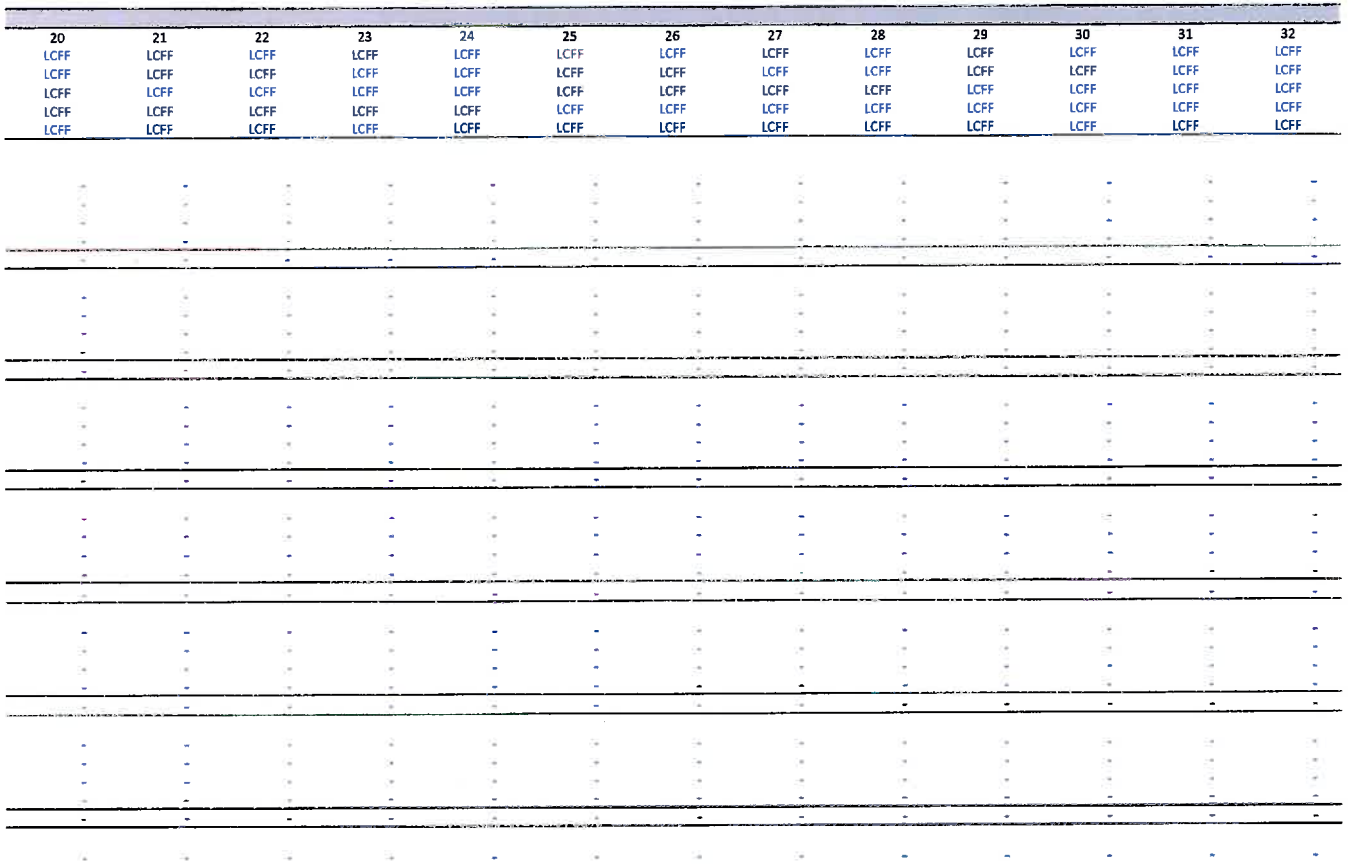

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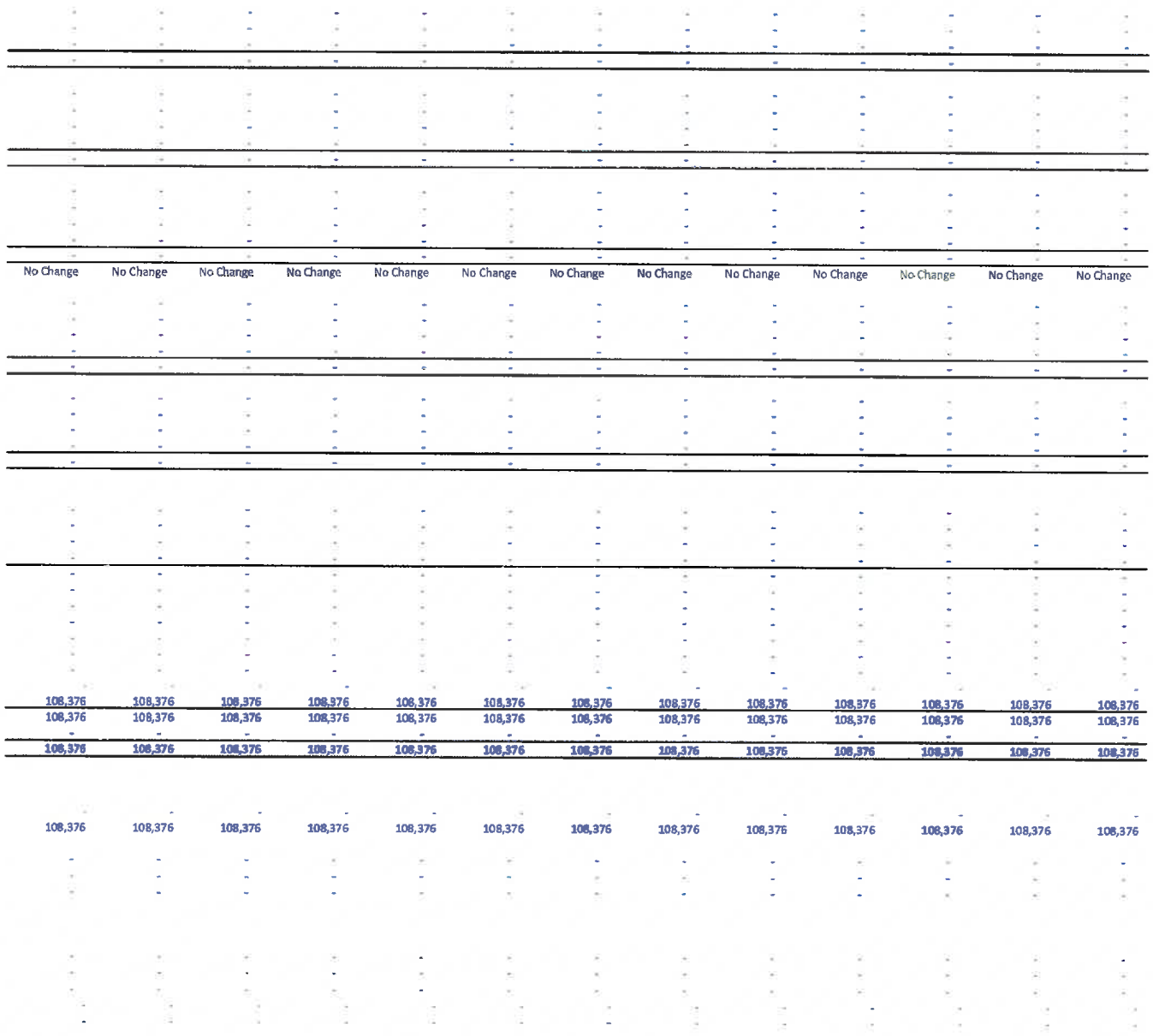
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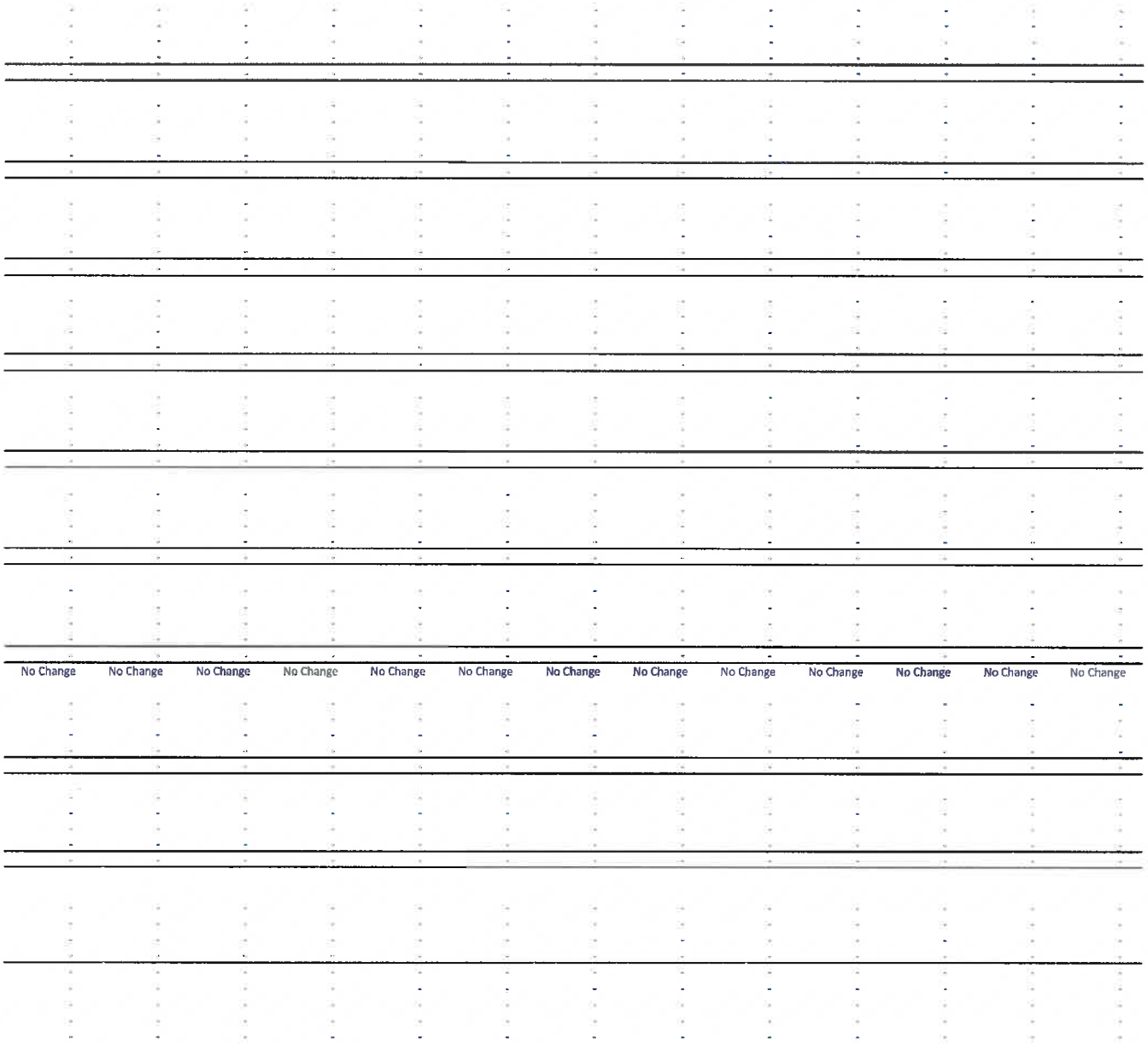


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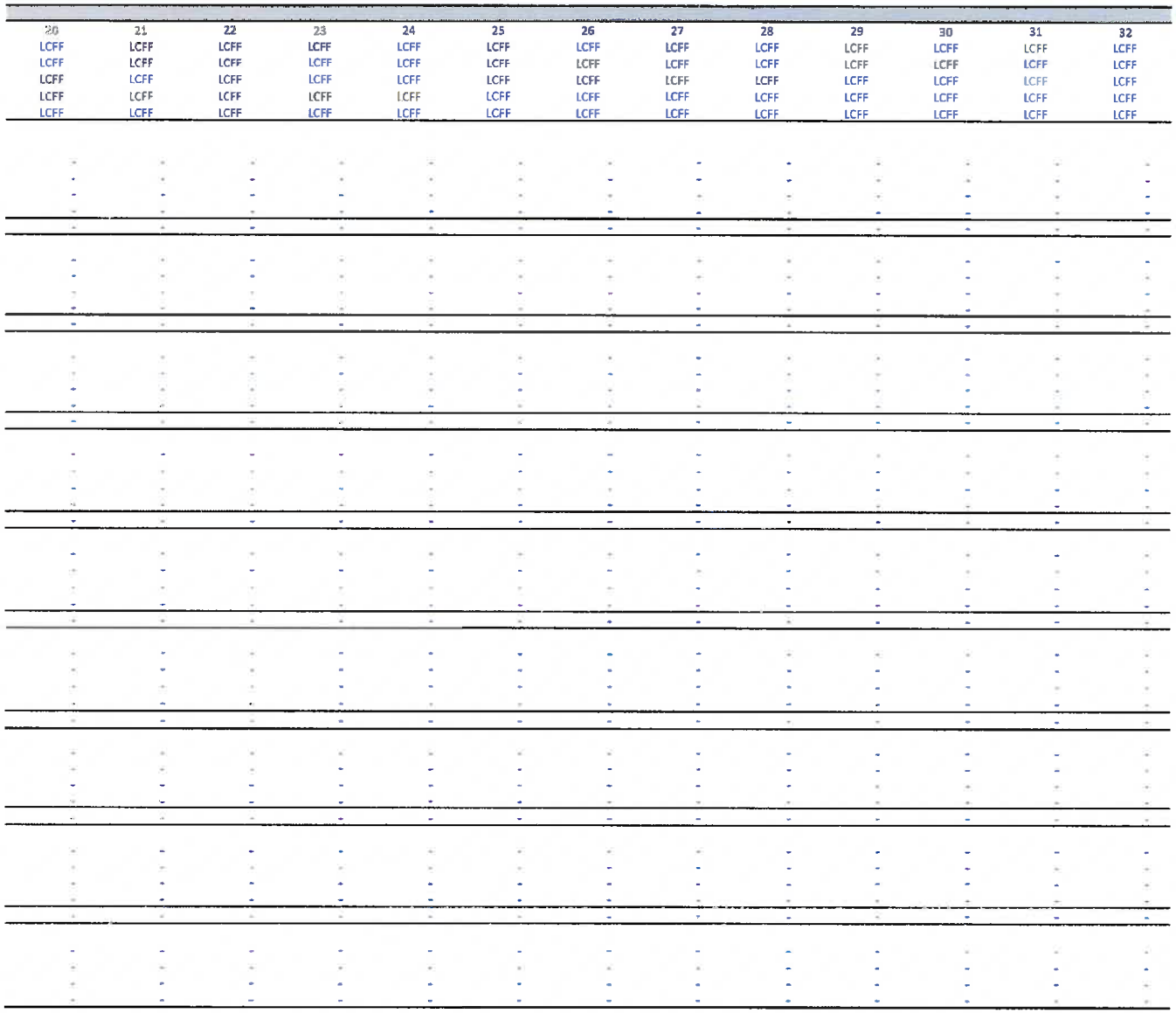

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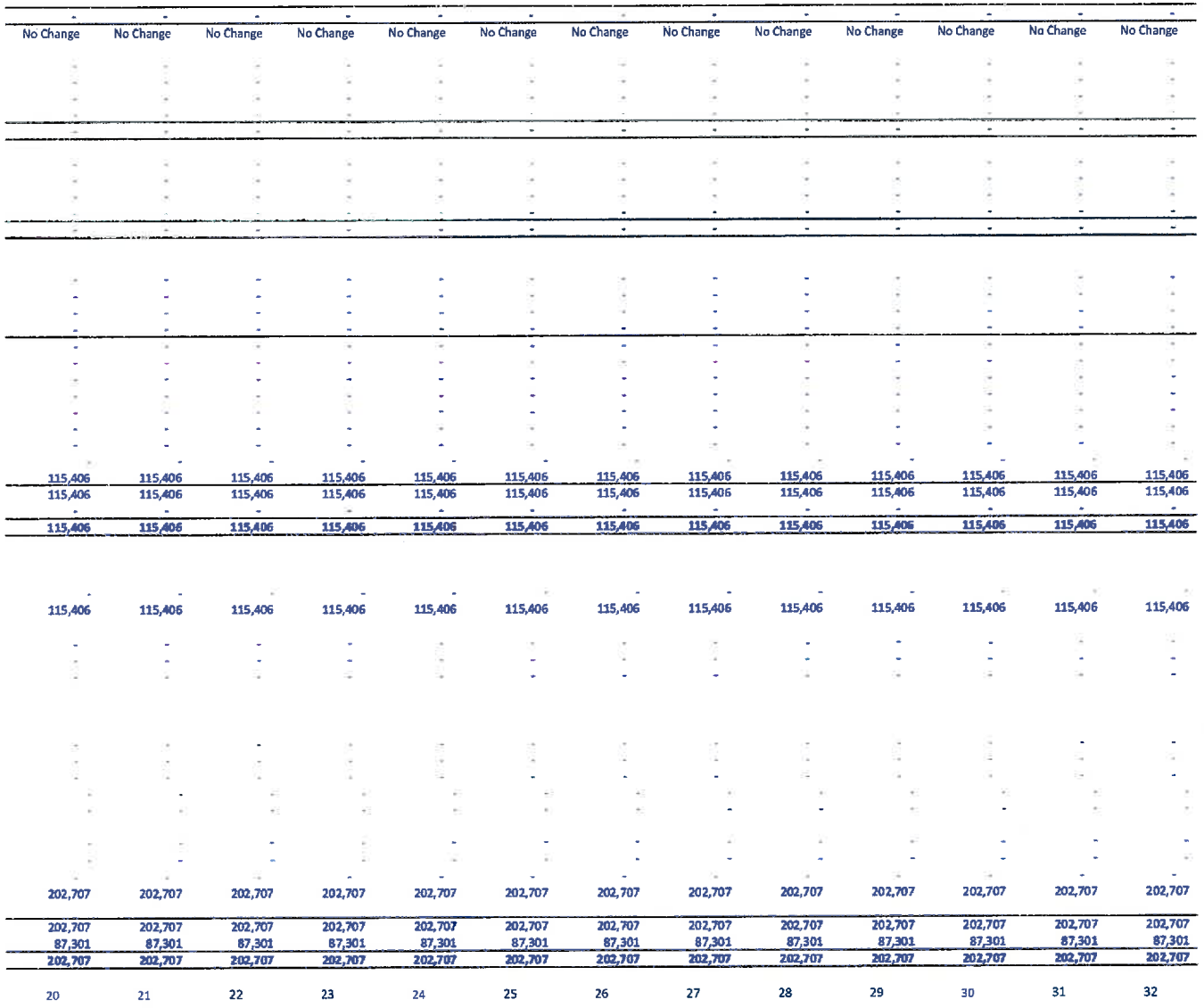
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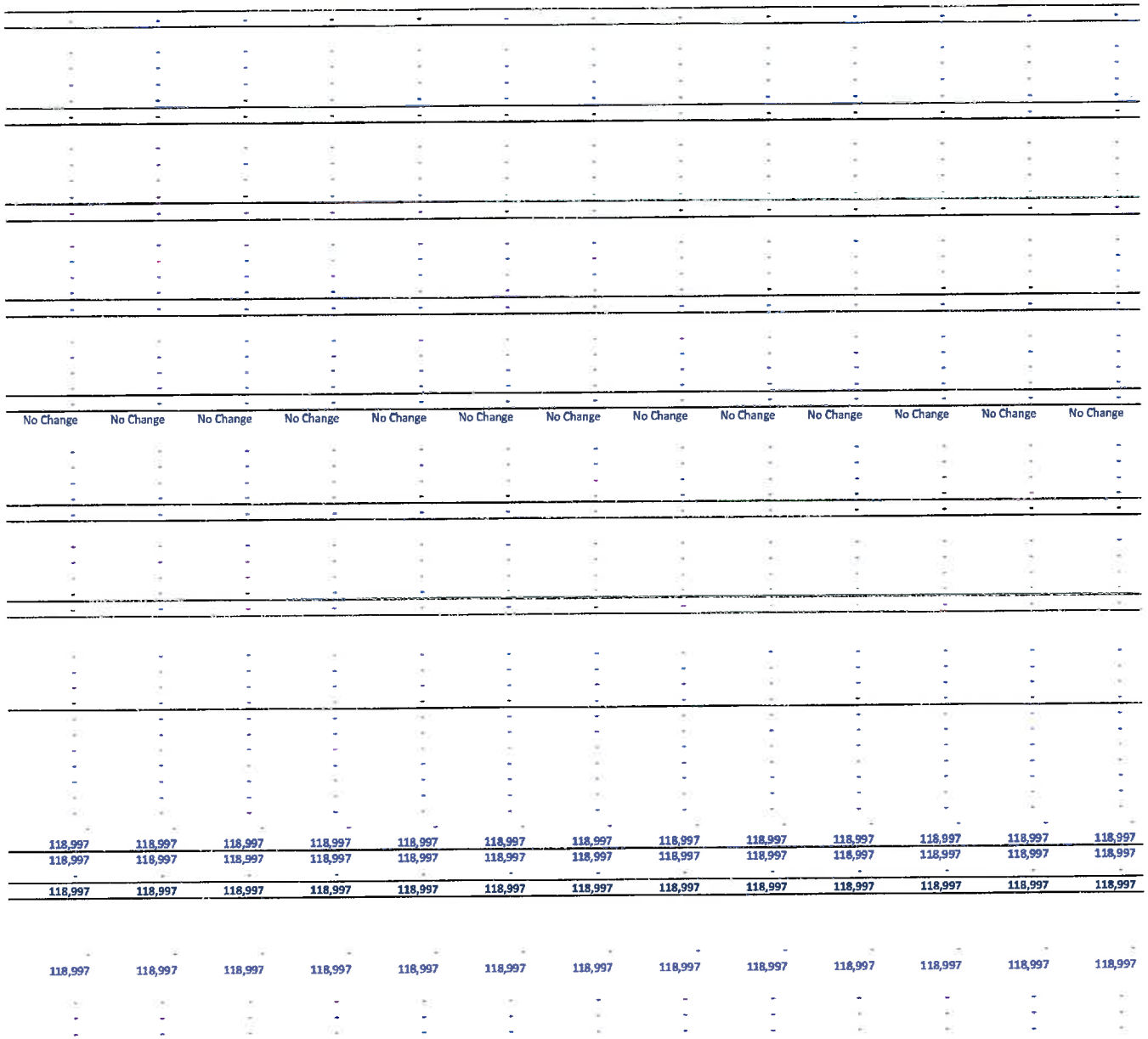


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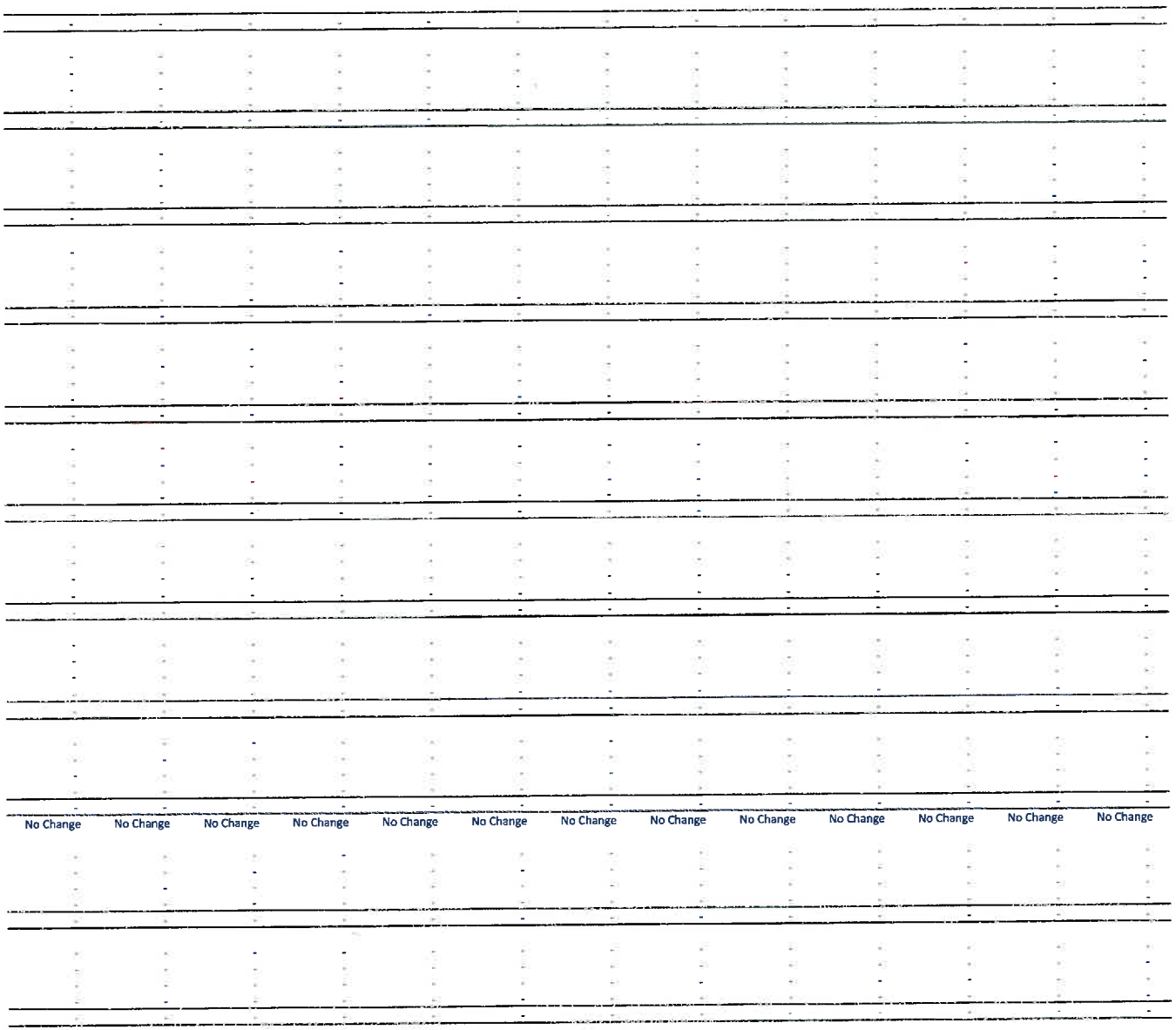
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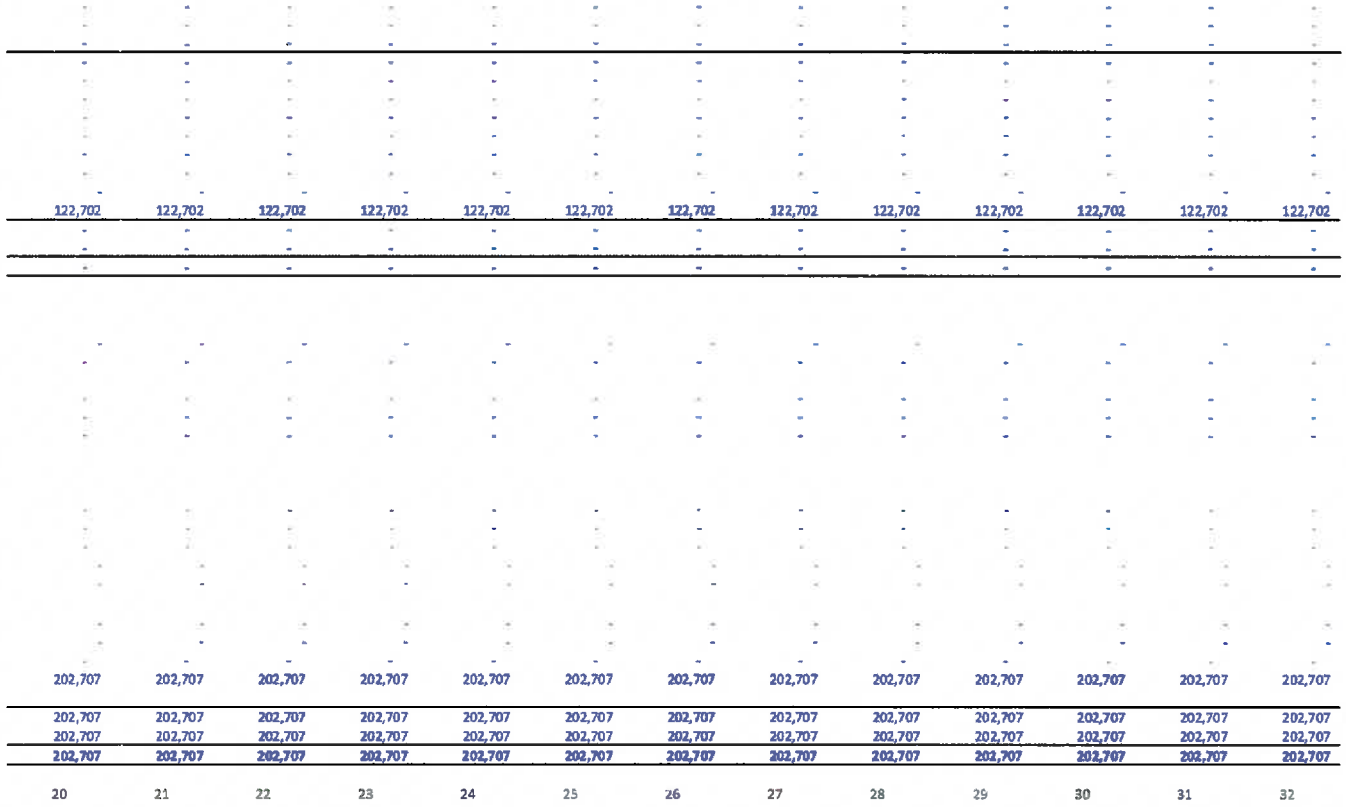


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Discovery Charter (111880)

Charts and Graphs

Charts and graphs provided on this tab represent one computational methodology and are not intended to set or communicate any standards of the California Department of Education (CDE) or the Fiscal Crisis and Management Assistance Team (FCMAT). The Graphs tab remains unprotected to allow editing for local standards.

2025-26

Change the fiscal year here to update all of the charts and graphics on this page that only display one fiscal year.

2025-26 LCFF Entitlement Factors for Discovery Charter (111880)

Usage Notes: The following chart is provided as informational and should be locally verified for accuracy. Minor rounding differences may exist due to additional rounding applied to each of the allocation categories. Based on SSC's LCFF Funding Factors chart.

Grade Span	Grades TK-3	Grades 4-6	Grades 7-8	Grades 9-12
2024-25 Base Grant per ADA	$10,025	$10,177	$10,478	$12,144
Statutory COLA - 2.30%	$231	$234	$241	
Additional LCFF Investment - 0.00%	$0	$0	$0	
2025-26 Base Grant per ADA	$10,256	$10,411	$10,719	$12,144
Grade Span Adjustment (GSA)	$1,067	-	-	$323
2025-26 Adjusted Base Grant per ADA	$11,323	$10,411	$10,719	$12,467
20% Supplemental Grant per ADA	$622	$572	$589	$701
65% Concentration Grant per ADA	$0	$0	$0	$0
TK Add-on per ADA (inclusive of statutory COLA)	$5,545	-	-	-

2025-26 LCFF Changes by Entitlement Components and Key Factors for Discovery Charter (111880)

Usage Notes:
The following chart is provided for informational purposes and should be locally verified for accuracy. It has been designed in detail for internal use and should be summarized before being communicated externally.
Minor rounding differences may exist due to additional rounding applied to each of the allocation categories.
The table reflects a detailed breakdown of LCFF changes by entitlement components and key factors (e.g., ADA, UPP, COLA and augmentations). These calculations occur prior to the determination of additional state aid.
This table is a component of the total LCFF entitlement calculation and does not factor in funding sources. Although the LCFF entitlement is changing, LEAs that receive additional state aid and/or community funded school districts may not receive actual additional funding.

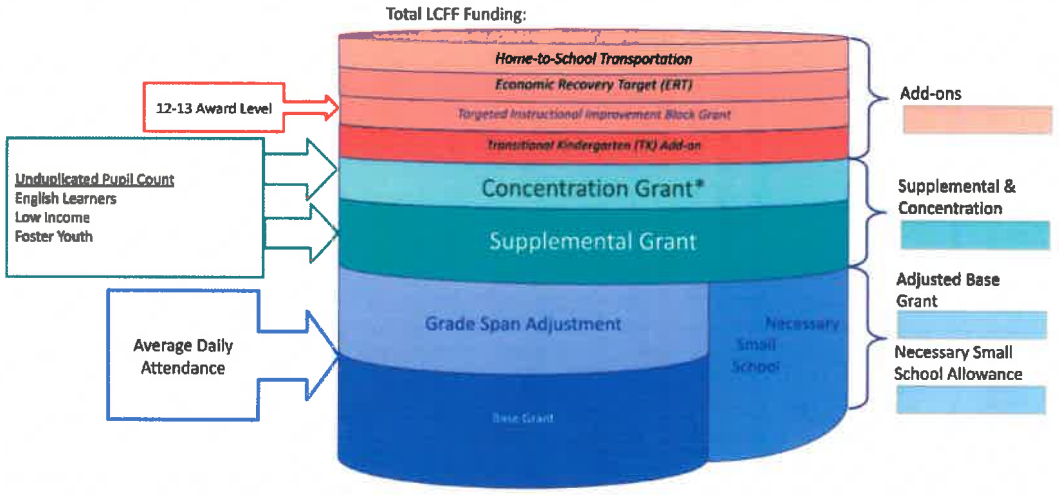
Entitlement Component (A)	Prior Year Entitlement (B)	Change Due to Funded ADA Increase (Decrease) (C)	Change Due to UPP Increase (Decrease) (D)	Change Due to Statutory COLA (E)	Change Due to Augmentation Increase (Suspension Decrease) (F)	Total Change from Key Factors (C+D+E+F) (G)	Prior Year Entitlement + Total Change (B+G) (H)	Current Year Entitlement (I)
Change Factor:		0.33 ADA	3.8300% UPP	$136,647	$0	$177,660		
		0.06%	16.1945%	2.30%	0.00%	2.91%		
Total Base, Supplemental and Concentration Grant	[illegible]	($2,899)	$43,113	$136,647	-	$177,860	$6,074,132	$6,074,132
Grades TK-3	2,512,345	([illegible])	18,008	57,141	-	24,958	2,537,303	2,537,303
Grades 4-6	1,893,033	102,960	14,599	46,230	-	163,789	2,056,822	2,056,822
Grades 7-8	1,491,094	(54,868)	10,505	33,276	-	(11,087)	1,480,007	1,480,007
Grades 9-12	-	-	-	-	-	-	-	-
Base Grants (excludes NSS funding)	[illegible]	2,512	[redacted]	124,429	-	[illegible]	[illegible]	[illegible]
Grades TK-3	2,172,819	(43,408)	[redacted]	49,066	-	5,658	2,178,477	2,178,477
Grades 4-6	1,807,537	96,310	[redacted]	43,821	-	142,131	1,949,668	1,949,668
Grades 7-8	1,423,751	(52,390)	[redacted]	31,542	-	(20,848)	1,402,903	1,402,903
Grades 9-12	-	-	[redacted]	-	-	-	-	-
Grade Span Adjustment (excludes NSS funding)	226,059	(4,516)	[redacted]	5,098	-	[illegible]	[illegible]	[illegible]
Grades TK-3	226,059	(4,516)	[redacted]	5,098	-	582	226,641	226,641
Grades 9-12	-	-	[redacted]	-	-	-	-	-
Supplemental Grant	[illegible]	[illegible]	[illegible]	7,120	-	[illegible]	[illegible]	[illegible]
Grades TK-3	113,467	(2,267)	18,008	2,977	-	18,718	132,185	132,185
Grades 4-6	85,496	4,650	14,599	2,409	-	21,658	107,154	107,154
Grades 7-8	67,343	(2,478)	10,505	1,734	-	9,761	77,104	77,104
Grades 9-12	-	-	-	-	-	-	-	-
Concentration Grant	-	-	-	-	-	-	-	-
Grades TK-3	-	-	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-	-	-

Entitlement Component (A)	Prior Year Entitlement (B)	Change Due to Funded ADA Increase (Decrease) (C)	Change Due to UPP Increase (Decrease) (D)	Change Due to Statutory COLA (E)	Change Due to Augmentation Increase (Suspension Decrease) (F)	Total Change from Key Factors (C+D+E+F) (G)	Prior Year Entitlement + Total Change (B+G) (H)	Current Year Entitlement (I)
Change Factor:				2.30%	0.00%			
[illegible]						-	-	-
Add-on: Targeted Instructional Improvement Block Grant	-	[redacted]	[redacted]	-	[redacted]	-	-	-
Add-on: Home-to-School Transportation	-	[redacted]	[redacted]	-	[redacted]	-	-	-
Add-on: Small School District Bus Replacement Program	-	[redacted]	[redacted]	-	[redacted]	-	-	-
Add-on: Economic Recovery Target	-	[redacted]	[redacted]	-	[redacted]	-	-	-
Add-on: Transitional Kindergarten	-	-	[redacted]	-	[redacted]	-	-	-

Entitlement Component (A)	Change Factor:	Prior Year Entitlement (B)	Change Due to Funded ADA Increase (Decrease) (C)	Change Due to UPP Increase (Decrease) (D)	Change Due to Statutory COLA (E)	Change Due to Augmentation Increase (Suspension Decrease) (F)	Total Change from Key Factors (C+D+E+F) (G)	Prior Year Entitlement + Total Change (B+G) (H)	Current Year Entitlement (I)
				0.00 ADA	2.30%				
Necessary Small Schools (NSS) Add-on		-	-	-	-	-	-	-	-
Allowance: Necessary Small School		-	-	-	-	-	-	-	-
NSS 1 #: NSS #1		-	-	-	-	-	-	-	-
NSS 2 #: NSS #2		-	-	-	-	-	-	-	-
NSS 3 #: NSS #3		-	-	-	-	-	-	-	-
NSS 4 #: NSS #4		-	-	-	-	-	-	-	-
NSS 5 #: NSS #5		-	-	-	-	-	-	-	-
NSS Add-On per ADA		-	-	-	-	-	-	-	-
NSS 1 #: NSS #1		-	-	-	-		-	-	-
NSS 2 #: NSS #2		-	-	-	-		-	-	-
NSS 3 #: NSS #3		-	-	-	-		-	-	-
NSS 4 #: NSS #4		-	-	-	-		-	-	-
NSS 5 #: NSS #5		-	-	-	-		-	-	-

Components of LCFF Entitlement

		2025-26			
Base Grant	$	5,531,048		530.56	ADA
Grade Span Adjustment	$	226,641		$ 5,757,689	Adjusted Base Grant
Supplemental Grant	$	316,443	27.48%		
Concentration Grant	$	-	27.48%	$ 316,443	Supplemental & Concentration
Allowance: Necessary Small School	$	-		$ -	Allowance
Add-on: Targeted Instructional Improvement Block Grant	$	-			
Add-on: Home-to-School Transportation	$	-			
Add-on: Small School District Bus Replacement Program	$	-		$ -	Add-ons
Add-on Economic Recovery Target	$	-			
Add-on: Transitional Kindergarten	$	-			
Total	$	6,074,132		$ 6,074,132	



*Unduplicated Pupil Percentage must be above 55% to receive Concentration Grant funding

Supplemental Grant Calculation-EC 42238.02 (e)

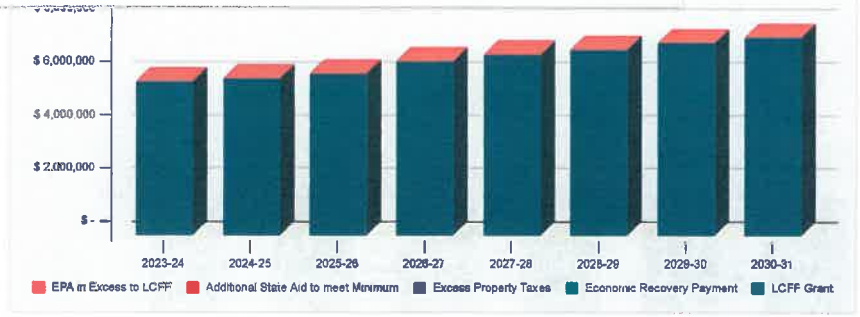
2025-26	Base Grant *a*	Grade Span Adjustment *b*	Supplemental Grant Factor *c*	Maximum Supplemental Grant Rate per ADA (100% UPP) *d = (a+b) x c*	Unduplicated Pupil Percentage *e*	Effective Supplemental Grant Rate *f = d x e x 45%*	ADA *g*	Supplemental Grant *h = f x g*
*Grades TK-3	$ 10,256	$ 1,067	20.00%	$ 2,264.60	27.48%	$ 280.11	212.41	192,185
Grades 4-6	$ 10,411		20.00%	$ 2,082.20	27.48%	$ 257.55	187.27	107,154
Grades 7-8	$ 10,719		20.00%	$ 2,143.80	27.48%	$ 265.17	130.88	77,104
*Grades 9-12	$ 12,423	$ 323	20.00%	$ 2,549.20	27.48%	$ 315.27	-	-
*Base Grant + Grade Span								$ 376,443

Concentration Grant Calculation-EC 42238.02 (f)

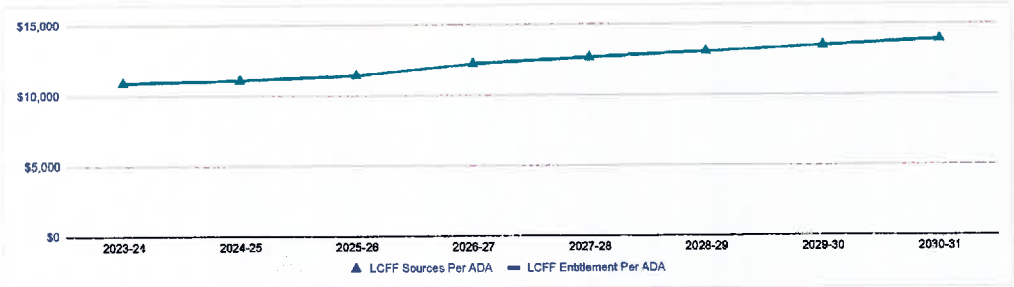
2025-26	Base Grant *a*	Grade Span Adjustment *b*	Concentration Grant Factor *c*	Maximum Concentration Grant Rate per ADA (100% UPP) *d = (a+b) x c x 45%*	Unduplicated Pupil Percentage greater than 55% *e = UPP - 55%*	Effective Concentration Grant Rate *f = d x e*	ADA *g*	Concentration Grant *h = f x g*
*Grades TK-3	$ 10,256	$ 1,067	65.00%	$ 3,311.98	0.00%	$ -	212.41	-
Grades 4-6	$ 10,411		65.00%	$ 3,045.22	0.00%	$ -	187.27	-
Grades 7-8	$ 10,719		65.00%	$ 3,135.31	0.00%	$ -	130.88	-
*Grades 9-12	$ 12,423	$ 323	65.00%	$ 3,728.21	0.00%	$ -	-	-
*Base Grant + Grade Span								$ -

Add a series to start visualizing your data

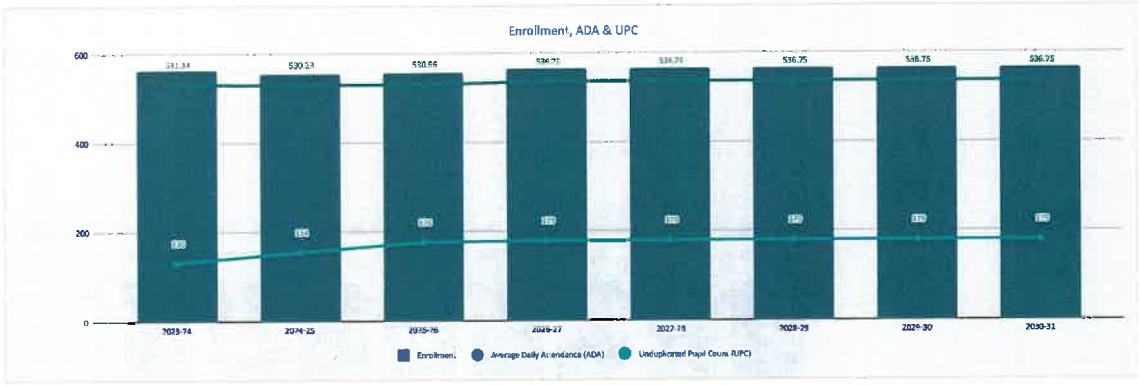
...ding Sources						
2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	
$ -	$ -	$ -	$ -	$ -	$ -	
$ -	$ -	$ -	$ -	$ -	$ -	
$ -	$ -	$ -	$ -	$ -	$ -	
$ -	$ -	$ -	$ -	$ -	$ -	
$ 6,074,132	$ 6,565,245	$ 6,797,992	$ 7,008,267	$ 7,226,207	$ 7,451,495	
$ 6,074,132	$ 6,565,245	$ 6,797,992	$ 7,008,267	$ 7,226,207	$ 7,451,495	



LCFF Entitlement per ADA	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Funded ADA (LCFF & NSS)	531.14	530.23	530.56	536.75	536.75	536.75	536.75	536.75
LCFF Sources per ADA, including NSS	$ 10,935.30	$ 11,120.59	$ 11,448.53	$ 12,231.48	$ 12,665.10	$ 13,056.86	$ 13,462.89	$ 13,882.62
Net Dollar Change per ADA		$ 185.30	$ 327.94	$ 782.95	$ 433.62	$ 391.76	$ 406.04	$ 419.73
Net Percent Change		1.69%	2.95%	6.84%	3.55%	3.09%	3.11%	3.12%
Estimated LCFF Entitlement per ADA (excludes minimum state aid)	$ 10,935.30	$ 11,120.59	$ 11,448.53	$ 12,231.48	$ 12,665.10	$ 13,056.86	$ 13,462.89	$ 13,882.62
Net Change per ADA		$ 185.30	$ 327.94	$ 782.95	$ 433.62	$ 391.76	$ 406.04	$ 419.73
Net Percent Change		1.69%	2.95%	6.84%	3.55%	3.09%	3.11%	3.12%



Student Summary, excluding COE	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Enrollment	563	555	556	565	565	565	565	565
Unduplicated Pupil Count (UPC)	130	154	176	179	179	179	179	179
Average Daily Attendance (ADA)	531.14	530.23	530.56	536.75	536.75	536.75	536.75	536.75



for Community Funded or Basic Aid Districts Only

Basic Aid Break Even Analysis, per EC 42238.02(a)								
	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
(a) Total LCFF Entitlement (excludes Additional State Aid)	$ 5,808,173	$ 5,896,472	$ 6,074,132	$ 6,565,245	$ 6,797,992	$ 7,008,267	$ 7,226,207	$ 7,451,495
(b) Local Revenue and In-Lieu of Property Taxes (net for School Districts)	3,549,810	3,855,811	3,554,694	3,582,753	3,582,753	3,582,753	3,582,753	3,582,753
(c) Categorical Minimum State Aid	202,707	202,707	202,707	202,707	202,707	202,707	202,707	202,707
(d) Depth of Basic Aid								
(a) - (b) - (c)	$ 2,055,656	$ 1,837,954	$ 2,316,731	$ 2,779,785	$ 3,012,532	$ 3,222,807	$ 3,440,747	$ 3,666,035
(e) Basic Aid Status								
If (d)<0, Basic Aid, If (d)>0, Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid
(f) Breakeven Local Revenue*								
(b) + (d)	$ 5,605,466	$ 5,693,765	$ 5,871,425	$ 6,362,538	$ 6,595,285	$ 6,805,560	$ 7,023,500	$ 7,248,788

*Given all other assumptions



Employee Handbook 2026-2027

Discovery Charter School Phoenix Campus
4021 Teale Ave, San Jose, CA 95117
Phone: (408) 243-9800

Fax: (408) 243-9812

Discovery Charter School Falcon Campus
762 Sunset Glen Dr, San Jose, CA 95123
Phone: (408) 300-1358
Fax: (408) 972-9114

Website: www.discoveryk8.org

Board approved: 07/22/2026
Revision: 07/17/2026

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE EXECUTIVE DIRECTOR.

EMPLOYEE NAME: _____

I ACKNOWLEDGE that I have received a copy of the Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the School.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the Board of the School, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board President.

Employee's Signature: _____
Date: _____

Please sign/date your acknowledgement in Paylocity.

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APPENDIX B Internal Complaint Form
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INTRODUCTION TO HANDBOOK

On behalf of the Board of Directors, families and students of Discovery Charter Schools, ("DCS" or the "School") we would like to welcome you to our community of learners in pursuit of an excellent education for all children. At DCS, we believe each one of us has strengths to offer in addition to having areas for growth. We deeply value your commitment to work at DCS and to engage in our collaborative process of learning for all. We are excited to learn and grow with you. As an employee of DCS the importance and value of your contribution cannot be overstated. Our goal at DCS is to provide the finest quality educational opportunities to our students and their families and to create an atmosphere that is conducive to harmony among all the team members. You are a valued team member. You directly affect and influence the students, families, community, and the quality of DCS. We are glad you have joined us, and we hope you will find your work challenging and rewarding.

This Handbook is designed to help employees get acquainted with DCS. It explains some of our philosophies and beliefs, and describes some of our employment guidelines in general terms. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at the School. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the School or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Due to the fact that the School is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. DCS also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Board of Directors has the authority to enter into any employment or other agreement that modifies School policy. Any such modification *must* be in writing.

This Handbook is the property of the School, and it is intended for personal use and reference by employees of the School. Circulation of this Handbook outside of the School requires the prior written approval of the Executive Director.

Each employee must sign and date their acknowledgement in Paylocity. This will provide the School with a record that each employee has received this Handbook.

THE MISSION OF DISCOVERY CHARTER SCHOOLS

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

We are committed to:

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

LEADERSHIP TEAM

A Leadership Team, created by the Site Director at each school site, will oversee multi-grade level articulation and the implementation of multi-grade level programming and professional development activities. The Leadership Team will work with colleagues and Site Director and the Executive Director to ensure that cross-curricular goals are reached through innovative developmentally based instructional strategies. The Leadership Team at each school site will work closely with the Site Director and Executive Director to plan all curriculum benchmarks. They will oversee the review and selection of appropriate materials to meet the required DCS curriculum benchmarks. The Lead Teachers on the Leadership Team will mentor other grade-level teachers.

The Leadership Team sets the goals for teacher participation in the life of the school and will represent the teachers to the DCS Board of Directors. The Leadership Team will facilitate the articulated grade level meetings through which all teachers will plan, discuss and resolve issues at their grade level.

CONDITIONS OF EMPLOYMENT

Equal Employment Opportunity Is Our Policy

DCS is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race (including traits associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists);
- Color;
- Gender (including gender identity, gender expression, and transgender identity, whether

or not the employee is transitioning or has transitioned);
- Sex (including reproductive health decision-making, pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or laws related to domestic violence, sexual assault and stalking;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy protects qualified individuals based on the perception that the individual has any of these characteristics or any combination of these characteristics, or is associated with an individual who has, or is perceived to have, any of these characteristics or a combination of these characteristics.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation they need to perform the job, or if unknown, what job duties the disability impairs. DCS will then conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform the job. DCS will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

For further information, on disability rights of employees, employees are directed to check the

staff room where employment notices are posted.

Employment At-Will

Except if stated expressly otherwise by employment contract, it is the policy of the School that all employees are considered "at-will" employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the School to have "cause" to terminate an employee or otherwise restrict the School's right to release an employee from their at-will employment with the School. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict the School's right to terminate at-will. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School's policy regarding "at-will" employment.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices, shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

Certification - Teaching Staff

DCS' teachers are required to hold a current California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. DCS intends to comply with the federal ESSA as applicable to the School and will seek to hire certificated employees that hold a Cross-cultural, Language and Academic Development (CLAD) certification.

Classified Staff, Substitutes, and Consultants

DCS' classified, other teaching and non-teaching staff, substitutes, and consultants will demonstrate the abilities necessary to effectively carry out their responsibilities as further specified in applicable job specifications.

Child Abuse and Neglect Reporting

The DCS Board recognizes the importance of protecting the total well-being and safety of each student.

This policy applies to all School employees, volunteers, contractors, and Governing Board ("Board") members (collectively referred to as "mandated reporters" herein).[1]

[1] This policy does not apply to student board members under Education Code 47604.2, or otherwise.

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in their professional capacity or within the scope of their employment whom they know or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

DCS will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to individuals who are mandated reporters. Mandated reporter training will also be provided all qualifying individuals who begin their service midyear. Independent contractors are required to complete their own training. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both that imprisonment and fine. Training will also be provided on the prevention of abuse, including sexual abuse and assault, of children on School grounds, by School personnel and volunteers, or in School-sponsored programs.

All individuals who are required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of the start of each school year, or within the first six (6) weeks of that individual beginning service for the School. The School will maintain documentation of all completed training.

By acknowledging receipt of this Handbook, employees acknowledge they are childcare custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

Criminal Background Checks

A commitment to the safety and well-being of our children is a core value of DCS. As required by law, all individuals working or volunteering at the School will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment to the safety and the well-being of students taking precedence over all other considerations. While we place great value on the contributions of staff and educators there are conditions that are incompatible with unescorted access to children. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Similarly, convictions involving crimes of moral turpitude (e.g., fraud), child abuse or neglect, violence, or any offense which may make the employee unsuitable/undesirable to work around students may also serve as a bar to employment at the School. Additionally, should an employee be arrested for, charged with or convicted of any offense during their employment with the School, the employee must immediately report as much to the Executive Director.

Tuberculosis Testing

All employees of the School must submit written proof from a health care provider of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors

are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

Immigration Compliance

DCS will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of their identity and legal authority to work in the United States. However, DCS will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

The School shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because they hold or present a driver's license issued per Vehicle Code § 12801.9 to persons who have not established their federally-authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant. If a search of employee records is authorized by a valid subpoena or judicial warrant, the School will give employees notice of the inspection both before and after it has occurred as required by law.

Professional Boundaries: Adult/Student Interaction Policy

This policy applies to all DCS employees, volunteers, contractors, and governing Board ("Board") members[2] (collectively referred to as "adults" herein).

DCS recognizes its responsibility to make and enforce all rules and regulations governing student and adult behavior to bring about the safest and most learning-conducive environment

[2] This policy does not apply to student board members under Education Code 47604.2, or otherwise.

possible. This policy is available on DCS's website at link.

Corporal Punishment

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 this policy, corporal punishment does not include an individual's use of force that is reasonable and necessary to protect the individual , students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School employees, volunteers, contractors, and Board members:

A. Examples of permitted actions (i.e., not corporal punishment)

    1. Stopping a student from fighting with another student;
    2. Preventing a pupil from committing an act of vandalism;
    3. Defending yourself from physical injury or assault by a student;
    4. Forcing a pupil to give up a weapon or dangerous object;
    5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
    6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of prohibited actions (i.e., corporal punishment)

    1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
    2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
    3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Adult/Student Behavior

This policy is intended to guide all adults in conducting themselves in a way that reflects the high standards of behavior and professionalism required of them and to specify the boundaries between such adults and students.

Although this policy gives specific, clear direction, it is each adult's obligation to avoid situations that could prompt suspicion by parents/guardians, students, colleagues, or School leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional

behavior by an adult while interacting with a student, whether during school hours or outside of school hours, including through social media platforms, text messaging, and other forms of communication that do not otherwise include a student's parent/guardian. Trespassing the boundaries of a student/adult relationship is deemed an abuse of power and a betrayal of public trust.

Professional boundaries apply not only between students and staff, volunteers, and contractors, and Board members, but also among and between adults employed, volunteering, or under contract with the School. All members of the School community are expected to maintain professional conduct that models appropriate behavior and fosters a safe and respectful learning environment. Additionally, all facilities/areas under School control shall be effectively supervised to promote a safe environment for students and individuals performing services on behalf of the School.

Some activities may seem innocent from an adult's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between adults and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Adults must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all adults learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, adult/student interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any adult reasonably suspects or believes that another individual may have crossed the boundaries specified in this policy, they must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Adults must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Adult/Student Behaviors (Violations of this Policy)

(a) Giving gifts to an individual student that are of a personal and intimate nature.
(b) Kissing of any kind.
(c) Any type of unnecessary physical contact with a student in a private situation.
(d) Intentionally being alone with a student away from the school.
(e) Making or participating in sexually inappropriate comments.

(f) Sexual jokes.
(g) Seeking emotional involvement with a student for your benefit.
(h) Listening to or telling stories that are sexually oriented.
(i) Discussing inappropriate personal troubles or intimate issues with a student
(j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
(k) Communication with students via an employee's personal accounts such as email, direct messaging and/or social media
(l) Engaging in any electronic, digital, or social media communication with a student that is not School-related.
(m) Any form of grooming behavior, including conduct designed to build secrecy or inappropriate trust.

Unacceptable Adult/Student Behaviors without Parent and Supervisor Permission
(These behaviors should only be exercised when adults have parent/guardian and supervisor permission.)

(a) Giving students a ride to/from school or school activities.
(b) Being alone in a room with a student at school with the door closed.
(c) Allowing students in your home.

Cautionary Adult/Student Behaviors
(These behaviors should only be exercised when a reasonable and prudent person is prevented from using a better practice or behavior. Adults must inform a school administrator of the circumstance and occurrence prior to or immediately after the occurrence)

(a) Remarks about the physical attributes or development of anyone.
(b) Excessive attention toward a particular student.
(c) Sending emails, direct messaging or letters to students if the content is not about school activities.

Acceptable and Recommended Adult/Student Behaviors

(a) Getting parents' written consent for any after-school activity.
(b) Obtaining formal approval to take students off school property for activities such as field trips or competitions.
(c) Emails, text, phone and instant messages to students within School provided platforms must be professional and pertain to school activities or classes (Communication must be limited to school technology).
(d) Keeping the door open when alone with a student.
(e) Keeping reasonable space between you and your students.
(f) Stopping and correcting students if they cross your own personal boundaries.
(g) Keeping parents informed when a significant issue develops about a student.
(h) Keeping after-class discussions with a student professional and brief.
(i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
(j) Involving your supervisor if conflict arises with the student.

(k) Informing the administration about situations that have the potential to become more severe.
(l) Making detailed notes about an incident that could evolve into a more serious situation later.
(m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
(n) Asking another adult to be present if you will be alone with any student with special needs.
(o) Asking another adult to be present when you must be alone with a student after regular school hours.
(p) Giving students praise and recognition without touching them.
(q) Pats on the back, high fives and handshakes are acceptable.
(r) Keeping your professional conduct a high priority.
(s) Asking yourself if your actions are worth your job and career.
(t) Documenting any interaction with a student that may be crossing boundaries set forth in this policy, including any electronic communication.

Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation

In order to provide a productive and pleasant working environment, it is important that we at DCS maintain an atmosphere characterized by mutual respect. DCS is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. DCS's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race (including traits associated with race, such as hair texture and hairstyle, including but not limited to braids, locks, and twists); color; gender (including gender identity, gender expression, and transgender identity, whether or not the employee is transitioning or has transitioned); sex (including reproductive health decision-making, pregnancy, childbirth, breastfeeding, and related medical conditions); sex stereotype (including an assumption about a person's appearance or behavior, gender roles, gender expression, or gender identity, or about an individual's ability or inability to perform certain kinds of work based on a myth, social expectation, or generalization about the individual's sex); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

This policy protects qualified individuals based on the perception that the individual has any of these characteristics or any combination of these characteristics, or is associated with an individual who has, or is perceived to have, any of these characteristics or a combination of these characteristics.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

DCS does not condone and will not tolerate unlawful harassment, discrimination, or retaliation

on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the Executive Director or designee.

When DCS receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the Executive Director) or the Executive Director or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. DCS is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

Prohibited Unlawful Harassment

The following examples are not an exhaustive list:

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

DCS is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive two (2) hours of sexual harassment prevention training within six (6) months of hire or their assumption of a supervisory position and every two (2) years thereafter. All other employees will receive one (1) hour of sexual harassment prevention training within (6) months of hire and every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent

abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment prevention training as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Complaint Officer. See **Appendix A** for the "Harassment/Discrimination/Retaliation Complaint Form." See **Appendix B** for the general "Internal Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
    - Rape, sexual battery, molestation or attempts to commit these assaults and
    - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
    - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
    - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
    - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
    - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;

- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and

- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate DCS policy. Annual training of employees shall communicate that sexual harassment of any kind will not be tolerated and that those engaging in such harassment will be subject to disciplinary action, up to and including dismissal.

Title IX Notice of Nondiscrimination

DCS does not discriminate on the basis of sex and prohibits any acts of sex discrimination including sex-based harassment in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 et seq.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the Charter School Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

All complaints and reports of conduct that may constitute sex discrimination including sex-based harassment should be submitted to our Title IX Coordinator, who can be reached at:

For students:

Melanie Felix, Operations Manager
4021 Teale Ave.
San Jose, CA 95117
(408) 300-1358 x1006
melanie.felix@mydiscoveryk8.org

For staff:

Marisa Yoshioka, Human Resources Manager
4021 Teale Ave.
San Jose, CA 95117
(408) 300-1358 x1007
marisa.yoshioka@mydiscoveryk8.org

A copy of DCS's Title IX Policy, which includes the specific rules and procedures for reporting

sex discrimination and sex-based harassment occurring within DCS's education program or activities and for pursuing available remedies, is available on the DCS website at: https://www.discoveryk8.org.

Whistleblower Policy

DCS requires its site directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable site directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All site directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

Drug and Alcohol Free Workplace

DCS is committed to providing a drug and alcohol free workplace and to promoting safety in the workplace, employee health and well-being, stakeholder confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees and to other DCS stakeholders.

The bringing to the workplace, possession or use of intoxicating beverages or drugs on any School premises or during the performance of work duties is prohibited and will result in disciplinary action up to and including termination.

This policy does not prohibit an employee's use of cannabis off the job and away from the workplace.

Confidential Information

All information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

Smoking

It is the policy of DCS to prohibit smoking and vaping on all school premises and at off-campus School-sponsored events. Additionally, smoking is prohibited within 250 feet of any facility or park where a School sports event is taking place.

THE WORKPLACE

Employee Classification

An employee's status as an exempt or nonexempt employee is governed by provisions of the Federal Labor Standards Act and state law, and is established by the School in the employee's employment agreement.

Exempt Employees

Exempt employees are those employees who are exempt from overtime and mandatory rest and meal breaks. Certificated teachers and other full-time certificated employees are generally exempt unless otherwise assigned.

Nonexempt Employees

Nonexempt employees are those who are eligible to be paid for overtime work in accordance with the provisions of applicable wage and hour laws. Overtime pay requirements are set forth in the sections of the Handbook entitled "Payroll" and "Overtime." Classified staff and other hourly positions are generally nonexempt.

Full-Time Employees

Employees who regularly work thirty (20) or more hours per week. Full-time employees are eligible for health and welfare benefits as described in this Handbook and the employee's employment agreement. Benefits and benefits policies may be amended and changed from time to time by DCS Board and administration as they determine appropriate.

Part-Time Employees

Part-time employees are scheduled to work less than thirty (20) hours per week and are not eligible for health and welfare benefits.

Change in Employment Status

DCS may change the employment classification and pay rate of any employee with advanced notice and based on the nature of the employment assignment.

Work Schedule

Business hours are normally 8:00 a.m. – 5:00 p.m., Monday through Friday. The regular workday schedule for nonexempt employees is eight (8) hours; the regular work week schedule is forty (40) hours. Exempt employees are also generally expected to be present during business hours and to commit whatever additional time is necessary to satisfactorily complete all job requirements.

Participation in After-Hours Programs

Teachers are required to participate in DCS programs, which may be held outside School hours. These include staff meetings, parent-teacher-student conferences, parent meetings, community meetings, certain Board of Directors meetings, trainings, back-to-school night, open house, student camps, or others as directed by the Executive Director or designee. Teachers will support and participate in field trips, workshops and other learning activities that include students on their caseload.

Regular Early Release Day

The primary purpose of the "early release day" is to enable the staff to improve coordination and communication with staff members and to accomplish necessary tasks. Examples of appropriate activities include but are not limited to the following: record keeping, lesson planning and preparation, staff or parent communication, bulletin board preparation, classroom maintenance, communication with special service personnel, collaboration with other staff members, grade level meetings, and school wide staff meetings. The School may schedule other shortened days as needed.

Meal and Rest Periods

Nonexempt employees working at least five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday but by no later than the end of the 5th hour of work. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and DCS mutually consent to the waiver in writing.

Nonexempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked or major fraction thereof, which should be scheduled towards the middle of the work period as practicable. Employees are prohibited from combining meal and rest period time.

An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

Lactation Accommodation

DCS accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the nonexempt employee shall be unpaid.

DCS will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is clean and located close to the employee's work area. Such a room/location shall not be a bathroom or contain toxic or hazardous materials, and shall have electricity, a surface to place a breast pump, and a place to sit. Employees shall also be given access to a sink with running water and a refrigerator. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

Attendance and Tardiness

All employees, whether exempt or nonexempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affects the School's ability to implement its educational program and disrupts consistency in students' learning.

If it is necessary to be absent or late, employees are expected to telephone the Office Staff as soon as possible but no later than one-half (1/2) hour before the start of the workday. If an employee is absent from work longer than one (1) day, they are expected to keep the Site Director sufficiently informed of the situation. The Site Director must approve arrangements for long-term substitutes.

The students and families of DCS count on the attendance and punctuality of DCS employees. Employees are expected to work their full scheduled workday unless otherwise agreed upon between the employee and their supervisor. If an employee anticipates a need for time off, the employee should request leave time from their supervisor as soon as possible.

Being late without advance permission for two (2) or more days in a two (2) month period is considered excessive. It is the employee's responsibility to notify an administrator if the employee will be late, even if it is a few minutes. Supervision of students and course material will need to be covered. Tardiness and excessive absenteeism may result in disciplinary action, up to and including termination of employment.

If a non-exempt employee is late for reporting to work, the employee's supervisor may, at their discretion, arrange for the employee to make up the time lost.

If an employee fails to report to work for three (3) days or more without notification to the Site Director it will be considered a voluntary resignation from employment. This provision does not create any contractual relationship between DCS and its employees and DCS further reserves its right to terminate an employee at will at any time, with or without cause.

If an employee is absent for medical reasons for more than five (5) working days, the employee must, on return, provide the School with a physician's statement certifying the medical basis for the absence and stating that the employee is able to return to work.

Employees are to work in accordance with the work schedule dictated by their employment agreement. Teachers are expected to work all school calendar days. Teachers will also be requested to meet additional days as determined by the Executive Director to meet the program needs of DCS. DCS requires that all staff allow enough time on campus to meet the needs of students, parents and peers before and after school hours.

- Employees must attend annual training sessions scheduled by the Site Director or Executive Director during the year.

- Employees must attend all staff meetings during the year. Absences must be arranged ahead of time with the Executive Director or designee.

- Employees must attend Health & Safety Protocol training and annual in-service.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with the School.

Timecards/Records

By law, DCS is obligated to keep accurate records of the time worked by nonexempt employees. Such employees shall be required to utilize the School's timecard system.

Nonexempt employees must accurately clock in and out daily of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The timecard indicates when the employee arrived and when the employee departed. All nonexempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday.

Nonexempt employees are solely responsible for ensuring accurate information on their timecards and remembering to record time worked. If an employee forgets to mark their timecard or makes an error on the timecard, the employee must contact the Executive Director to make the correction and such correction must be initialed by both the employee and the Executive Director.

Nonexempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one may record hours worked on another's worksheet. Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with the School.

Use of Email, Voicemail and Internet Access

DCS will permit employees to use its email, voicemail systems and Internet access subject to the following:

1. Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.

2. The email system and Internet access is not to be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.

3. Employees should not attempt to gain access to another employee's personal file or email or voicemail messages without the latter's express permission.

4. School staff will not enter an employee's personal email files or voicemail unless there is a business need to do so. DCS retains a copy of all passwords; passwords unknown to the School may not be used. System security features, including passwords and delete functions, do not neutralize the School's ability to access any message at any time. Employees must be aware that the possibility of such access always exists.

5. Employees should not use personal devices or email accounts for School-related communications. Such communications should only take place using School-issued devices and via the employee's email account.

Personal Business

DCS's facilities for handling mail and telephone calls are designed to accommodate School business. Employees should have personal mail directed to their home address and limit personal telephone calls to an absolute minimum. Personal calls should not be made outside the immediate dialing area. Do not use School material, time or equipment for personal projects.

Social Media

If an employee decides to post information on the Internet (i.e., TikTok, Facebook, Instagram, Snapchat, etc.) that discusses any aspect of their workplace activities, the following restrictions apply:

- School equipment, including School computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be strictly followed;
- Employees must make clear that the views expressed are their own and not those of the School;
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;

- Employees are not authorized to publish any confidential or proprietary information maintained by the School;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors;
- Employees must comply with all School policies, including, but not limited to, rules against unlawful harassment and retaliation.

The School reserves the right to take disciplinary action against any employee whose social media postings violate this or other School policies.

Personal Appearance/Standards of Dress

DCS employees serve as role models to the School's students. All employees should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

Employees are encouraged to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all employees shall adhere to the following standards of dress:

1. Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in dresses or skirts that are no higher than three (3) inches above the knee.

2. All attire should be appropriately fitted with no portion of any undergarment showing. Shorts, skirts and dresses should be modest in length.

3. All clothing must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.

4. For safety purposes, earrings must not dangle more than one (1) inch below the ear.

5. Clothing or jewelry with logos that depict and/or promote gangs, drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.

6. Appropriate shoes must be worn at all times.

Employee Freedom of Speech

- **o** Employee free speech is not absolute. Speech that occurs while an employee is performing their job functions within the scope of their employment, including during a School- sponsored activity, may be controlled and/or prohibited if the speech causes a substantial disruption that threatens the School's order, the safety of others, or causes harm (e.g., defamation, hate violence, harassment, etc.)

- While an employee is performing their job functions within the scope of their employment, the School may control the employee's freedom of expression as well, such as wearing political buttons or displaying religious or political images within classroom as the First Amendment does not protect employee speech because that speech is generally considered to be speech on behalf of the School, which must remain neutral.

- Employees who violate this policy are subject to discipline up to and including termination.

- While the School can control employees' speech as noted above, employees do have First Amendment protections for speech when an employee, as a citizen, comments on matters of public concern.

Health and Safety Policy

DCS is committed to providing and maintaining a healthy and safe work environment for all employees.

Employees are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times. Employees are required to report immediately to the Executive Director any potential health or safety hazards, and all injuries or accidents.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

Expense Reimbursement

Employees will be reimbursed for out-of-pocket expenditures for supplies and classroom materials. DCS only authorizes expenditures up to but not to exceed $300 for returning teachers and $500 for new teachers total per academic school year, and requests prior approval from the Site Director of any expenditures. Any necessary classroom costs that occur after a classroom is at the annual reimbursement limit must be brought to the Site Director or designee for special consideration. Failure to obtain prior approval of expenditures is considered a misuse of School property or funds as enumerated under the next section.

All property for which DCS has provided the employee a reimbursement is DCS property. As such, upon separation from employment, all School property must remain with DCS.

All expenses claimed must be recorded on a "Reimbursement Form" with all the accompanying receipts. Mileage for travel to meet with students or for work-approved travel out of the area must be submitted on the "Reimbursement Form." Mileage will be reimbursed at the IRS approved rate.

DCS will reimburse employees for reasonable business travel expenses incurred while on assignments away from the normal work location. All business travel must have advance approval by the Executive Director, or designee for reimbursement purposes.

All claims must be submitted for reimbursement within sixty (60) calendar days of incurring the expense although submission within thirty (30) calendar days is preferred.

School Facilities

Employees are responsible for maintaining safe, neat and orderly school sites. All employees are responsible for cleaning up after themselves at all times in DCS facilities.

Classrooms should be maintained in a neat, orderly fashion. It is the responsibility of the teacher to keep a close check of the condition of all desks and equipment in the room. Broken or faulty equipment should be reported to the campus office.

The teacher should see that the desks in the classroom are kept free of debris, emptied and washed regularly. At the close of school, all teachers are responsible to lock doors and windows, turn off lights, lower thermostats. Teachers should also have students place their chairs on the top of their desks at the end of the day..

Security Protocols

DCS has developed guidelines to help maintain a secure workplace. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to the Executive Director. All employees must secure their workspace at the end of each workday. When an employee is called away from their work area for an extended length of time, valuable or personal articles should not be left around a workstation that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify the Executive Director when keys are missing or if security access codes or passes have been breached.

Occupational Safety

DCS is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. DCS's management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

Accident/Incident Reporting

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

If an accident or injury occurs on School property, or while conducting DCS business off site, it should be reported on an Incident Report form to be submitted to a supervisor within 24 hours from the time of the incident. As much information as is available at the time about the exact circumstances of the incident should be reported.

Reporting Fires and Emergencies

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

Emergency Contact

Employees are entitled to choose an emergency contact to be contacted by DCS in case of emergency. The School will notify an employee's designated emergency contact if the employee is arrested or detained at work but only if the employee has designated an emergency contact for this purpose, and only if the School has actual knowledge of the arrest.

Workplace Rights

All employees are entitled to know and exercise their workplace and constitutional rights. Labor laws, including but not limited to standards for wages, hours, and health and safety, apply to all workers in the state regardless of immigration status. See Appendix C for a pamphlet from the State of California Department of Industrial Relations regarding employee rights at the School.

EMPLOYEE WAGES AND HEALTH BENEFITS

Employees may also be demoted or disciplined and the terms of their employment may be altered at any time, with or without cause, at the discretion of DCS with notice. Upon notice, DCS reserves the right to decrease or eliminate an employee's salary, hours or work year based upon, among other things, program demand, change in program direction, restructuring, or if it is deemed to be in the best interest of the program by the Executive Director and ratified by the Board of Directors. Such changes will be enumerated in an amended employment agreement.

Employees may be given employment for a specified term based on the discretion of DCS. However, the employee will be given notice of such terms and conditions and changes to the employment relationship shall be specifically enumerated in the employment agreement.

Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.

2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.

3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.

4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability. These contributions also cover Paid Family Leave (PFL) benefits to those out of work to care for a seriously ill family member or bond with a new child. SDI and PFL benefits are managed by California Employment Development Department (EDD) and are not determined by the School.

5. CalSTRS Contributions: The School participates in The California State Teachers Retirement System (CalSTRS), which is a pension program that provide defined benefits to qualifying members in retirement. Employees will have a percentage of their pay withheld to contribute to CalSTRS, and the School will also make a monthly contribution on the employees' behalf.

Employees may also have deductions made to their paychecks when a wage overpayment occurs. The School will provide the employee with a written notice which describes the wage overpayment and will afford the employee an opportunity to respond before commencing any recoupment action. If the employee disputes the wage overpayment, the School shall initiate a legal action to validate the overpayment before proceeding with recoupment. The School may require the employee to reimburse an overpayment through a mutually agreeable method, including through cash repayment or a deduction of the employee's payroll check, among other options. An employee who is separated from employment before full repayment of the overpayment amount shall have any remaining amounts withheld from their final check. The School also reserves the right to exercise any and all other legal means to recover any additional amounts owed. The School shall provide employees with advance written notice of the deduction prior to the pay period when it will go into effect.

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, they should ask the Executive Director to explain them.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the Executive Director. The office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Executive Director and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by- case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Nonexempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for nonexempt employees. DCS will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the Executive Director. DCS provides compensation for all overtime hours worked by nonexempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight (8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

Paydays

Paydays are scheduled twice per month, on the 15th and the last day of each month. If a check issue date falls on a Saturday, Sunday, or a legal holiday, paychecks will be issued on the last working day prior.

If an employee observes any error in their check, it should be reported immediately to the Executive Director.

Wage Attachments and Garnishments

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee's earnings in their favor.

Employees are strongly encouraged to avoid such wage attachments and garnishments. If the School is presented a second garnishment request concerning an employee, the Executive Director will discuss the situation with the employee.

Medical Benefits

Eligibility

An employee is eligible for medical coverage if they are a regular employee working for the School at least thirty (30) hours per week.

Employees who go from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

When Coverage Starts

Employee coverage will begin on the first day of employment or if hired mid-month it will start on the first day of the next month. An enrollment form must be submitted to the HR Manager as soon as possible. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for coverage.

COBRA Benefits

When coverage under the School's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for an employee, their spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or

- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty- six (36) months if coverage ends because:

- The employee dies while covered by the plan;

- The employee and their spouse become divorced or legally separated;

- The employee becomes eligible for Medicare coverage, but their spouse has not yet reached age sixty-five (65); or

- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

DCS will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, dies, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. DCS will then notify the employee or their dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or their spouse or child) becomes covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- DCS stops providing group health benefits;
- The employee (or the employee's spouse or child) becomes entitled to Medicare; or
- The employee has been receiving extended coverage for up to twenty-nine (29) months due to disability, and there has been a final determination that the employee is no longer disabled.

PERSONNEL EVALUATION, PROFESSIONAL DEVELOPMENT, AND RECORD KEEPING

Employee Reviews and Evaluations

Each employee will receive periodic performance reviews conducted by the Site Director. Performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the School and depend upon many factors in addition to

performance. After the review, an employee will be required to sign the evaluation report simply to acknowledge that it has been presented to them, that they have discussed it with the Executive Director, and that they are aware of its contents.

Newly hired employees may have their performance goals reviewed by the Site Director within the first ninety (90) days of employment.

Salary and potential for advancement will be based largely upon job performance. On a periodic basis, the Site Director will review employee job performance with an employee in order to establish goals for future performance and to discuss current performance. DCS's evaluation system will in no way alter the at-will employment relationship.

The Site Director or designee, using both formal and informal observations, will observe all employees on an ongoing basis. Informal observations can occur during any time and may include a follow- up conference as determined by the Director or designee. Formal observations will include a pre- observation conference as well as a post-observation conference.

Evaluation of School's Executive Director

The Executive Director shall be evaluated by the DCS Board of Directors prior to the end of school year based on criteria set forth by job responsibilities and by performance standards. The Executive Director will identify individual staff and parents that can provide feedback on job performance using measurement instruments developed and approved by the Board of Directors. The Executive Director will also be asked to share and reflect using the same measurement instrument as part of their evaluation. A summary of the yearly evaluation will be used to inform a Professional Development Plan. The Executive Director will be provided a summary in writing and will be placed in the personnel file.

Evaluation of School's Site Directors

The Site Directors shall be evaluated by the Executive Director prior to the end of school year based on criteria set forth by job responsibilities and by performance standards.

Evaluation of Classified Employees

The employment status of all classified employees will be evaluated by the Site Director or designee, following a minimum of ninety (90) days of employment at DCS. This serves as an opportunity to demonstrate the employee's ability to achieve satisfactory performance levels on the job, and to determine if the position meets the employee's expectations. DCS uses this period to assess employee capabilities, work habits, and overall performance. This official performance review will be conducted, and the written evaluation will become part of the employee's personnel file. This early performance review period does not change or impact the at-will nature of employment with DCS.

Evaluation of Certificated Employees

The Site Director will conduct the evaluation of certificated employees. Performance Standards for all teachers will be devised using the "California Standards for the Teaching Profession"

published by the California Commission on Teachers Credentialing and the California Department of Education.

Response to Formal Observation and Review Findings

All employees shall have the right to make their own written comments in response to the observations or review findings within two weeks of receipt. This response will be attached to the observation and/or evaluation and kept in the employee's Confidential Personnel File.

Professional Development

We believe that schools are only as strong and effective as their teaching faculty. One of our core goals at DCS is to establish a culture of continuous learning not only for our students and parents/guardians, 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 with the Site Director to plan grade level and staff meetings, and address issues involving many aspects of school planning. Shared decision-making and consensus building is valued and an inherent part of our culture.

DCS will implement a Professional Development Institute before each school year begins. During the Institute, 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. In addition, teachers will have opportunities to attend workshops that are aligned with the school's goals and their professional development growth goals. In addition, conference weeks will be scheduled during the school year to meet with parents, write assessments, and reflect on the achievement of students and professional growth of teachers.

The school schedule and budget supports teacher learning by providing:

- Five (5) days of paid professional development during the school year
- Weekly grade level and cross grade level meetings where staff will collaborate on curriculum, assessments, and teaching methods
- Staff meetings designed to discuss the latest researched based educational strategies and enable a professional learning community between all DCS staff
- Access to professional resources

Personnel Files and Record Keeping Protocols

At the time of employment, a Confidential Personnel file is established for each employee. All information in personnel files is strictly confidential, as is all payroll information. Any employee who violates this confidentiality is subject to discipline including discharge.

The Confidential Personnel file will contain all employment related documents, except Criminal Offender Record Information (CORI) related materials, the Employee's I-9 Form, and any medical information. An employee will be provided a copy of all evaluation documents placed in their Confidential Personnel File.

It is each employee's responsibility to keep the Human Resources Manager advised of changes that should be reflected in their personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact an employee should the change affect their other records.

Employees have the right to inspect documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add comments to any disputed item in the file. DCS will restrict disclosure of personnel files to authorized individuals within the School. A request for information contained in the personnel file must be directed to the Executive Director. Only the Executive Director or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. The Executive Director or designee will respond to all reference check inquiries from other employers. Responses to such inquiries will be limited to factual information that can be substantiated by DCS' written records. No other employment data, including wage information, will be released without written authorization and release signed by the individual who is the subject of the inquiry. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

RIGHT TO PRIVACY

Restrictions on Personal Privacy on School Property

Employees should be aware that School property such as desks, offices, laptops, School computers, School related email accounts, networks, internet activity that takes place on the School's server, and other personal spaces provided by DCS for employee use are School property. Based upon reasonable suspicion, the School may conduct unannounced searches from time to time for alcohol, illegal drugs, drug paraphernalia and/or unauthorized controlled substances, or to ensure compliance with any other School related policy. These searches will be limited to areas of the School where employees do not have a reasonable expectation of privacy and will not include employee's personal property.

HOLIDAYS AND LEAVES

Holidays

The DCS calendar reflects any and all holidays observed by the School. The following holidays

are generally observed by public entities, including public schools:

- New Year's Day
- Martin Luther King Jr. Birthday
- President's Day
- Memorial Day
- Juneteenth
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving day, and day after
- Day before Christmas
- Christmas Day

Other days during the school year, such as days during the School's calendared breaks, shall not be paid time for nonexempt employees in active status. Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the Site Director. The employee will be paid if the religious holiday is taken as an earned paid leave day (i.e. sick day, etc., as applicable). The employee will not be paid if the religious holiday is taken as a personal leave of absence day. Employees on any leave of absence do not earn holiday pay.

To be eligible for holiday pay, the employee must be regularly scheduled to work on the day on which the holiday falls, and the employee must have worked or used paid sick leave and been on pay status both the day before and after each holiday.

When a classified employee is scheduled to work on any of the above legal or local holidays, they shall be paid compensation for such work at the rate of one and of 1.5 times their regular rate of pay.

Unpaid Leave of Absence

DCS recognizes that special situations may arise where an employee must leave their job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave, and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins. If an employee fails to return from a leave and is subsequently terminated, the employee is entitled to all earned but unused vacation pay, provided that the vacation pay was earned prior to the commencement of leave. No vacation time is accrued during any type of unpaid leave of absence.

Sick Leave

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, the School offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children, parents, spouses/domestic partners, grandparents, grandchildren, or siblings) or a designated person (i.e., a person identified by the employee at the time the employee requests sick leave) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees are limited to one (1) designated person per twelve (12) month period. Employees may also take paid sick leave to receive medical care or other assistance to address qualifying acts of violence, including but not limited to domestic violence, sexual assault, or stalking, that are committed against themselves or a family member.

Additionally, paid sick leave may be used by employees who are victims or family members of victims of specified crimes to attend judicial proceedings. Paid sick leave may also be used to serve on a jury or when ordered by a court or subpoenaed to testify in court as a witness.

Paid sick leave is available to all School employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment. All eligible employees shall be credited with forty (40) hours of sick leave at the beginning of each work year. Furthermore, all full-time employees will accrue (1) day of paid sick leave for each month in a paid status up to a maximum of ten (10) sick days per year. Accrued sick leave will be prorated for part-time employees on a proportionate basis based upon the hourly assignment of the employee when compared to a full-time employee. However, no employees shall receive fewer than the forty (40) hours of paid sick leave credited at the beginning of the work year.

When an employee is absent, they will not accrue sick leave.

If an employee exhausts their Sick Leave and cannot work due to illness, they shall be on unpaid leave.

Employees cannot use paid Sick Leave until the ninetieth (90th) calendar day following the employee's start date. Sick Leave must be taken by eligible employees in increments of two (2) hours. For all classified employees, Sick Leave does not carry over from year to year. For all certificated employees, Sick Leave carries over and accrues for the purposes of CALSTRS credit. The School does not pay employees for unused Sick Leave.

If an employee is absent longer than three (3) days due to illness, medical evidence of their illness and/or medical certification of their fitness to return to work may be required. The School will not tolerate abuse or misuse of the sick leave privilege. If the School suspects abuse of Sick Leave, the School may require a medical certification from an employee verifying the employee's absence.

For classified staff, paid Sick Leave use shall be limited to ten (10) days per school year.

For Certificated employees paid Sick Leave use shall be limited to twenty (20) days per school

year. This cap may be extended upon request by the certificated employee and approval of the Executive Director or designee if the employee's leave qualifies for Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"). Once an employee has exhausted all available sick leave, the employee may continue on a sub-differential pay basis when applicable or the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave. beyond accrued sick leave. Employee requests for unpaid medical leave must be put in writing and approved in advance by the School. The approval will be based on the term of leave and availability of staffing.

Family Care and Medical Leave

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA/CFRA leave in any twelve (12) month period for the purposes enumerated below.

- Employee Eligibility Criteria

  To be eligible for FMLA/CFRA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles, (except for purposes of CFRA where the threshold is five (5) employees).

- Events That May Entitle an Employee To FMLA/CFRA Leave

  The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA/CFRA allowance includes any time taken (with or without pay) for any of the following reasons:

  1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they each will be entitled to a separate twelve (12) weeks of leave for this purpose, which cannot be loaned or otherwise assigned from one employee to the other.

  2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of their job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).

     a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.

     b. "Inpatient care" means a stay in a hospital, hospice, or residential health care

facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an "inpatient" when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.

c. "Incapacity" means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.

d. "Continuing treatment" means ongoing medical treatment or supervision by a health care provider.

3. To care for a spouse, domestic partner, child, or parent with a serious health condition. A qualifying family member may also include a parent-in-law, grandparent, grandchild, sibling, or designated person for CFRA purposes.

   "Designated person" refers to any individual related by blood or whose association with the employee is the equivalent to a family relationship. Employees are limited to one (1) designated person per twelve (12) month period.

4. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces service member with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of additional FMLA leave in a single twelve (12) month period to provide said care. CFRA does not provide leave specific to caring for a service member.

5. For any "qualifying exigency" because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces. For CFRA purposes, this may also include a domestic partner.

- Amount of FMLA/CFRA Leave Which May Be Taken

1. FMLA/CFRA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations.

   "Twelve workweeks" means the equivalent of twelve (12) of the employee's normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, "twelve workweeks" means sixty (60) working and/or paid eight (8) hour days.

2. In addition to the twelve (12) workweeks of FMLA/CFRA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces service member may also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the

servicemember.

3. The "twelve month period" in which twelve (12) weeks of FMLA and CFRA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA/CFRA leave.

4. If a holiday falls within a week taken as FMLA/CFRA leave, the week is nevertheless counted as a week of FMLA/CFRA leave. If, however, the School's business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School's activities have ceased do not count against the employee's FMLA or CFRA leave entitlement. Similarly, if an employee uses FMLA/CFRA leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

- Pay during FMLA/CFRA Leave

1. An employee on FMLA/CFRA leave because of their own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA/CFRA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.

2. An employee on FMLA/CFRA leave for baby-bonding or to care for a qualifying family member with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA/CFRA leave.

3. If an employee has exhausted their sick leave, leave taken under FMLA/CFRA shall be unpaid leave.

4. The receipt of sick leave pay or State Disability Insurance and/or Paid Family Leave benefits will not extend the length of the FMLA or CFRA leave. Sick pay accrues during any period of unpaid FMLA or CFRA leave only until the end of the month in which unpaid leave began.

- Health Benefits

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA/CFRA leave, and these provisions may change from time to time. The health benefits of employees on FMLA/CFRA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA/CFRA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of their group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

DCS may recover the health benefit costs paid on behalf of an employee during their FMLA/CFRA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA/CFRA leave; and

2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA/CFRA leave, or other circumstances beyond the control of the employee.

- Seniority

  An employee on FMLA/CFRA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA/CFRA leave will return with the same seniority he/she had when the leave commenced.

- Medical Certifications

  1. An employee requesting FMLA/CFRA leave because of their own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.

  2. The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate a certification as needed.

  3. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.

  4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

- Procedures for Requesting and Scheduling FMLA/CFRA Leave

    1. An employee should request FMLA/CFRA leave by completing a Request for Leave form and submitting it to the Executive Director. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA/CFRA leave policy.

    2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or their qualifying family member. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA/CFRA leave was an emergency or was otherwise unforeseeable.

    3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

    4. If FMLA/CFRA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's qualifying family member, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.

    5. If FMLA/CFRA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA/CFRA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.

    6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which they are qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.

    7. The School will respond to an FMLA/CFRA leave request no later than five (5) business days of receiving the request. If an FMLA/CFRA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA/CFRA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

    1. Upon timely return at the expiration of the FMLA/CFRA leave period, an employee is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA/CFRA leave.

2. When a request for FMLA/CFRA leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).

3. Before an employee will be permitted to return from FMLA/CFRA leave taken because of their own serious health condition, the employee must obtain a certification from their health care provider that he/she is able to resume work.

4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Employment during Leave

  No employee, including employees on FMLA/CFRA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

Pregnancy Disability Leave

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each pregnant employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time the employee is personally disabled by pregnancy, childbirth, or related medical conditions.

- Employee Eligibility Criteria

  To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- Events That May Entitle an Employee to Pregnancy Disability Leave

  The four (4) -month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

  1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of their job without undue risk to themselves, the successful completion of the pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or

  2. The employee needs to take time off for prenatal care.

- Duration of Pregnancy Disability Leave

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 1/3 weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, "four months" means 346.5 hours of leave entitlement (20 hours per week times 17 1/3 weeks). For an employee who normally works forty-eight (48) hours per week, "four months" means 832 hours of leave entitlement (48 hours per week times 17 1/3 weeks).

At the end or depletion of an employee's pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

- Pay during Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave at the beginning of any otherwise unpaid leave period.

2. The receipt of sick leave pay, or state disability insurance benefits, will not extend the length of pregnancy disability leave.

3. Sick pay accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.

- Health Benefits

DCS shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12)-month period. DCS can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.

2. The employee's failure to return from leave is for a reason other than the following:

    - The employee is taking leave under the California Family Rights Act.

- There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.

- There is a non-pregnancy related medical condition requiring further leave.

- Any other circumstance beyond the control of the employee.

- Seniority

  An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

- Medical Certifications

  1. An employee requesting a pregnancy disability leave must provide medical certification from their healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.

  2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

- Requesting and Scheduling Pregnancy Disability Leave

  1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to Human Resources. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.

  2. An employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.

  3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.

  4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.

  5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which they are qualified that has

equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.

6. The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:

   a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.

   b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

   A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).

3. In accordance with DCS policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from their healthcare provider that they are able to resume work.

4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- Employment during Leave

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to

have resigned from employment.

Industrial Injury Leave (Workers' Compensation)

DCS, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.
- To ensure employees receive any workers' compensation benefits to which they may be entitled, employees will need to:
- Immediately report any work-related injury to the Site Director and Human Resources;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Human Resources; and
- Provide the School with a certification from a health care provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. DCS, with the help of its insurance carrier, has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high-quality medical service and a location that is convenient to the School's operation.

If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.

Employees who are injured in a work-related incident will be referred to a physician designated by DCS for medical treatment unless, prior to a work-related injury, DCS has received written notice from the employee that the employee wishes to be treated by their own physician. A DCS designated physician for work-related injuries will treat employees who do not designate their own physician for at least thirty (30) days. Employees may seek treatment from their own physician after thirty (30) days should they so desire.

All accidents and injuries must be reported to the Site Director and Human Resources and to the

individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of their shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by their personal physician at their own expense, but they are still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.

When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.

Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

Military and Military Spousal Leave of Absence

DCS shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services or the Federal Emergency Management Agency ("FEMA") reserves who deploy to major disaster sites in accordance with the Uniformed Services Employment and Reemployment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, the employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

DCS will reinstate employees returning from leave to their same position or one of comparable seniority, status, and pay as required by law.

An employee who was absent from work while fulfilling their covered service obligation under the USERRA or California law shall be credited, upon their return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

DCS shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

Bereavement Leave

DCS recognizes that the loss of a loved one can be both traumatic and painful, and that there may be a need to attend to important personal matters. All employees who have worked at least thirty(30) days for the School are eligible to take up to five (5) days of bereavement leave following the death of a covered family member (spouse, child, parent, sibling, grandparent, grandchild, domestic partner, or parent-in-law). Three (3) days of the leave will be without loss of pay and the two (2) additional days off will be considered unpaid leave unless the employee elects to use an accrued leave. Bereavement leave must be utilized within three (3) months of the covered family member's date of death. Employees may request additional unpaid time off, and the School may approve it subject to staffing availability. Employees must coordinate any absences with their immediate Supervisor to make arrangements. If requested by DCS, an employee shall provide reasonable documentation of the death of the family member. Bereavement pay will not be used in computing overtime pay.

Reproductive Loss Leave

All employees who have worked for the School for at least thirty (30) days shall be eligible to take up to five (5) days of leave upon the employee experiencing a reproductive loss event. A reproductive loss event includes any failed adoption, failed surrogacy, miscarriage, stillbirth, or unsuccessful assisted reproduction. Reproductive loss leave must be used within three (3) months of a reproductive loss event. Employees may take up to twenty (20) days of leave due to qualifying reproductive loss events within a twelve (12) month period. Reproductive loss leave shall be unpaid unless the employee elects to use available accrued/unused paid leave. Reproductive loss leave shall not be used in computing overtime pay.

Jury Duty or Witness Leave

The School provides employees with necessary time off for jury duty and witness leave. Any employee, when advised of jury duty service or a subpoena to testify in court, must immediately inform the Site Director of their need for time off. Upon notification by a court to report for jury duty, if possible, the employee should immediately request that their jury duty assignment be postponed to a non-school month. For all exempt employees, the School will pay for time off if an employee is called to serve on a jury provided the employee continues to perform their work duties as assigned. All non-exempt, hourly employees will be granted unpaid time off for jury duty and necessary court appearances.

Voting Time Off

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the Executive Director at least two (2) days' notice.

Please note: Generally, polling times have been set so there is ample time for voting before or after work.

School Appearance and Activities Leave

As required by law, DCS will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of DCS, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advance notice of the planned absence. The employee must use accrued but unused paid leave (e.g., vacation or sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

Bone Marrow and Organ Donor Leave

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a twelve (12) month period. Eligible employees who require time off to donate an organ to another person may receive up to sixty (60) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that they are a donor and that there is a medical necessity for the donation of the organ or bone marrow.

Up to five (5) days of leave for bone marrow donation, and up to thirty (30) days of leave for organ donation, may be paid provided the employee uses five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

Victims of Abuse Leave

DCS provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, stalking or other crimes. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, that of the employee's child or children or when a person whose immediate family member is deceased as the direct result of a crime. A crime includes a crime or public offense that would constitute a misdemeanor or felony if the crime had been committed in California by a competent adult, an act of terrorism against a resident of California (whether or not such act occurs within the state), and regardless of whether any person is arrested for, prosecuted for, or convicted of, committing the crime. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide DCS with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide DCS one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.
4. Any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized under the law.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, DCS will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact the Executive Director.

Returning From Leave of Absence

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the Executive Director thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If employees need further information regarding Leaves of Absence, they should be sure to consult the Executive Director.

DISCIPLINE AND TERMINATION OF EMPLOYMENT

Rules of Conduct

EMPLOYEE CODE OF CONDUCT

Employees are expected to conduct themselves at all times in a manner consistent with the highest standards of personal character and professionalism, with children, parents/guardians, prospective parents/guardians, co-workers, and the community.

Attitudes are the most important facet of each employee's presentation of the School to the public. We must be courteous, tactful, and pleasant at all times, treating the most unpleasant people as well as we treat our most pleasant ones. No staff member is expected to take abuse from anyone. Abusive treatment should be referred to the Executive Director immediately.

The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only and applies to all employees of the School; other types of conduct that threaten security, personal safety, employee welfare and the School's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the School. If an employee is working under a contract with the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Unprofessional conduct.
3. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
4. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
5. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
6. Fighting or instigating a fight on School premises.
7. Violations of the drug and alcohol policy.
8. Using or possessing real or replica firearms, weapons or explosives of any kind on School premises. State law expressly prohibits explosives, knives, firearms, or imitation

firearms, weapons or other dangerous objects, tobacco, alcohol, and other controlled substances on school grounds, including within vehicles parked on school premises. Possession of any of these items will lead to disciplinary action, up to and including termination.

9. Gambling on School premises.
10. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and timecards.
11. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record the clock card.
12. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
13. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
14. Excessive absenteeism or tardiness excused or unexcused.
15. Posting any notices on School premises without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.
16. Immoral or indecent conduct.
17. Conviction of a criminal act.
18. Engaging in sabotage or espionage (industrial or otherwise)
19. Violations of the sexual harassment policy.
20. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
21. Sleeping during work hours.
22. Release of confidential information without authorization.

    All information relating to students including names, addresses, contact numbers, and progress information is confidential information, may not be shared with unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files.

    <u>Please note</u>: The release of unauthorized confidential information may result in immediate dismissal. When in doubt, check with an administrator before releasing information.

23. Any other conduct detrimental to other employees or the School's interests or its efficient operations.
24. Refusal to speak to supervisors or other employees.
25. Dishonesty will not be tolerated. Employee dishonesty can range from an employee pilfering office supplies for personal use to a financial officer stealing millions through elaborate accounting frauds. The following activities are a partial list of actions that constitute employee dishonesty:
    - Forgery. Signing school checks or endorsing a School check for personal use.
    - Pilfering office supplies and converting them to personal use.
    - Embezzlement. Conversion of school funds for personal use. This can range from using petty cash for personal use to complicated purchasing/billing/payables or human resource creation- of-fictitious- employees scams involving thousands of dollars.

- Abusing the School's sick leave policies to obtain personal time off while not ill or injured.
- Abusing the School's time clock policies by having someone clock in or out for you.
- Over billing expense accounts.
- Charging personal expenses on DCS credit cards.
- Employees are encouraged to report suspicions or proof of employee dishonesty by others to the Executive Director. Investigations of such matters will be handled discretely but thoroughly.
- Dishonest employees, regardless of the amount involved, can be prosecuted for criminal offense as well.

26. Falsification, fraud, or omission of pertinent information when applying for a position.
27. Any failure to follow any known policy or procedure of DCS, or gross negligence, which results in a loss to DCS.
28. Violations of federal, state, or local laws affecting the organization or your employment with the organization.
29. Acts of discrimination or illegal harassment based on gender, ethnicity, or any other basis protected by state or federal law
30. Failure to comply with the School's safety procedures.
31. Failure to possess or maintain the credential/certificate required of the position.
32. Failure to disclose a pending action against the employee's credential by the California Commission on Teacher Credentialing.
33. Failure to adequately supervise (e.g. employees must be free from distraction and are prohibited from personal cell phones while on supervision duty).
34. Allowing a visitor onto campus without prior authorization and without the appropriate clearances.

For employees who possess an employment contract that provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

Since employment at DCS is at-will, both the employee and DCS have the right to terminate employment at will, with or without cause or advance notice.

Our School's rules of conduct are based on mutual respect, common courtesy, sound judgment, responsibility, professionalism, and business accountability. Personal and professional integrity is, of course, expected of all employees. Without altering the at-will nature of the employment relationship, DCS may terminate or suspend the employment of any employee or engage in any other disciplinary actions (e.g. suspension with or without pay, demotion, etc.), if the Executive Director determines that the employee has failed to fulfill their duties and responsibilities and/or has failed to demonstrate the responsibility outlined in these personnel policies and the job description or for any lawful reason.

Non-Disclosure of Personnel Information

An employee's status, such as resignation or involuntary terminations is privileged information and is treated confidentially. Anyone disclosing such information inappropriately is subject to disciplinary action, up to and including termination of employment.

No one without a managerial "need to know" is to discuss personnel information.

Inquiries regarding an employee who has been terminated, or otherwise left the employment of DCS, should be referred to the Executive Director, or designee.

Off-Duty Conduct

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School's legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform their work will not be tolerated.

While employed by the School, employees are expected to devote their energies to their jobs with the School. For this reason, second jobs are strongly discouraged. The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.

- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.

- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School

- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and

- Additional employment that directly or indirectly competes with the business or the interests of our School.

Employees who wish to engage in additional employment that may create a real or apparent conflict of interest must submit a written request to the School explaining the details of the additional employment. If the additional employment is authorized, the School assumes no responsibility for it. DCS shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment. Authorization to engage in additional employment can be revoked at any time.

Conflict of Interest

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the Executive Director, or the Board of Directors, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action

appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

Termination of Employment

Should it become necessary for an employee to terminate their at-will employment with the School, employees should notify the Human Resources regarding their intention as far in advance as possible. At least two (2) weeks' notice is requested whenever possible.

If an employee is participating in the medical and/or dental plan, they will be provided information on their rights under COBRA.

Resignation

Employees are free to resign without repercussion or retaliation. Although DCS does not require notice from a resigning employee, as employees are at-will unless otherwise agreed to within the employment agreement, DCS would appreciate thirty (30) day notice. Any eligible accrued and unpaid compensation, shall be provided as required under the law.

Retirement

Employees who plan to retire from DCS should advise the School of their intentions at least thirty
(30) days prior to retirement to allow for coordination with CalSTRS. As a reminder, employees are not required to retire at any particular age or point in their career. However, for those who choose to retire, DCS may offer part-time roles depending on the budget and needs of the School. It is the responsibility of the employee to coordinate any return to work with their retirement system and to abide by any required waiting times, or observe any earnings limitations, following retirement.

DISPUTE RESOLUTION PROCESS

Misunderstandings and problems arise from time to time in any situation. Work situations can be stressful. To provide the best possible working conditions for employees, an honest and open atmosphere in which any problem, complaint, suggestion, or question receives a timely, respectful response is required. Employees and the administration should have, and display, mutual respect for each other at all times.

These dispute resolution procedures serve to provide employees, who have a *complaint concerning conditions of employment; with a procedure to have the concern or complaint heard first by the Executive Director and then by the President of the DCS Board of Directors* if satisfactory resolution is unattainable. In the event the complaint or concern involves the Executive Director, the President of the Board of Directors will act in the same capacity as the Executive Director as described below.

A "complaint" or "concern" is defined as any feeling of dissatisfaction or injustice in connection with one's employment situation, which is brought to the attention of the Executive Director, or designee. If an employee disagrees with the established rules on conduct, policies, procedures, or

practice, they can express this concern through the *Problem Resolution Procedure* outlined herein. No employee will be penalized, formally or informally, for voicing a complaint or concern with DCS in a reasonable, business-like manner, or for using these procedures.

The Executive Director is the official representative between the staff and the Board of Directors. DCS cannot act on any problem unless it is aware of it, so complaints should be brought forward as soon as possible.

Not every problem can be resolved to all parties' satisfaction, and only through understanding and discussion of problems can employees and the administration develop confidence in each other. This confidence is important to the smooth, effective operation of DCS. The Schools will strive to provide such an atmosphere at all times. Employees are encouraged to offer positive and constructive criticism, and to take the following steps if they believe that a condition of employment or a decision affecting them is unjust or inequitable.

PROBLEM RESOLUTION PROCEDURE

When a problem first arises, the employee should discuss the matter with a supervisor, rather than fellow employees. This discussion should take place in a timely fashion shortly after the incident occurs, within ten (10) working days. If the problem is not resolved at this level, the issue should be brought to the Site Director or designee.

The Site Director or designee responsible for the resolution of the issue will review it and any related policies. If the problem cannot be resolved informally through discussion or meeting, the issue shall be reduced to writing by the employee and submitted to the Executive Director or designee within ten (10) working days from the time it was first reported to the Site Director. The employee should specify the problem to the fullest extent possible and any remedies sought.

Following any necessary investigation, the Executive Director shall prepare a written response to the employee no later than ten (10) working days from the date of receipt of the written complaint. If additional time is required for good cause, then the employee will be notified of the delay and of the expected time of receipt of the written response.

If no satisfactory solution can be reached, the employee may request a mediated meeting with the other party. This request must be put in writing no later than ten (10) working days after receipt of the Executive Director's decision. The Executive Director will make a determination if mediation is appropriate. If mediation is approved, the Executive Director may bring in necessary third parties, such as other employees or a trained mediator, and both parties in an attempt to resolve the employee's concerns through this process.

INTERNAL COMPLAINT REVIEW

The purpose of the "Internal Complaint Review Policy" is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Executive Director or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under

the School's "Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation."

Internal Complaints
(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a coworker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Executive Director or designee:

1. The complainant will bring the matter to the attention of the Executive Director or designee as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and

2. The complainant will reduce their complaint to writing, indicating all known and relevant facts. The Executive Director or designee will then investigate the facts and provide a solution or explanation;

3. If the complaint is about the Executive Director, the complainant may file their complaint in a signed writing to the President of the School's Board of Directors, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board President or investigator will report their findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequences to employment.

Policy for Complaints Against Employees
(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Executive Director or Board President (if the complaint concerns the Executive Director) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Executive Director (or designee) shall abide by the following process:

1. The Executive Director or designee shall use their best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.

2. In the event that the Executive Director (or designee) finds that a complaint against an employee is valid, the Executive Director (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Executive Director (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

3. The Executive Director's (or designee) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

3. Resolution: The Board (if a complaint is about the Executive Director) or the Executive Director or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

AMENDMENT TO EMPLOYEE HANDBOOK

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

DCS reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.

APPENDIX A
HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.

If you are an employee of the School, you may file this form with the Executive Director or Board President.

Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.

DCS will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.

In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.

Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved;

any verbal statements, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

Date: _____

_____
Signature of Complainant

_____
Print Name

Received by: _____ Date: _____

APPENDIX B
INTERNAL COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against:

_____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Date: _____

_____
Signature of Complainant

_____
Print Name

Received by: _____ Date: _____

To be completed by School:

Received by: _____ Date: _____

Appendix C

DIR State of California Department of Industrial Relations EST. 1927



California Workplace - Know Your Rights

As a worker in California, you are entitled to know and exercise your workplace and constitutional rights. Labor laws, including but not limited to standards for wages, hours, and health and safety, apply to all workers in the state *regardless of immigration status*.

It is against the law for your employer to retaliate against you for exercising your rights, including:

- Filing a complaint with the Labor Commissioner, Cal/OSHA, the Civil Rights Department, or another government agency.
- Asking about your employer's compliance with federal, state, or local law.
- Talking with others about their rights or helping them exercise their rights under federal, state, or local law.

Examples of illegal retaliation include firing you, reducing your work hours, or threatening to report you or a relative to immigration authorities because you exercised your rights.



Workplace Protections Related to Immigration Status

Your right to Notice of Immigration Inspections *(Labor Code § 90.2)*

If your employer receives notice of an upcoming immigration agency's inspection of I-9 Employment Eligibility Verification forms or other employment records, your employer must post a notice informing workers and their union representative, if applicable, within 72 hours of receiving that notice.

Your protections against unfair immigration-related practices *(Labor Code §§ 1019-1019.2)*

Under California law, it is unlawful for employers to retaliate against you or threaten immigration-related action when you exercise your rights. An employer is prohibited from taking any of the following actions because you exercised your rights:

- Refusing to accept identification documents during the I-9 process (proof of ID and federal permission to work) that appear to be genuine.
- Using E-Verify in a way not required or authorized by law.
  - For example, using E-Verify to reverify employment eligibility for an employee when not legally required to do so or screening only specific workers rather than all workers in a workplace without a legitimate basis for doing so.
- Reporting or threatening to report you or your family to immigration authorities.
- Filing or threatening to file any false report to the police or a state or federal agency.



Your right to designate an emergency contact *(Labor Code § 1555)*

Your employer **must** allow you to provide them with emergency contact information and to indicate if you want the emergency contact to be notified if you are arrested or detained at work. If you are arrested or detained at work and your employer has knowledge of it, they **must** notify your designated emergency contact if you choose that option.



Your right to organize a union or engage in protected activity in the workplace

Most employees in California have the right to organize, join, or participate in union activities. Employees also have the right to jointly act with co-workers to address work-related issues and concerns to improve working conditions or for the purpose of collective bargaining. **This means you have the right to join with coworkers to request better working conditions or raise work-related concerns, including about wages, hours, health and safety, and other terms of employment.** You also have the right to not participate in union activities or protected activities. It is illegal for your employer to:

- Interfere with or discourage your union activity or protected activities.
- Threaten you, or retaliate or discriminate against you, because of your union support or protected activities.



Your rights when interacting with law enforcement, including immigration agents, in the workplace

California workers have certain rights and protections under the U.S. Constitution, ***regardless of their immigration status***, including when law enforcement (including a federal immigration agent) approaches you. In addition, under California law, state and local law enforcement cannot assist federal agencies such as ICE with immigration enforcement in most circumstances.

Your right to be free from unreasonable searches *(U.S. Constitution, 4th Amendment)*



- If law enforcement, including immigration agents, ask if they can search you or your personal belongings, unless they have a judicial warrant specifically authorizing a search of your person or your personal belongings, you have the right to say no.
- If the officer conducts the search, even if you say no – remain calm, do not physically resist, and do not run.

Law enforcement can enter *public areas* without a warrant. Public areas may include a lobby, waiting room, public dining area, or parking lot of a workplace. In most circumstances, law enforcement needs a judicial warrant, signed by a judge, to enter *non-public areas* of your workplace without consent. Non-public areas may include a breakroom, employee restroom, workspace, or any area marked as employees only. Administrative forms, such as an I-200 or I-205, are not a judicial warrant.



In California, your employer is prohibited from providing voluntary consent to an immigration enforcement agent to enter *non-public* areas of the workplace. Without a judicial warrant, your employer must refuse entry to immigration enforcement to *non-public* areas of the workplace.

More detailed information can be found in the DOJ's and LCO's joint Immigrant Worker Protection Act FAQ (https://oag.ca.gov/system/files/media/ab450-faqs.pdf).

Your right to be free from unreasonable seizures *(U.S. Constitution, 4th Amendment)*

- You are protected against unreasonable seizures, which includes detaining or arresting you.
- Law enforcement must have a reasonable suspicion of wrongdoing before they can stop and question or search you. You can ask "Am I being detained?" or "Am I free to leave?" If the officer says that you are not being detained or you are free to leave, then you can walk away calmly.
- An arrest requires probable cause and occurs when a person is taken into custody by law enforcement officers.
- Law enforcement agents do not need a judge-signed warrant to arrest someone in public.
- You have the right to speak to a lawyer if you are arrested. You may be pressured to sign documents. You do not have to sign anything without speaking to an attorney.

Your right to remain silent *(U.S. Constitution, 5th Amendment)*



- Anything you say to law enforcement officers can be used against you in court.
- You have the right to remain silent, even if you are asked about your immigration status.
- If you wish to remain silent, clearly state so, request to speak with an attorney **and then remain silent.**
- Do not provide false information, false identification, or false documents to an officer. Providing false documents is a federal offense and may carry severe immigration consequences for noncitizens.

Your right to record interactions with law enforcement in public spaces under the 1st Amendment

The public has the right to observe and record officers and government officials carrying out their duties in public. If you choose to record, you should stand a safe distance away and do not interfere with the officer's actions. Physical obstruction or verbal escalation can put your safety at risk and may lead to criminal charges.

Access to legal representation

If you are arrested, you have the right to an attorney. If you cannot afford an attorney, you can get a government-appointed attorney to represent you in a criminal case.

However, if you are arrested by U.S. Immigration and Customs Enforcement (ICE) or U.S. Customs and Border Protection (CBP), which includes Border Patrol, for civil immigration violations, you have the right to consult with a lawyer, but the government is not required to provide a lawyer for you. If you are arrested by ICE or CBP, you may invoke your right to speak with an attorney before saying or signing anything. You may also ask to speak to your consulate who may provide assistance.



Workers' Compensation

You have the right to workers' compensation benefits if you are injured or become ill because of your job. The benefits provide you with medical care for your injury/illness, partially replace the wages you lose while you are recovering, and help you return to work. For additional information, visit www.dir.ca.gov/dwc/ or call 1-800-736-7401.

Discovery Charter School
Family Handbook
2026-2027



Discovery Charter School - Phoenix

4021 Teale Avenue
San Jose, CA 95117
Phone: 408-243-9800
Fax: 408-243-9812

Discovery Charter School - Falcon

762 Sunset Glen Drive
San Jose, CA 95123
Phone: 408-300-1358
Fax: 408-972-9114

www.discoveryk8.org

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Welcome

Discovery Charter School ("DCS" or "Charter School") welcomes your family to our community of learners. DCS is a school based on the belief that families are their child's first and most important teacher. We look forward to working, learning, and teaching with you. We deeply value the commitment you have made to send your child(ren) to Discovery.

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.

We are committed to:

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

Nondiscrimination Statement

The Charter School does not discriminate against any person on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, pregnancy, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

Charter School does not discriminate against any person on the basis of sex or gender in the operation, conduct, or administration of community youth athletics programs, or in the allocation of parks and recreation facilities and resources or school and recreation facilities and resources that support or enable these programs.

The Charter School Board of Directors shall not refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction or any book or other resource in a school library on the basis that it includes a study of the role and contributions of Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, or members of other ethnic, cultural, religious,

or socioeconomic status groups.

Instruction and instructional materials shall be factually accurate and align with the adopted curriculum and standards and be consistent with accepted standards of professional responsibility, rather than advocacy, personal opinion, bias, or partisanship. A teacher shall not give instruction and Charter School shall not sponsor any activity that promotes a discriminatory bias on the basis of race or ethnicity, gender, religion, disability, nationality, or sexual orientation, or pursuant to a characteristic listed in Section 220. Discriminatory bias in instruction and school-sponsored activities does not require a showing of direct harm to members of a protected group. Members of a protected group do not need to be present while the discriminatory bias is occurring for the act to be considered discriminatory bias. The Board shall take corrective action if it finds that instruction or school-sponsored activities are discriminatory.

The Charter School Board of Directors shall not adopt or approve the use of any textbook, instructional material, supplemental instructional material, professional development materials, or curriculum for classroom instruction if the use of such would subject a student to unlawful discrimination pursuant to Education Code section 220, or if the professional development materials or services promote, endorse, or otherwise support actions or the use of any textbook, instructional material, supplemental instructional material, or curriculum which would subject a pupil to unlawful discrimination pursuant to Section 220.

If the Board knows or has reason to know that materials were used in a classroom, that professional development materials or services were used, or that an action occurred that violated Education Code section 220, the Board shall investigate and remediate the action, which may include, but is not limited to, the implementation of restorative justice practices.

The Charter School adheres 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 ("ADA"), and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA").

The Charter School does not discourage students from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance, disability, neglect or delinquency, English proficiency, for being homeless or a foster/mobile youth, economic disadvantage, nationality, race, ethnicity, or sexual orientation. The Charter School shall not encourage a student currently attending Charter School to disenroll or transfer to another school based on any of the aforementioned reasons except in cases of expulsion and suspension or involuntary removal in accordance with the Charter School's charter and relevant policies.

The Charter School does not request nor require student records prior to a student's enrollment.

The Charter School shall provide a copy of the California Department of Education Complaint Notice and Form to any parent, guardian, or student over the age of 18 at the following times: (1) when a parent, guardian, or student over of the age of 18 inquires about enrollment; (2) before conducting an enrollment lottery; and (3) before disenrollment of a student.

The Charter School is committed to providing an educational atmosphere that is free of unlawful harassment under Title IX of the Education Amendments of 1972 (sex); Titles IV, VI, and VII of the Civil Rights Act of 1964 (race, color, or national origin); The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). The Charter School also prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation.

The Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which the Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender.

Pursuant to California law and the California Attorney General's guidance to K-12 schools in responding to immigration issues ("Guidance"), Charter School provides equal access to free public education, regardless of a student's or their parent's or guardian's immigration status or religious beliefs. The complete Guidance, including *Appendix G – Know Your Rights* can be reviewed via the following link: https://oag.ca.gov/sites/all/files/agweb/pdfs/bcj/school-guidance-model-k12.pdf

The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures ("UCP") Compliance Officer:

Melanie Felix
Operations Manager
4021 Teale Ave
San Jose, CA 95117
(408)300-1358 x1006
melanie.felix@mydiscoveryk8.org

The lack of English language skills will not be a barrier to admission or participation in the Charter School's programs or activities. The Charter School prohibits retaliation against anyone who files a complaint or who participates or refuses to participate in a complaint investigation.

Charter Schools in California

Charter schools are non-sectarian public schools of choice that operate with greater flexibility to meet their goals than traditional public schools. Charter schools are accountable to their authorizer to adhere to the Charter Petition. DCS's authorizer is the Santa Clara County Board of Education. DCS is chartered for a period of five (5) years, after which DCS will request a

renewal based on successful academic results and financial viability.

Family Handbook Use and Purpose

This Handbook is designated to explain some of our philosophies, beliefs, structures, procedures, and policies. This Handbook is intended to be an official guide for students and families enrolled in DCS. This is an evolving source of information, and as such, the Charter School reserves full discretion to modify the Handbook at any time. DCS will notify families when substantive changes occur.

Educational Program

Overview of the Educational Program

Classrooms are developmental, hands-on, student-centered, and project-based to accommodate individual learning styles and achievement levels. Continuity and differentiation are also supported when teachers loop or stay with the same class of students for two (2) years.

Teacher directed parent participation in the classroom on a weekly basis supports a program built on the foundation of small group instruction and tutoring. Parents/guardians are part of their child's educational experience.

We are a community of lifelong learners composed of teachers, parents/guardians, and students. Teachers model learning through staff development and continuing education. Parents/guardians attend parent/guardian education meetings to learn about child development, parenting, and developmental education while challenging themselves in the classroom by performing tasks that may be new to them. Students share their knowledge by teaching others.

Enrichments are strategically woven into the curriculum. Programs such as gardening, art, cooking, technology, drama, and foreign language are only made possible through parent funding and volunteerism. Field trips are an integral part of our program. They connect the classroom to the outside world by providing hands-on real-life experiences.

Curriculum is designed by our teachers using state standards, brain-based research, and best practices. The curriculum will be constantly evaluated, adapted and improved by our teachers. We frequently integrate the curriculum, teaching concepts and broad topics that define the categorization of knowledge and skills into traditional subject areas.

Availability of Prospectus

Upon request, the Charter School will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, the Charter School may charge for the prospectus in an amount not to exceed the cost of duplication.

School Sponsored Field Trips and Cultural Excursions

DCS recognizes and supports the concept of connecting our students with the broader community, both locally and globally, by providing field trips, cultural and art experiences, community service opportunities, and environmental education to fulfill DCS's mission and philosophy. These activities help to promote tolerance, understanding, and acceptance of others, and enrich the educational experiences of the students, as well as meet the Charter School's goal of creating passionate life-long learners.

The safety and security of our students is a primary priority when planning or participating in field trips or excursions. These activities will be carried out in an appropriate manner to maximize and ensure student safety and to minimize the Charter School's legal liability and financial cost.

Field Trip Guidelines

Please see the complete guidelines on the DCS website, under Board Governance > Policies and Important Documents https://www.discoveryk8.org/policies-documents

Independent Study Missed Assignments & Satisfactory Education Progress and Involuntary Removal

In accordance with California Education Code Section 51747, DCS has an established board policy regarding independent study:

- **Short-Term Independent Study:** If a student fails to complete **three assignments** during any short-term independent study period, an evaluation will be conducted to determine whether independent study continues to be in the student's best interest.

- **Long-Term Independent Study:** If a student fails to complete **5% or more of assigned work within a two-month period** *or* **misses two scheduled appointments without rescheduling**, an evaluation will be conducted to determine whether continued participation in independent study is appropriate.

Please see the complete policies on the DCS website: https://www.discoveryk8.org/policies-documents

Rainy Days

At DCS students play in the rain. As much as possible, students will go outside for physical education, recess and lunch in rainy weather. Extra shoes, clothing, and towels are recommended on rainy days.

Sexual Health Education

The Charter School offers comprehensive sexual health education to its students in grades 7-8. A parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to

that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation in comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
    - The date of the instruction
    - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Code sections 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure students' health behaviors and risks (including tests, questionnaires, and surveys containing age-appropriate questions about the student's attitudes concerning or practices relating to sex) may be administered to students in grades 7-8. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent ("opt-out") process. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks if the Charter School has received a written request from the student's parent or guardian excusing the student from participation. An alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

State Testing

The Charter School shall annually administer required state testing to the applicable grades (e.g., the California Assessment of Student Performance and Progress ["CAASPP"].) Notwithstanding any other provision of law, a parent's or guardian's written request to Charter School officials to excuse their child from any or all parts of the CAASPP shall be granted. Upon request, parents have a right to information on the level of achievement of their student on every State academic assessment administered to the student.

Surveys About Personal Beliefs

Unless the student's parent/guardian gives written permission, a student will not be given any test, questionnaire, survey, or examination containing any questions about the student's, or the student's parents' or guardians' personal beliefs or practices in sex, family life, morality,

or religion.

Health and Safety

Administration of Medication

DCS staff is responsible for overseeing the administration of medication to students attending DCS during the regular school day. It is imperative that practices followed in the administration of medication be carefully delineated to ensure the safety of our students and the legal protection of our employees.

Medications will be given at school only if they must be administered during school hours. Medications should be delivered to school by the parent/guardian. All medications will be stored in a secure, appropriate storage location and dispensed and logged by designated school staff. Designated school staff will return all surplus medication to the parent/guardian upon completion of the treatment regimen or prior to summer break.

A 'Permission and Instructions to Administer Medication' form must be completed and signed by a parent, qualified health provider and on file in the office for both prescribed and non-prescribed medications. This form is available in the office.

The medication must be in the original container, with the student's name, dosage, and frequency clearly labeled. (Pharmacies will provide a duplicate container for school use upon request.) PLEASE DO NOT PUT MEDICATIONS IN LUNCHBOXES OR BACKPACKS!

On a case-by-case basis, after consulting with the child's physician and parent/guardian, the Director or designee may approve a student to carry with their own required medication for an identified medical condition that may require self-administration of the medication such as, but not limited to, severe asthma and/or allergies.

Cancer Prevention Act

Students in the state are advised to adhere to current immunization guidelines, as recommended by the Advisory Committee on Immunization Practices (ACIP) of the federal Centers for Disease Control and Prevention (CDC), the American Academy of Pediatrics, and the American Academy of Family Physicians, regarding full human papillomavirus (HPV) immunization before admission or advancement to the eighth grade level of any private or public elementary or secondary school.

Because the vaccine is more effective when given at younger ages, two doses of HPV vaccine are recommended for all kids between the ages of 9 to 12 years, and the second dose should be given before the start of 8th grade. Kids who wait until later to get their first dose of HPV vaccine may need three doses.

HPV vaccination can prevent over 90 percent of cancers caused by HPV. HPV vaccines are very safe, and scientific research shows that the benefits of HPV vaccination far outweigh the potential risks.

Dangers of Synthetic Drugs

The illicit use and abuse of synthetic drugs represents an emerging and ongoing public health threat in California. The fentanyl crisis specifically, has impacted communities across the state, leading to a sharp increase in fentanyl poisonings and deaths in recent years.

This notice aims to address the crisis with a preventative approach ensuring students and families are educated on the deadly consequences of recreational drug use.

A synthetic drug is a drug with properties and effects similar to a known hallucinogen or narcotic but having a slightly altered chemical structure, especially such a drug created in order to evade existing restrictions against illegal substances.

Synthetic drugs include but are not limited to synthetic cannabinoids ("synthetic marijuana," "Spice," "K2"), methamphetamines, bath salts, and fentanyl.

The California Department of Public Health ("CDPH") has expounded on the extreme danger of drugs laced with fentanyl. Illicit fentanyl can be added to other drugs to make them cheaper, more powerful, and more addictive. Illicit fentanyl has been found in many drugs, including heroin, methamphetamine, counterfeit pills, and cocaine. Fentanyl mixed with any drug increases the likelihood of a fatal overdose. Furthermore, it is nearly impossible to tell if drugs have been laced with fentanyl without additional testing, because fentanyl cannot be seen, smelled, or tasted when used as a lacing agent. Social media platforms may be used as a way to market and sell synthetic drugs, such as fentanyl.

Additional information regarding fentanyl from the CDPH's Substance and Addiction Prevention Branch can be found here.

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 of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

A copy of the information sheet regarding type 2 diabetes is available at: https://www.cde.ca.gov/ls/he/hn/type2diabetes.asp.
Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

The Charter School will provide an information sheet regarding type 1 diabetes to the parent or guardian of a student when the student is first enrolled in elementary school, pursuant to Education Code Section 49452.6. The information sheet shall include, but shall not be limited to, all of the following:

1. A description of type 1 diabetes.
2. A description of the risk factors and warning signs associated with type 1 diabetes.
3. A recommendation that parents or guardians of students displaying warning signs associated with type 1 diabetes should immediately consult with the student's primary care provider to determine if immediate screening for type 1 diabetes is appropriate.
4. A description of the screening process for type 1 diabetes and the implications of test results.
5. A recommendation that, following a type 1 diagnosis, parents or guardians should consult with the pupil's primary care provider to develop an appropriate treatment plan, which may include consultation with and examination by a specialty care provider, including, but not limited to, a properly qualified endocrinologist.

A copy of the information sheet regarding type 1 diabetes is available at: https://www.cde.ca.gov/ls/he/hn/type1diabetes.asp. Please contact the office if you need a copy of this information sheet or if you have any questions about this information sheet.

Location of All Automated External Defibrillator(s) on Campus Phoenix: Room 2, 20 & 21
Falcon: Front Office & Atrium between rooms 8 & 9

Concussion/Head Injuries

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because the Charter School has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until the athlete is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete's parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

Sudden Cardiac Arrest Prevention

The Charter School is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest ("SCA") is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at the Charter School must review the information sheet on sudden cardiac arrest via the following link: https://www.cde.ca.gov/pd/ca/pe/documents/pescaform.pdf

Opioid Information Sheet

The Charter School annually provides each athlete with an Opioid Factsheet for Patients

published by the Centers for Disease Control and Prevention. The athlete and, if the athlete is 17 years of age or younger, the athlete's parent or guardian shall sign a document acknowledging receipt of the Opioid Factsheet for Patients and return that document to the Charter School before the athlete initiates practice or competition. The fact sheet is available at:
https://stacks.cdc.gov/view/cdc/49530

Vision and Hearing

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

A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Executive Director a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the

child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Bloodborne Pathogens

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

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.

Emergency or Evacuation Plans

DCS conducts regular disaster preparedness drills. In case of a fire or earthquake drill, everyone on campus is expected to evacuate every room immediately. In case of a disaster, children will only be released to parents/guardians or a previously designated adult on file.

Each classroom is equipped with a red Emergency Backpack located to the right of the exit door. *Open the red Emergency Backpack only in the event of an emergency or disaster.* Parents/guardians and students are not permitted to open these backpacks unless directed to do so by a teacher. They are not to be used for field trips.

All visitors and volunteers on campus are expected to participate in our emergency drills. Please evacuate and follow the instructions provided by staff.

In the event of a lockdown or evacuation, families will be notified via text.

Recess Supervision and Volunteer Supervisors Procedures

Parent/guardian volunteers have special responsibilities during recess periods. The Charter School relies on their responsible supervision of students in all grades. Adults are there to establish good relationships with the students while making sure they are safe. These procedures provide a framework for a successful and enjoyable time outside with the children.

The Lead Yard Duty Coordinator oversees that all recess periods have the support and equipment needed to run smoothly. There are assigned Yard Duty Leads to manage the volunteers each recess period. The Yard Duty Lead arrives ten (10) minutes before recess begins, makes sure all cards and equipment are ready, and posts any new information.

Parents/guardians who volunteer during a recess period should follow these steps:

1. Sign in ten (10) minutes before recess is scheduled to begin.
2. Put on a yellow vest.
3. A Yard Duty Lead will assign you to an area and provide the volunteers a card with area specific information.
4. Assist with signing out of equipment, as needed.
5. During duty, greet students and help with conflict resolution as needed. Follow up on problematic behavior and watch for unsafe situations.
6. Using a cell phone during recess should be for emergencies only.
7. At the end of recess, remind students who have signed out equipment to return items; assist with storage of items in appropriate places, as needed.

Health Care and Emergencies

DCS 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.

Illness

DCS strives to provide a healthy environment for students. For the sake of others, as well as your own child, parents/guardians are asked to keep home any child who has a fever of 100.1 degrees or higher or who shows other symptoms of illness such as a runny nose when the mucus is thick and green or yellow; cough or congestion that interferes with breathing and/or if wheezing; a rash of unknown origin; diarrhea; vomiting; or severe headache. A rash of unknown origin or a contagious rash requires a certificate from the student's physician stating the student may return to school.

A student suspected of having a communicable disease may be excluded from school until guidelines for readmission to school are met. A student should be free from fever or contagious disease for 24 hours before returning to school.

Should a student become ill at school, they will be referred to the office and, if necessary, parents/guardians contacted. If the illness necessitates a student leaving school for the duration of the school day, parents/guardians will be notified and expected to make arrangements to take their child home immediately.

Returning to School after an Illness or Prolonged Absence

A student returning to school following a serious or prolonged medical condition must have written permission from their health care provider to attend school, including any restrictions regarding physical activity.

A student returning to school with sutures, casts, crutches, a wheelchair, or orthopedic braces must have a physician's written permission to attend school and must comply with any safety procedures required by school administration.

Health and Medical Conditions

The school office and administrators must be notified if a student with a medical or health condition requires accommodations at school in order to participate in the educational program. The Director, or designee, will arrange a meeting with the families of the child to develop an accommodation plan for the student's medical or health condition.

Restricted Physical Education Activities

If your child requires restricted physical activity due to injury or a medical condition, please provide a note for the office. For releases from physical education activity for a period of longer than three (3) days, please provide the office with a note from your child's health care professional stating the reason.

Head Lice

If live head lice are detected on a student, then DCS shall contact a parent/guardian immediately with instructions to pick up the student from the main office at the end of the regular school day. Until the end of the regular school day, the student will be instructed to avoid contact with other children or share any headgear. Students diagnosed by Charter School personnel with live head lice will generally not need to be sent home early from school; they can go home at the end of the day. However, in the case of a severe infestation, the ~~Executive~~ Site Director or designee may, in their discretion, contact a parent/guardian to pick the student up before the end of the regular school day.

Education, Treatment, and School Exclusion

Upon picking the student up from the main office, the parent/guardian of the student shall be given informational resources on the identification and treatment of head lice, along with a copy of the Head Lice Procedures, designated office staff will explain to the parent/guardian that the student must be treated before they are allowed to return to school. There is no need for the student to remain out of school once the treatment has been completed. Therefore, if the student is treated that evening, they may return to the office for their post-treatment

screening the next morning. Upon returning to school post-treatment, the student will be screened by designated office staff for live lice. Only if no live lice are present will the student be cleared to return to class.

Immunizations

Pursuant to the California Health and Safety Code and the California Code of Regulations, children must provide proof of having received required immunizations (shots) before they can attend school unless they meet the requirements for an exemption. Immunization records are required for all incoming students. Verification of immunizations will be completed with written medical records from the child's doctor or immunization clinic. To ensure a safe learning environment for all students, the Charter School follows and abides by the health standards set forth by the state of

California. The immunization status of all students will be reviewed periodically. Those students who are not in compliance with the State requirements must be excluded from attendance until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

These required immunizations include:

Child's Grade	List of shots required to attend school
TK/K-12 Admission	Diphtheria, Tetanus and Pertussis (DTaP) - Five (5) doses Polio - Four (4) doses Measles, Mumps, and Rubella (MMR) - Two (2) doses Hepatitis B (Hep B) - Three (3) doses Varicella (chickenpox) – Two (2) doses **NOTE:** Four doses of DTaP are allowed if one was given on or after the fourth birthday. Three doses of DTaP meet the requirement if at least one dose of Tdap, DTaP, or DTP vaccine was given on or after the seventh birthday (also meets the 7th-12th grade Tdap requirement.) One or two doses of Td vaccine given on or after the seventh birthday count towards the requirement for DTaP. Three doses of Polio are allowed if one was given on or after fourth birthday. MMR doses must be given on or after first birthday. Two doses of measles, two doses of mumps, and one dose of rubella vaccine meet the requirement, separately or combined. Combination vaccines (e.g., MMRV) meet the requirements for individual component vaccines.

Entering 7th Grade	Tetanus, reduced Diphtheria, and acellular Pertussis (Tdap) - One (1) dose **NOTE:** In order to begin 7th grade, students who had a valid personal belief exemption on file with a public or private elementary or secondary school in California before January 1, 2016 must meet the requirements listed for grades K-12 as well as requirements for 7th grade advancement At least one dose of pertussis-containing vaccine is required on or after the 7th birthday.

Human Trafficking Prevention

California has the highest number of incidents of human trafficking in the U.S., and all students may be vulnerable. The Charter School believes it is a priority to inform our students about (1) the prevalence, nature of and strategies to reduce the risk of human trafficking, techniques to set healthy boundaries, and how to safely seek assistance, and (2) how social media and mobile device

applications are used for human trafficking.

In accordance with the California Healthy Youth Act, the Charter School will provide age-appropriate instruction on the prevention of human trafficking to students in grades 7-8, including sexual abuse, assault, and harassment. You have the right to excuse your child from all or part of the instruction on the prevention of human trafficking. An opt-out form is available at the main office for your convenience. Your consent for this instruction is NOT required. If we do not receive a written request to excuse your child, your child will be included in the instruction.

Information and materials for parents/guardians about curriculum and the resources on prevention of human trafficking and abuse, including sexual abuse, assault, and harassment will be made available prior to student dissemination by email to the parents/guardians.

Mental Health Services

The Charter School recognizes that when unidentified and unaddressed, mental health challenges can lead to poor academic performance, increased likelihood of suspension and expulsion, chronic absenteeism, student attrition, homelessness, incarceration, and/or violence. Access to mental health services on-campus and in our community is not only critical to improving the physical and emotional safety of students, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child:

School-Based Resources:

- School-based counseling services – your child is encouraged to directly contact the School counselor by coming into the office during school hours and making an appointment to speak with a counselor. The Phoenix office can also be reached at (408) 243-9800, and the Falcon Office can be reached at (408)300-1358. Our School

counselors support students by providing individual sessions, group or parent consultations whenever a student is having a difficult time due to academic stress, transition to changes in their environment, or social concerns, including isolation. Counseling services, whether provided by our School or by an outside provider listed herein, are voluntary.

- Special education services – if you believe your child may have a disability, you are encouraged to directly contact your student's teacher to request an SST.
- Prescription medication while on campus – if your child requires prescription medication during school hours and you would like assistance from School staff in providing this medication to your child, please contact the Phoenix office at (408) 243-9800, and the Falcon Office at (408)300-1358. Medication other than an EpiPen that has been previously reported, must be kept in the school office with proper documentation from your student's Physician.

Community Based Therapeutic Services: While some people may have easy access to therapeutic services through their family's health insurance, that is not always the case. Below are two respected agencies that provide sliding scale fees, so that everyone has access to affordable therapy.

- YWCA: Golden Gate Silicon Valley:
  - 375 S. Third St, San Jose, CA 95112
  - (408) 295 - 4011
- Bill Wilson Center
  - 3490 The Alameda Santa Clara, CA 95050
  - (408) 243 - 0222
- Behavioral Health Services Call Center
  - 1 (800) 704 - 0900
  - This is a call center that can help you navigate local mental health providers so as to connect you with providers that use your insurance or have sliding scale fees. They can also help you access behavioral intervention supports.
- Children's Health Council www.chconline.org
  - (650) 688-3625
  - Offers services and evaluation for mental health, learning differences and crisis support for children, teens and adults.

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit** https://www.thetrevorproject.org/**.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at https://www.bbbs.org or by calling (813) 720-8778.

Oral Health Assessment

Students enrolled in transitional kindergarten or kindergarten in a public school or while enrolled in first grade if the student was not previously enrolled in kindergarten in a public school are required to present proof of having received an oral health assessment completed by a dental professional that was performed within 12 months before the student's initial enrollment in a public school. Please contact the main office if you have questions about this requirement.

Physical Examinations and Right to Refuse

A parent/guardian having control or charge of any child enrolled in the Charter School may file annually with the Director a written and signed statement stating that the parent/guardian will not consent to a physical examination of the child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, the child shall be sent home and shall not be permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist.

Safe Storage of Firearms

The purpose of this notice is to inform and to remind parents and legal guardians of all students at the Charter School of their responsibilities for keeping firearms out of the hands of children as required by California law. There have been many news reports of children bringing firearms to school. In many instances, the child obtained the firearm(s) from his or her home. **These incidents can be easily prevented by storing firearms in a safe and secure manner, including keeping them locked up when not in use and storing them separately from ammunition.**

To help everyone understand their legal responsibilities, this notice spells out California law regarding the storage of firearms. Please take some time to review this notice and evaluate your own personal practices to assure that you and your family are in compliance with California law:

- With very limited exceptions, California makes a person criminally liable for keeping any firearm, loaded or unloaded, within any premises that are under their custody and control where that person knows or reasonably should know that a child is likely to gain access to the firearm without the permission of the child's parent or legal guardian, and the child obtains access to the firearm and thereby (1) causes death or injury to the child or any other person; (2) carries the firearm off the premises or to a public place, including to any preschool or school grades kindergarten through twelfth grade, or to any school-sponsored event, activity, or performance; or (3) unlawfully brandishes the firearm to others.
    - The criminal penalty may be significantly greater if someone dies or suffers great bodily injury as a result of the child gaining access to the firearm.
- With very limited exceptions, California also makes it a crime for a person to negligently store or leave any firearm, loaded or unloaded, on their premises in a location where the person knows or reasonably should know that a child is likely to gain access to it without the permission of the child's parent or legal guardian, unless reasonable action is taken to secure the firearm against access by the child, even where a minor **never** actually accesses the firearm.

- In addition to potential fines and terms of imprisonment, as of January 1, 2020, a gun owner found criminally liable under these California laws faces prohibitions from possessing, controlling, owning, receiving, or purchasing a firearm for 10 years.
- Finally, a parent or guardian may also be civilly liable for damages resulting from the discharge of a firearm by that person's child or ward.

The county or city may have additional restrictions regarding the safe storage of firearms. Thank you for helping to keep our children and schools safe. Remember that the easiest and safest way to comply with the law is to keep firearms in a locked container or secured with a locking device that renders the firearm inoperable.

School Bus and Passenger Safety

All students who are transported in a school bus or school student activity bus shall receive instruction in school bus emergency procedures and passenger safety. A copy of the complete Policy is available upon request at the main office and on our website https://www.discoveryk8.org/policies-documents

School Safety Plan and Asbestos Management Plan

The Charter School has established a Comprehensive School Safety Plan. The Plan is available on the DCS website: https://www.discoveryk8.org/policies-documents

The Charter School has also established an Asbestos Management Plan. The Plan is available upon request at the main office.

Scooters, Bikes, Skateboards, Skates, Rollerblades and "Heelies"

Use of these items are NOT permitted on campus.

Services Animals on Campus

Charter School will allow a qualified and trained service animal to accompany the handler at all times and everywhere on campus, within Charter School property, except where service animals are specifically prohibited due to health, environmental, or safety hazards. Staff, students, and other persons should refrain from petting, feeding, or deliberately startling a service animal.

Procedures for Background Checks

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 ("TB") 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, unless the employee submits the TB Risk Assessment form, and in that case, must submit the form annually.

Drugs and Alcohol Free Environment

DCS is committed to providing an environment free of drugs and alcohol to promote a safe environment that is conducive to maintaining good health and high standards of learning. Bringing onto school premises, possessing, using, or being under the influence of drugs or alcohol while on school premises or at any school-sanctioned activity is prohibited and will result in disciplinary action.

Tobacco-Free Schools

Ample research has demonstrated the health hazards associated with the use of tobacco products, including smoking and the breathing of secondhand smoke. The Charter School provides instructional programs designed to discourage students from using tobacco products. The Charter

School's Board of Directors (the "Board) recognizes that smoking and other uses of tobacco and nicotine products constitute a serious public health hazard and are inconsistent with the goals of the Charter School to provide a healthy environment for students and staff.

In the best interest of students, employees, and the general public, the Board therefore prohibits the use of tobacco products at all times on Charter School property and in Charter School vehicles. This prohibition applies to all employees, students, visitors, and other persons at school or at a school-sponsored activity or athletic event. It applies to any meeting on any property owned, leased, or rented by or from the Charter School.

Smoking or use of any tobacco-related product or disposal of any tobacco-related waste is prohibited within 25 feet of any playground, except on a public sidewalk located within 25 feet of the playground. Smoking or use of any tobacco-related product is also prohibited within 250 feet of the youth sports event in the same park or facility where a youth sports event is taking place. In addition, any form of intimidation, threat, or retaliation against a person for attempting to enforce this rule is prohibited.

The Executive Director or designee shall inform students, parents/guardians, employees, and the public about this rule. All individuals on Charter School premises share in the responsibility of adhering to this rule. Additionally, the Charter School will post signs stating "Tobacco use is prohibited" prominently at all entrances to school property.

School Meals and Student Wellness

Pursuant to California law, the Charter School shall make available a nutritionally adequate breakfast and a nutritionally adequate lunch free of charge and with adequate time to eat, during each school day to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free breakfast meal and one (1) free lunch meal during each school day. This shall apply to all pupils in kindergarten through grade eight (8).

Applications for school meals are included in the Back to School information packets to all families and can also be obtained in the Charter School main offices. All families are encouraged to complete the application form. Completed application forms can be returned to the main offices. Income eligibility guidelines for federally funded free and reduced- price meals are available at: https://www.cde.ca.gov/ls/nu/rs/

Based on a parent/guardian's annual earnings, a parent/guardian may be eligible to receive the Earned Income Tax Credit from the Federal Government (Federal EITC). The Federal EITC is a refundable federal income tax credit for low-income working individuals and families. The Federal EITC has no effect on certain welfare benefits. In most cases, Federal EITC payments will not be used to determine eligibility for Medicaid, Supplemental Security Income, food stamps, low-income housing, or most Temporary Assistance For Needy Families payments. Even if you a parent/guardian does not owe federal taxes, they must file a federal tax return to receive the Federal EITC. Be sure to fill out the Federal EITC form in the Federal Income Tax Return Booklet. For information regarding your eligibility to receive the Federal EITC, including information on how

to obtain the Internal Revenue Service (IRS) Notice 797 or any other necessary forms and instructions, contact the IRS by calling 1-800-829-3676 or through its website at www.irs.gov.

A parent/guardian may also be eligible to receive the California Earned Income Tax Credit (California EITC) starting with the calendar year 2015 tax year. The California EITC is a refundable state income tax credit for low-income working individuals and families. The California EITC is treated in the same manner as the Federal EITC and generally will not be used to determine eligibility for welfare benefits under California law. To claim the California EITC, even if you do not owe California taxes, you must file a California income tax return and complete and attach the California EITC Form (FTB 3514). For information on the availability of the credit eligibility requirements and how to obtain the necessary California forms and get help filing, contact the Franchise Tax Board at 1-800-852-5711 or through its website at www.ftb.ca.gov.

Charter School shall allow students, teachers, and staff to bring and carry water bottles. Water bottles may be excluded from libraries, computer labs, science labs, and other places where it is deemed dangerous to have drinking water. Charter School may develop additional policies regarding the types of water bottles that may be carried.

Charter School adheres to all applicable requirements regarding placement and maintenance of water bottle refilling stations on campus.

Charter Schools shall encourage water consumption through promotional and educational activities and signage that focus on the benefits of drinking water and highlight any water bottle filling stations that are located on campus.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, Charter School is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD- 3027, USDA Program Discrimination Complaint Form which can be obtained online at: https://www.usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:
mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil
Rights 1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or fax:
(833) 256-1665 or (202) 690-7442; or
email:

Program.Intake@usda.gov

Charter School is an equal opportunity provider.

School Meals and Student Wellness for Homeschool Students

Pursuant to California law, the Charter School shall make available a nutritionally adequate breakfast and a nutritionally adequate lunch free of charge and with adequate time to eat, to any student who requests a meal without consideration of the student's eligibility for a federally funded free or reduced-price meal, with a maximum of one (1) free breakfast meal and one (1) free lunch each school day on which the student is scheduled for two (2) or more hours of educational activities at a school site, resource center, meeting space or other satellite facility operated by the Charter School. This shall apply to all pupils in kindergarten through grade eight (8).

Applications for school meals are included in Back to School information packets provided to all families and can also be obtained in the Charter School main offices. All families are encouraged to complete the application form. Completed application forms can be returned to the main office. Income eligibility guidelines for federally funded free and reduced- price meals are available at: https://www.cde.ca.gov/ls/nu/rs/

Based on a parent/guardian's annual earnings, a parent/guardian may be eligible to receive the Earned Income Tax Credit from the Federal Government (Federal EITC). The Federal EITC is a refundable federal income tax credit for low-income working individuals and families. The Federal EITC has no effect on certain welfare benefits. In most cases, Federal EITC payments will not be used to determine eligibility for Medicaid, Supplemental Security Income, food stamps, low-income housing, or most Temporary Assistance For Needy Families payments. Even if you a parent/guardian does not owe federal taxes, they must file a

federal tax return to receive the Federal EITC. Be sure to fill out the Federal EITC form in the Federal Income Tax Return Booklet. For information regarding your eligibility to receive the Federal EITC, including information on how to obtain the Internal Revenue Service (IRS) Notice 797 or any other necessary forms and instructions, contact the IRS by calling 1-800-829-3676 or through its website at www.irs.gov.

A parent/guardian may also be eligible to receive the California Earned Income Tax Credit (California EITC) starting with the calendar year 2015 tax year. The California EITC is a refundable state income tax credit for low-income working individuals and families. The California EITC is treated in the same manner as the Federal EITC and generally will not be used to determine eligibility for welfare benefits under California law. To claim the California EITC, even if you do not owe California taxes, you must file a California income tax return and complete and attach the California EITC Form (FTB 3514). For information on the availability of the credit eligibility requirements and how to obtain the necessary California forms and get help filing, contact the Franchise Tax Board at 1-800-852-5711 or through its website at www.ftb.ca.gov.

Charter School shall allow students, teachers, and staff to bring and carry water bottles. Water bottles may be excluded from libraries, computer labs, science labs, and other places where it is deemed dangerous to have drinking water. Charter School may develop additional policies regarding the types of water bottles that may be carried.

Charter School adheres to all applicable requirements regarding placement and maintenance of water bottle refilling stations on campus.

Charter School shall encourage water consumption through promotional and educational activities and signage that focus on the benefits of drinking water and highlight any water bottle filling stations that are located on campus.

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, Charter School is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication to obtain program information (e.g., Braille, large print, audiotape, American Sign Language), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD- 3027, USDA Program Discrimination Complaint Form which can be obtained online at: https://www.usda.gov/sites/default/files/documents/ad-3027.pdf, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by mail:

U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410; or
fax:
(833) 256-1665 or (202) 690-7442; or
email:
Program.Intake@usda.gov

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Water

Children are asked to bring filled, reusable water bottles to school. Water fountains and water bottle filling stations are available outside the classrooms.

School Day

Attendance

Attendance patterns often have a direct link with student achievement. Frequent absences negatively impact academic performance. Please contact the DCS attendance office to notify the Charter School about an expected absence. DCS-Phoenix: (408)243-9800, DCS-Falcon: (408)300-1358

DCS will address truancy in accordance with the Charter School's policy. Please see the complete Attendance Policy on the DCS website: https://www.discoveryk8.org/policies-documents

Tardy

Students who arrive after school begins are required to report to the school office to obtain a late slip before proceeding to class. If they do not, they will be marked "absent" for the day.

Dress Code

All students shall be required to show proper attention to personal cleanliness, health, neatness, safety, appearance, and suitability of clothing for school activities. This dress code shall be in effect on campus during school and school-sponsored activities except when modified by the site administrator for specific extracurricular activities or in special cases. The DCS staff and administration reserve the right to determine clothing that disrupts or detracts from the educational environment. This dress code is gender neutral. Clothing may be of any fashion, style or design, as determined by the student and the student's parents/guardians.

No clothing, jewelry, accessories, or hairstyles are allowed which are, or include, a picture, writing, or insignia which is: (1) gang related; (2) presents a safety hazard to the wearer or others; (3) advertises or symbolizes any type of alcohol, drugs, tobacco, or gambling; (4)

includes weapons or acts which are illegal, violent, obscene, or hazardous to one's health; (5) sexually suggestive, crude, vulgar, profane; discriminatory, obscene, contain threats, libelous; or
(6) offensive or degrading to students or staff on the basis of gender, cultural, religious or ethnic values.

Classroom and School Volunteer, Visitation and Removal

While DCS encourages parents/guardians and interested members of the community to visit the Charter School and view the educational program, DCS also endeavors to create a safe environment for students and staff. Additionally, parents volunteering in the classroom can be extremely helpful to our teachers and valuable to our students. We thank all parents/guardians for their willingness to volunteer in this manner.

Nevertheless, to ensure the safety of students and staff as well as to minimize interruption of the instructional program, the DCS Board of Directors has an established policy and procedures to facilitate volunteering and visitations during regular school days. The Classroom and School Volunteer Visitation and Removal Policy can be found on the DCS website.

Confidentiality

Volunteers are exposed to a great deal of information about DCS teachers, students, and their family situations. Volunteers are expected to speak privately with the classroom teacher if they have concerns about a specific student. If you are not sure what kind of information regarding students and families is confidential, please check with your teacher and classroom coordinator. Community support, compassion for the differences between our students and teachers, sensitivity, and respect for individual students and their families are our priorities.

Student Support

Acceleration and Retention

DCS is committed to the success of each student. DCS has adopted and follows a Student Study Team ("SST") Process to establish and implement student achievement and intervention strategies in a timely manner. Despite the implementation of such strategies, it may be necessary to retain a student in the prior grade level or accelerate a student above their grade level for the following school year. In implementing this process, the Administrative Team is guided by the following principles:
As noted on the Grade Level Acceleration and Retention Policy found on the DCS website: https://www.discoveryk8.org/policies-documents

Education of Foster and Mobile Youth

Definitions: For the purposes of this annual notice the terms are defined as follows:

- *"Foster youth"* means any of the following:

1. A child who has been removed from their home pursuant to Section **309** of the California Welfare and Institutions Code ("WIC").
2. A child who is the subject of a petition filed pursuant to WIC section 300 or 602 (whether or not the child has been removed from the child's home by juvenile court).
3. A child who is the subject of a petition filed pursuant to WIC section 602, has been removed from the child's home by the juvenile court, and is in foster care.
4. A nonminor under the transition jurisdiction of the juvenile court, as described in WIC section 450, who satisfies all of the following criteria:
    a. The nonminor has attained 18 years of age while under an order of foster care placement by the juvenile court.
    b. The nonminor is in foster care under the placement and care responsibility of the county welfare department, county probation department, Indian tribe, consortium of tribes, or tribal organization.
    c. The nonminor is participating in a transitional independent living case plan.
5. A dependent child of the court of an Indian tribe, consortium of tribes, or tribal organization who is the subject of a petition filed in the tribal court.[1]
6. A child who is the subject of a voluntary placement agreement, as defined in WIC section 11400.

- "*Former juvenile court school student*" means a student who, upon completion of the student's second year of high school, transfers from a juvenile court school to the Charter School.
- *"Child of a military family"* refers to a student who resides in the household of an active duty military member.

- *"Currently Migratory Child"* refers to a child who, within the last 12-months, has moved with a parent, guardian, or other person having custody to the Charter School from another Local Educational Agency ("LEA"), either within California or from another state, so that the child or a member of the child's immediate family might secure temporary or seasonal employment in an agricultural or fishing activity, and whose parents or guardians have been informed of the child's eligibility for migrant education services. This includes a child who, without the parent/guardian, has continued to migrate annually to secure temporary or seasonal employment in an agricultural or fishing activity.
- *"Newcomer pupil"* is a person aged 3 to 21 years, who was not born in any of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, and has not been attending one or more schools in any one or more of the 50 United States, the District of Columbia, or the Commonwealth of Puerto Rico, for more than three (3) full academic years. This also includes a "pupil participating in a newcomer program," as defined in Education Code section 51225.2, as that section read on January 1, 2023, who was enrolled in the Charter School before January 1, 2024. The Charter School may, in its discretion, also extend the rights in Education Code sections 51225.1 and 51225.2 to a "pupil participating in a newcomer program," as defined in Education

[1] The Charter School shall not require an Indian tribe or tribal court representative to certify that any student is a dependent of an Indian tribe, consortium of tribes, or tribal organization.

Code section 51225.2, as that section read on January 1, 2023.

- *"Educational Rights Holder" ("ERH")* means a parent, guardian, or responsible adult appointed by a court to make educational decisions for a minor pursuant to WIC sections 319, 361 or 726, or a person holding the right to make educational decisions for the student pursuant to Education Code section 56055.

- *"School of origin"* means the school that the foster youth attended when permanently housed or the school in which the foster youth was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which the student was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the ERH for the youth, shall determine, in the best interests of the foster youth, the school that shall be deemed the school of origin. For a foster youth who is an individual with exceptional needs as defined in Education Code section 56026, "school" as used in the definition of "school of origin" includes a placement in a nonpublic, nonsectarian school as defined in Education Code section 56034, subject to the requirements of Education Code section 56325.

- *"Best interests"* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.

- *"Partial coursework satisfactorily completed"* includes any portion of an individual course, even if the student did not complete the entire course.

Within this notice, foster youth, former juvenile court school students, a child of a military family, a currently migratory child, and a newcomer pupil will be collectively referred to as "Foster and Mobile Youth." Within this notice, a parent, guardian, or other person holding the educational rights for a Foster and Mobile Youth will be referred to as a "parent/guardian" or "ERH."

Foster and Mobile Youth Liaison: The Director or designee designates the following staff person as the Liaison for Foster and Mobile Youth:

Melanie Felix,
Operations Manager
4021 Teale Ave.
San Jose, CA 95117
(408)300-1358 x1006

The Foster and Mobile Youth Liaison's responsibilities include but are not limited to the following:

1. Ensuring and facilitating the proper educational placement, enrollment in school, and checkout from school of foster children.
2. Assisting foster children when transferring from one school to another school in ensuring proper transfer of credits, records and grades.

School Stability: The Charter School will work with foster youth and their parent/guardian to ensure that each pupil is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all pupils, including, but not necessarily limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, currently migratory child or child of a military family seeking reenrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). If a dispute arises regarding a foster youth's request to remain in the Charter School as the school of origin, the foster youth has the right to remain in the Charter School pending the resolution of the dispute. The Charter School will also immediately enroll any foster youth, currently migratory child or child of a military family seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the child's status as a foster youth, currently migratory child or child of a military family, as follows:

For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.

If the Charter School operates an intersession program, Charter School shall grant priority access to foster youths. Notwithstanding any other law, if the foster youth will be moving during an intersession period, the pupil's educational rights holder, or Indian custodian in the case of an Indian child, shall determine which school the pupil attends for the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on non school days, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a Foster and Mobile Youth.

The Charter School will provide Foster and Mobile Youth credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of

educational rights for the student, finds that the pupil is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the Foster and Mobile Youth shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

Student Records: When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new local educational agency ("LEA"), the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational recordkeeping needs of Foster and Mobile Youth.

The Charter School shall not lower a foster youth's grades as a result of the student's absence due to a verified court appearance, related court ordered activity, or a change in the placement of the student made by a county or placing agency. If a foster youth is absent from school due to a decision to change the placement of the student made by a county or placing agency, the grades and credits of the pupil will be calculated as of the date the student left the Charter School.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parent/guardian consent. Students who are 16 years of age or older or have finished 10th grade may access their own school records.

Discipline Determinations: If the Charter School intends to extend the suspension of any foster youth pending a recommendation for expulsion, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the meeting at which the extension of the suspension will be discussed.

If the Charter School intends to suspend for more than ten (10) consecutive school days or expel a student with a disability who is also a foster youth due to an act for which the recommendation for expulsion is discretionary, the Charter School will invite the student's attorney and an appropriate representative from the relevant county agency to participate in the Manifestation Determination Review meeting.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available on the DCS website: https://www.discoveryk8.org/policies-documents

Availability of Complete Policy: For any Foster and Mobile Youth who enrolls at the Charter School, a copy of the Charter School's complete foster youth policy shall be provided at the time of enrollment. A copy of the complete Policy is available on the DCS website: https://www.discoveryk8.org/policies-documents

Education of Homeless Children and Youth

The term "homeless children and youth" means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and/or
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of "homeless."

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the Charter School Liaison.

School Liaison: The Executive Director or designee designates the following staff person as the School Liaison for homeless students (42 U.S.C. § 11432(g)(1)(J)(ii)):

Melanie Felix
Operations Manager
4021 Teale Ave.
San Jose, CA 95117
(408)300-1358 x1006

The Charter School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by Charter School personnel through outreach and coordination activities with other entities and agencies, and through the annual housing questionnaire administered by the Charter School.

2. Homeless students enroll in and have a full and equal opportunity to succeed at the Charter School.

3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals

   with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.

4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.

5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.

6. Enrollment/admissions disputes are mediated in accordance with law, the Charter School's charter, and Board policy.

7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.

8. Charter School personnel providing services receive professional development and other support.

9. The Charter School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the Charter School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

The California Department of Education publishes a list of the contact information for the Homeless Education Liaisons in the state, which is available at:
https://www.cde.ca.gov/sp/hs/

Housing Questionnaire: Charter School shall administer a housing questionnaire for purposes of identifying homeless children and youth. Charter School shall ensure that the housing questionnaire is based on the best practices developed by the CDE. Charter School shall annually provide the housing questionnaire to all parents/guardians of students and to all

unaccompanied youths at Charter School. The housing questionnaire shall include an explanation of the rights and protections a student has as a homeless child or youth or as an unaccompanied youth. The housing questionnaire shall be available in paper form. The housing questionnaire shall be available in

English, and if fifteen (15) percent or more of the students enrolled at Charter School speak a single primary language other than English, it shall also be written in the primary language. The questionnaire shall be translated into other languages upon request of a student's parent/guardian or an unaccompanied youth. Charter School shall collect the completed housing questionnaires and annually report to the CDE the number of homeless children and youths and unaccompanied youths enrolled. (Education Code Section 48851.)

School Stability: The Charter School will work with homeless students and their parent/guardian to ensure that each student is placed in the least restrictive educational programs, and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not necessarily limited to, interscholastic sports. All decisions regarding a homeless student's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Homeless students have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a homeless student seeking re enrollment in the Charter School as the student's school of origin (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy). The Charter School will also immediately enroll any homeless student seeking to transfer to the Charter School (subject to the Charter School's capacity and pursuant to the procedures stated in the Charter School's charter and Board policy) regardless of the student's ability to meet normal enrollment documentation or uniform requirements (e.g., producing medical records or academic records from a previous school).

Homeless students have the right to remain in their school of origin following the termination of the child's status as a homeless student as follows:

For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.

If the Charter School operates an intersession program, Charter School shall grant priority access to homeless students. Notwithstanding any other law, if the homeless student will be moving during an intersession period, the pupil's parent, guardian, educational rights holder, Indian

custodian[2] in the case of an Indian child, or, if none of the preceding are applicable, an accompanied homeless student themselves shall determine which school the pupil attends for

[2] "Indian custodian" means any Indian person who has legal custody of an Indian child under tribal law or custom or under State law or to whom temporary physical care, custody, and control has been transferred by the parent of such child. *Section 1903 of Title 25 of the United States Code.*

the intersession period, if applicable. "Intersession program" means an expanded learning program offered by the Charter School on non school days, including, but not limited to, summer school. "Indian custodian" is as the term is defined in Section 1903 of Title 25 of the United States Code.

Acceptance of Course Work: The Charter School will accept any coursework satisfactorily completed at any public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency by a homeless student.

The Charter School will provide homeless students credit for the partial completion of courses taken while attending a public school, a juvenile court school, a school in a country other than the United States, and/or a nonpublic, nonsectarian school or agency. If the student did not complete the entire course, the Charter School shall not require the student to retake the portion of the course the student completed unless the Charter School, in consultation with the holder of educational rights for the student, finds that the student is reasonably able to complete the requirements in time to graduate from high school. When partial credit is awarded in a particular course, the homeless student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course. These students shall not be prevented from taking or retaking a course to meet California State University or the University of California admission eligibility requirements.

For any homeless student who enrolls at the Charter School, a copy of the Charter School's complete policy shall be provided at the time of enrollment.

Complaints of Noncompliance: A complaint of noncompliance with any of the requirements outlined above may be filed through the Charter School's Uniform Complaint Procedures. A copy of the Uniform Complaint Policy and Procedures is available upon request at the main office and on the school website.

Availability of Complete Policy: For any homeless student who enrolls at the Charter School, a copy of the complete Policy is available on the DCS website: https://www.discoveryk8.org/policies-documents

English Learners

The Charter School is committed to the success of its English Learners and support will be offered both within academic classes and in supplemental settings for students who need additional support for English language learning. The Charter School will meet all applicable legal requirements for English Learners as they pertain to annual notification to parents, student identification, placement, program options, English Learners and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to ensure proper placement, evaluation, and communication regarding English Learners and the rights of students and parents. Please see the complete policy English Learners Roadmap.

Pregnant and Parenting Students

The Charter School recognizes that pregnant and parenting students are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. A pregnant or parenting student is entitled to eight (8) weeks of parental leave, or more if deemed medically necessary by the student's physician, which the student may take before the birth of the student's infant if there is a medical necessity and after

childbirth during the school year in which the birth takes place, inclusive of any mandatory summer instruction, in order to protect the health of the student who gives or expects to give birth and the infant, and to allow the pregnant or parenting student to care for and bond with the infant. The Charter School will ensure that absences from the student's regular school program are excused until the student is able to return to the regular school program.

Upon return to school after taking parental leave, a pregnant or parenting student will be able to make up work missed during the pregnant or parenting student's leave, including, but not limited to, makeup work plans and re enrollment in courses.

Complaints of noncompliance with laws relating to pregnant or parenting students may be filed under the Uniform Complaint Procedures ("UCP") of the Charter School. The complaint may be filed in writing with the compliance officer:

Melanie Felix
Operations Manager
4021 Teale Avenue
San Jose, CA 95117
(408) 300-1358 x1006

A copy of the UCP is available upon request on

the DCS website:

https://www.discoveryk8.org/policies-documents

For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the Executive Director.

Notice Of Policy Regarding Immigration Enforcement Activity

This notice summarizes our Policy Regarding Immigration Enforcement Activity. The complete policy is available in the main offices and on the school website.

OUR COMMITMENT TO ALL STUDENTS

We provide a safe, welcoming environment for all students regardless of immigration status or religious beliefs. We limit immigration enforcement activities at our facilities consistent with California law.

YOUR RIGHTS AND PROTECTIONS

Non-Discrimination: We prohibit discrimination, harassment, intimidation, and bullying

based on immigration status, nationality, race, ethnicity, citizenship status, religion, national origin, or ancestry. We promptly investigate all complaints and take appropriate action.

Enrollment: We do not request citizenship or immigration documentation for enrollment, other than documents we might review but not retain to establish a child's birthdate. We accept various documents to establish residence (utility bills, rental agreements, pay stubs, declarations of residency) and age (birth certificates, baptism certificates, passports, or affidavits). Students experiencing homelessness may enroll even without typical documentation if otherwise eligible.

Privacy of Information: We do not collect or maintain information about students' or families' citizenship or immigration status except when required by law for specific education programs. If we do, we collect such information separately from enrollment and do not use it to discriminate or prevent school attendance.

Social Security Numbers: We do not require Social Security numbers for enrollment. We may request the last four digits of an adult household member's number only to establish eligibility for free or reduced-price meals. Students can still qualify without providing this information if they meet income requirements.

INFORMATION SHARING LIMITS

We do not share student information that might indicate immigration or citizenship status unless authorized by the Family Educational Rights and Privacy Act (FERPA) or required by valid court orders, warrants, or subpoenas. We provide parents notice before responding to such requests (except in child abuse cases or when prohibited).

Immigration Enforcement Officers: Without written parental consent, we do not provide student information to immigration enforcement officers unless they present a valid judicial warrant, judicial subpoena, or court order signed by a judge. ICE administrative warrants do not authorize access to nonpublic school areas or student information.

CAMPUS ACCESS PROCEDURES

Immigration enforcement officers carrying out immigration enforcement activities may not enter nonpublic school areas without a valid judicial warrant or court order. In the event of an enforcement activity authorized by a judicial order, our staff will:

- Request credentials and documentation from any officer
- Contact the school site administrator before granting access
- Request that officers not interrupt instruction
- Document all interactions and notify parents, staff, and students pursuant to the procedures outlined in our Comprehensive School Safety Plan
- Report attempts to access campus or students to the California Department of Justice and to the Charter School Board of Directors

ANTI-BULLYING AND HATE CRIMES

We educate students about respecting all peers and the harmful effects of bullying based on protected characteristics. We train staff to eliminate hostile environments and respond to

harassment. Students who experience hate crimes have the right to report them. Review our complete Harassment, Discrimination, Intimidation, & Bullying Policy and Uniform Complaint Procedures in the main office.

SUPPORT FOR FAMILIES

Emergency Contacts: You may update your student's emergency contact information anytime. We encourage you to include a trusted adult or multiple adults who can care for your child if you become unavailable. We use this information only for emergencies.

Caregivers Authorization Affidavit: We encourage families to support relative caregivers in completing a Caregivers Authorization Affidavit. We will rely on a signed, completed Affidavit to allow an authorized caregiver to enroll a student in school and to consent to school-related medical care. A parent's signature is not required on the Caregiver Authorization Affidavit. This form is available HERE.

If Parents Are Detained: We release students to emergency contacts or anyone with a Caregiver's Authorization Affidavit. We contact child protective services only if we cannot arrange care through provided contacts.

Family Safety Plans: We encourage families to develop safety plans identifying trusted adults who can care for students and locations of important documents (birth certificates, passports, medical information).

Resources for Detained Family Members:

- ICE Detainee Locator: https://locator.ice.gov/odls#/search
- Legal Assistance: California organizations accredited by Board of Immigration Appeals at https://www.justice.gov/eoir/recognition-accreditation-roster-reports; Self-Help Centers at http://www.courts.ca.gov/selfhelp-selfhelpcenters.htm
- Consulates/Embassies: Contact your country of origin's consulate for assistance

Section 504

The Charter School 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 subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability which substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Charter School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the Executive Director.

A copy of the Charter School's Section 504 policies and procedures is available on the DCS website: https://www.discoveryk8.org/policies-documents

Special Education /Students with Disabilities

We are dedicated to the belief that all students can learn and must be guaranteed equal

opportunity to become contributing members of the academic environment and society. The Charter School provides special education instruction and related services in accordance with the Individuals with Disabilities Education Improvement Act ("IDEA"), Education Code requirements, and applicable policies and procedures of the Santa Clara County Office of Education SELPA. These services are available for special education students enrolled at the Charter School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. The Charter School collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

Pursuant to the IDEA and relevant state law, the Charter School is responsible for identifying, locating, and evaluating children enrolled at the Charter School with known or suspected disabilities to determine whether a need for special education and related services exists. This includes children with disabilities who are homeless or foster youth. The Charter School shall not deny nor discourage any student from enrollment solely due to a disability. If you believe your child may be eligible for special education services, please contact your student's teacher to determine next steps.

Please see the complete Special Education Policy on the DCS website:
https://www.discoveryk8.org/policies-documents

Work Permits

Beginning August 1, 2024, any minor seeking the signature of a Charter School verifying authority on a Statement of Intent to Employ a Minor and Request for a Work Permit-Certificate of Age will be issued, before or at the time of receiving the signature of the verifying authority, a document clearly explaining basic labor rights extended to workers. An infographic explaining these rights is available at: https://laborcenter.berkeley.edu/wp-content/uploads/2024/05/Know-Your-Rights-FINAL.pdf

Family Partnership and Communication

Family partnership at DCS is vital to the success of a program based on small group developmental instruction. Such a program's effectiveness is dependent on the commitment of every family to the philosophy of the school and the integrity of the Family partnership commitment.

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

Families represent a wealth of skills, interests, talents, and resources that add to the breadth and depth of students' learning. DCS has created a culture of parent/guardian involvement with high expectations of our students' families, just as we want them to hold the school's

professional staff to the highest expectations. We believe this formula of high expectations for all members of the learning community is crucial to the success of each student entrusted to our school.

The benefits of family partnership are numerous. Families/guardians working side-by-side with teachers to foster mutual understanding and respect leads to more positive home-to-school relationships. Teachers act as role models in every aspect of teaching.

Children see their family members/guardians at school, supporting in the classroom, at lunch, on field trips, and on the playground, and without a word being spoken, they know that being at school is a valuable place to be. The effect is like a pebble dropped in water, the ripples spread out indefinitely. There are many components to Family Partnership at DCS. Each element is described in detail in the "Family Agreement" located in the Appendix of this Handbook and on the DCS website: https://www.discoveryk8.org/policies-documents

Communication with Staff, Director, Executive Director, or Board of Directors

DCS values open and respectful conversations and encourages communication at the lowest level whenever possible to ensure timely and effective resolution of questions or concerns. Families are encouraged to first reach out directly to the appropriate staff member when a situation arises. To contact your child's teacher, another staff member, the Director, Executive Director, or a member of the DCS School Board of Directors, you may call, write, or email the individual (see the website for contact information) or schedule an appointment with the appropriate person to discuss your concerns or questions.

Please avoid talking with teachers during school hours about personal concerns.

Who to contact if…

You need to check the school calendar	The Discovery website on the page specific to your schoolsite. You can also find printed copies in the office of each school.
You must miss a volunteer shift	Reach out for support through your class community in Parent Square. Inform the teacher of your absence.
You have an in-depth question about the school or your child	Contact the Director at your campus by emailing or calling the office and leaving a message.
You need to leave an urgent message for your child	Contact the school office. This should be limited to emergencies only.
You have a problem with a student during recess	Contact the recess Lead. You may also want to talk to the Dean at your campus.

You have an unresolved problem with a student during a campus shift	Talk with the teacher when other children and/or parents are not around; email or call the teacher to set up a meeting if necessary

Governance Structure

Please see the DCS website for information about the Board of Directors, administration, and Program Site Council information and respective contact information.
https://www.discoveryk8.org/

Parent/Student Conferences and Report Cards

Report cards are sent home mid-year and at the end of the school year. Conferences will be held in the fall with all families and in the spring as needed. This is an opportunity to learn about your child's academic, social, emotional, and physical progress. Students may be given the opportunity to participate in student-led conferences to reinforce their participation in the learning process.

Social Media Guidelines

DCS teachers, staff, administration, Board members, students and parents/guardians may have and use personal social media accounts. However, no social media sites such as, but not limited to, Facebook, Instagram, or Twitter shall not appear to be sanctioned by DCS without approval from the DCS Executive Director and shall not be used to communicate between employees and parents/guardians/students. Please see the Social Media Policy on the DCS website:

https://www.discoveryk8.org/policies-documents

Fundraising

DCS recognizes a desire and a need for fundraising. DCS also recognizes a need for restraint to prevent fundraising activities from becoming too numerous and overly demanding on employees, students, and the community. The dedication and fundraising efforts of our parent/guardian

community strengthen the ties that make us a caring place where the learning, success, and development of all students are deeply valued. The Board has the responsibility to monitor, supervise, and control all fundraising activities on campus and associated with official Charter School programs and activities. All fundraising activities must have prior written approval from the Director at the school site.

Family use of Charter School Copiers

Parents/guardians may use copiers for Charter School purposes only. Training will be provided on an as-needed basis. If you would like to request individual training, please contact the school office.

Complaints Procedures - Overview

To address concerns about the Charter School generally and/or regarding specific Charter School employees please contact the school director. For complaints about managers please contact the Executive Director. For complaints regarding unlawful discrimination, harassment,

intimidation or bullying, unlawful pupil fees, or other specific perceived violations of state or federal laws, please refer to the Charter School's Title IX Policy Prohibiting Discrimination on the Basis of Sex, Harassment, Intimidation, Discrimination, and Bullying Policy, and/or the Charter School's Uniform Complaint Policy and Procedures.

Uniform Complaint Procedure ("UCP")

The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. The Charter School shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure ("UCP") adopted by our Board of Directors (the "Board) for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity. Unlawful discrimination includes, but is not limited to, noncompliance with Education Code section 243(a) or 244.

2. Complaints alleging a violation of state or federal law or regulation governing the following programs:

   - Accommodations for Pregnant, Parenting or Lactating Students;
   - Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
   - Every Student Succeeds Act;
   - Migrant Child Education Programs; and/or
   - School Safety Plans.

3. Complaints alleging noncompliance with laws relating to pupil fees. A student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

   - A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.
   - A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
   - A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

   Complaints of noncompliance with laws relating to pupil fees may be filed with the Executive Director or the Compliance Officer identified below.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or Local Control and Accountability Plans ("LCAP") under Education Code sections 47606.5 and 47607.3, as applicable. If the Charter School adopts a School Plan for Student Achievement ("SPSA") in addition to its LCAP, complaints of noncompliance with the requirements of the SPSA under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under the UCP.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title
5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

Complaints other than complaints relating to pupil fees must be filed in writing with the following Compliance Officer:

Melanie Felix
Operations Manager
4021 Teale Ave.
San Jose, CA 95117

Only complaints regarding pupil fees or LCAP, noncompliance with Education Code 243 or 244 may be filed anonymously and only if the anonymous complainant provides evidence or information leading to evidence to support an allegation of noncompliance with the respective applicable laws.

Complaints alleging unlawful discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying. All other complaints under the UCP shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the Charter School's Board of Directors approved the LCAP or the annual update was adopted by the Charter School.

The Compliance Officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and the Charter School's UCP Policy. The Compliance Officer shall provide the complainant with a final written investigation report ("Decision") within sixty (60) calendar days from the Charter School's receipt of the complaint. This sixty (60) calendar day time period may be extended by written agreement of the complainant.

The complainant has a right to appeal the Charter School's Decision to the California

Department of Education ("CDE") by filing a written appeal within thirty (30) calendar days of the date of the Charter School's written Decision, except if the Charter School has used its UCP to address a complaint that is not subject to the UCP requirements. The appeal must include a copy of the complaint filed with the Charter School, a copy of the Charter School's Decision, and the complainant must specify and explain the basis for the appeal of the Decision, including at least one of the following:

1. The Charter School failed to follow its complaint procedures.

2. Relative to the allegations of the complaint, the Charter School's Decision lacks material findings of fact necessary to reach a conclusion of law.

3. The material findings of fact in the Charter School's Decision are not supported by substantial evidence.

4. The legal conclusion in the Charter School's Decision is inconsistent with the law.

5. In a case in which the Charter School's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

A complainant who appeals the Charter School's Decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision.

If Charter School fails to issue an investigation report within the required sixty (60) calendar day timeline, a party to a written complaint of prohibited discrimination may appeal directly to the SSPI. The complaint must provide evidence supporting the basis for direct filing and explain why immediate action is necessary.

Complaints alleging noncompliance with Education Code section 243 or 244 may be filed with the SSPI directly, and the SSPI may directly intervene without waiting for an investigation by the Charter School. The complainant shall present the SSPI with evidence that supports the basis for the direct filing and why immediate action is necessary.

If a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

If the Charter School finds merit in a UCP complaint, or the CDE finds merit in an appeal, the

Charter School shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. Complainants alleging a violation of Education Code section 220, 243, 244, 51500, 51501, or 60044, may seek civil remedies after sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of the complainant's right to file a complaint in accordance with 5 C.C.R. § 4622.

A copy of the UCP shall be available upon request free of charge on the DCS website: https://www.discoveryk8.org/policies-documents. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the UCP, please contact the Executive Director.

Title IX Policy Prohibiting Discrimination on the Basis of Sex

Please see the complete policy at the end of this Handbook or the DCS website: https://www.discoveryk8.org/policies-documents

Student Code of Conduct and Positive Discipline

Positive Discipline weaves the teaching of social-emotional skills and character development into the fabric of each and every school day. Adults model the skills they are teaching and integrate

them into the discipline system used by the school. The result is a campus-wide approach for effective discipline and a school which systematically and intentionally cultivates a positive culture and climate. ~ Positive Discipline in the school and classroom by T. Lasala, J. MCvittie & S. Smitha

At DCS, we incorporate the positive discipline philosophy and require that a member of each student's family attend a series of Positive Discipline classes.

By creating a campus culture where teachers, students and parents all use the same behavioral response techniques, we establish clear behavioral expectations and provide consistency in our situational responses which results in a calm, self-regulating, distraction free learning environment for our students. Our staff and families are all actively involved in helping the students learn how to handle situations appropriately while remaining calm, friendly and respectful to the children and themselves.

Student Code of Conduct

Specific classroom and playground agreements will be covered with the students during the first weeks of the school year and reviewed periodically during the school year. We expect

students to use their best judgment in their actions at school and to respect themselves, their teachers, and the rights of other students.

Appropriate behavior is essential for effective learning. Students will respect each other's personal property including clothing, school materials, and backpacks. Unauthorized backpack entry and/or removal of another's personal property is against school policy and may result in disciplinary consequences, up to and including suspension or expulsion.

Student Behavior Standards During Recess

- No standing on tables or throwing food.
- No food on the field.
- No eating on classroom or bathroom ramps, under the playground structure.
- No climbing in trees, on fences, cages, soccer goals, or backstops.
- Students may use their phones after school in designated cell phone areas
- No fighting, play fighting or rough play.
- Bathrooms and the bathroom ramps are not for playing.
- Digging is allowed in the designated areas only. Sticks may not be used for play fighting
- Skateboarding is NOT allowed on campus at any time during or after school, unless the student is enrolled in an after-school enrichment involving skateboarding, in which case a liability waiver must be signed, a helmet must be worn, the after-school enrichment instructor must be present.
- Kickball, soccer, and any other games that involve kicking a ball should be played on the field, not on the blacktop.
- Soccer, and any other games that involve kicking a ball should be played on the field, not on the blacktop
- Football should be played on the field only.
- No tag games on or around the playground structures.
- Tag is allowed on the blacktop and field as long as it is safe.
- Students who take balls out are responsible for returning them at the end of play.
- No swearing or vulgar language.

DCS will issue consequences for violation of recess and lunch standards, such as:

- Community Service may be assigned before or after school (most often this is picking up trash or helping the custodian).
- Children may be removed from the playground briefly to ensure they are able to engage safely with themselves and peers. Recess may be restricted if staff conclude they pose an immediate threat to the physical safety of the student or student's peers. Depending upon the violation, they may be asked to write about the problem and propose solutions as a homework assignment. Whenever possible, the school will not restrict recess as a form of discipline.

Suspension and Expulsion

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at DCS. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq., which

describes the non-charter schools' list of offenses for which students at non charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its own list of offenses and procedures for suspensions, expulsions and involuntary removal.

Please see the Suspension and Expulsion Policy on the DCS website: https://www.discoveryk8.org/policies-documents

Involuntary Removal Process

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 (5) schooldays before the effective date of the action ("Involuntary Removal Notice"). 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. The Involuntary Removal Notice shall include the charges against the student and an explanation of the student's basic rights including the right to request a hearing before the effective date of the action. The hearing shall be consistent with the Charter School's expulsion procedures. 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 suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon parent/guardian request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing 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 include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If the parent/guardian requests a hearing and does not attend on the date scheduled for the hearing the student will be disenrolled effective the date of the hearing.

If, as a result of the hearing, the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or reoccur. Please see the Classroom Based Attendance Policy located on the school website https://www.discoveryk8.org/policies-documents

General Information

Cell Phones, Smartphones, Smartwatches, and Other Electronic Devices

DCS recognizes the potential for cell phones, smartphones, smartwatches and electronic devices (hereinafter collectively referred to as "private devices") to disrupt the learning environment of the Charter School, and adopted a policy to permit students to possess, but not use private devices while on school grounds, at school-sponsored activities, or under the supervision of Charter School employees, except as otherwise provided by the Charter School's Policy. Students who possess any private devices must always keep them turned off and out of view while on school grounds or at school-sponsored activities and functions. Charter School teachers, administrators, and staff will confiscate any private devices used by a student in violation of this Policy. Cell Phones, Smartphones, Smartwatches, and Other Electronic Devices

All students are required to adhere to guidelines regarding private devices.

Student Freedom of Speech

DCS respects students' rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, writing, printed materials, including the right of expression in official publications, and/or the wearing of buttons, badges and other insignia. Please see the complete policy on the Charter School's website: https://www.discoveryk8.org/policies-documents

Search and Seizure

The Charter School recognizes and has determined that the occurrence of incidents which may include the possession of firearms, weapons, alcohol, controlled substances, or other items of contraband prohibited by law or Charter School rules and regulations, jeopardizes the health, safety, and welfare of students and Charter School employees. The California Constitution requires that all students and staff of public schools have the inalienable right to attend campuses which are safe, secure, and peaceful. As such, Charter School has adopted a Policy outlining the reasonable search of students and their property, student use areas, and/or student lockers and the seizure of illegal, unsafe, unauthorized or contraband items and materials through a search based upon reasonable suspicion.

A student's personal cell phone, smartphone, or other personal electronic device shall not be searched by school officials without a warrant, the student's consent, or a legitimate emergency, unless the device is lost or abandoned. An emergency is any *situation involving danger of death or serious physical injury to any person, that requires access to the information located or reasonably believed to be located on the electronic device.* If the Charter School has a good faith belief that the device is lost, stolen, or abandoned, the Charter School may only access electronic device information in order to attempt to identify, verify, or contact the owner of the device.

The Charter School is not prohibited from seizing/confiscating a student's personal electronic device, without searching its contents, if the student's use or possession of the private electronic device is in violation of Charter School rules or regulations.

Student Use of Technology and Acceptable Use Agreement

DCS finds that new technologies are modifying the way in which information may be accessed,

communicated and transferred. Those changes also alter instruction and student learning. The Charter School offers students access to technologies that may include Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. The Board intends that technological resources provided by the Charter School be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

All students must sign the Technology Acceptable Use Agreement ("Agreement") prior to using Charter School technology resources.

Please see the complete policy and Agreement on the DCS website:
https://www.discoveryk8.org/policies-documents

Lost or Damaged School Property

If a student willfully damages the Charter School's property or the personal property of a Charter School employee, or fails to return a textbook, library book, computer/tablet or other Charter School property that has been loaned to the student, the student's parents/guardians are liable for all damages caused by the student's misconduct not to exceed ten thousand dollars ($10,000), adjusted annually for inflation. After notifying the student's parent or guardian in writing of the student's alleged misconduct and affording the student due process, the Charter School may withhold the student's grades and transcripts until the damages have been paid. If the student and the student's parent/guardian are unable to pay for the damages or to return the property, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. Upon completion of the voluntary work, the student's grades and transcripts will be released.

Student Records, including Records Challenges and Directory Information

The Family Educational Rights and Privacy Act ("FERPA") affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

1. The right to inspect and review the student's education records within 5 business days after the day the Charter School receives a request for access. Parents or eligible students should submit to the Charter School Executive Director or designee a written request that identifies the records they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

   Parents or eligible students who wish to ask the Charter School to amend a record should write the Charter School's Executive Director or designee, clearly identify the part of the record they want changed and specify why it should be changed. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and

of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing. If the Charter School decides to amend the record as requested by the parent or eligible student, the Executive Director must order the correction or the removal and destruction of the information and inform the parent or eligible student of the amendment in writing.

3. The right to provide written consent before the Charter School discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School's Board of Directors. A Charter School official also may include a volunteer, consultant, vendor, or contractor outside of the Charter School who performs an institutional service or function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, therapist, or contracted provider of digital educational platforms and/or services; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assist another Charter School official in performing their tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.

Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll, or is already enrolled, if the disclosure is for purposes of the student's enrollment or transfer.

Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

   Student Privacy Policy Office
   U.S. Department of Education
   400 Maryland Avenue, SW
   Washington, DC 20202

5. The right to request that the Charter School not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

FERPA permits the disclosure of PII from a student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the

FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student to the following parties:

1. Charter School officials who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. When a student transfers schools, the Charter School will mail the original or a copy of a student's cumulative file to the receiving district or private school within ten (10) school days following the date the request is received from the public school or private school where the student intends to enroll. The Charter School will make a reasonable attempt to notify the parent or eligible student of the request for records at the parent's or eligible student's last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, the Charter School will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for a hearing; Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
3. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;
4. Organizations conducting certain studies for the Charter School in accordance with 20 U.S.C. § 1232g(b)(1)(F);
5. Accrediting organizations in order to carry out their accrediting functions;
6. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
7. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. § 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
8. Persons who need to know in cases of health and safety emergencies;
9. State and local authorities, within a juvenile justice system, pursuant to specific State law;
10. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the student's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or non related extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by the Charter School for students and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by the Charter School; and/or

11. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include the final results of the disciplinary proceedings conducted by the Charter School with respect to that alleged crime or offense. The Charter School discloses the final results of the disciplinary proceeding regardless of whether the Charter School concluded a violation was committed.

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. The Charter School may disclose the personally identifiable information that it has designated as directory information without a parent's or eligible student's prior written consent. The Charter School has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Student's electronic mail address
5. Parent's/guardian's electronic mail address
6. Photograph/video
7. Date and place of birth
8. Dates of attendance
9. Grade level
10. Participation in officially recognized activities and sports
11. Degrees, honors, and awards received
12. Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment.

Please notify the School Site Director at: DCS-Phoenix (408)243-9800, DCS-Falcon (408)300-1358. A copy of the complete Policy is available on the DCS website: https://www.discoveryk8.org/policies-documents

Charter School shall not release directory information regarding a student identified as a homeless child or youth under the McKinney Vento Homeless Assistance Act in the absence of parent, guardian, or eligible student's written consent, except as follows:

a. When the directory information is released for the purposes of facilitating the student's access to an oral assessment or eye examination required by Charter School, unless the parent/guardian opts out of the examination.

Please note that data collected and reported by Charter School to the California Longitudinal Pupil Achievement Data System ("CALPADS"[3]) pursuant to state law, will be shared with the

[3] CALPADS is a database maintained by the CDE which consists of pupil data from elementary and secondary schools relating to, among other things, demographic, program participation, enrollment,

California College Guidance Initiative ("CCGI"[4]) and will:

1) Be used to provide pupils and families with direct access to online tools and resources.
2) Enable a pupil to transmit information shared with the CCGI to both of the following:
   a. Postsecondary educational institutions for purposes of admissions and academic placement.
   b. The Student Aid Commission for purposes of determining eligibility for, and increasing uptake of, student financial aid.

Please visit the CCGI website at CaliforniaColleges.edu to access resources that help students and their families learn about college admissions requirements.

Student Sign-in and Sign-out Procedures

In the event a student must leave during class hours, a parent/guardian or authorized adult *(as listed on the emergency card)* must sign the student out for student safety. The Sign-in/Sign-out form is located at the office on a school computer and by scanning a QR to complete the check in/out form. Come directly to the office to pick up students. Make every attempt to schedule appointments for your child outside of regular school hours. If your child must leave school for an appointment, but will be returning, you must sign your child back in at the office upon their return to school.

Drop off, Pick up, and Parking

Children are not to be dropped off before 8:10 AM. Parent/guardian greeters help children in and out of cars safely and expedite traffic flow in the mornings and afternoons. Drivers are expected to follow greeter instructions for safety purposes.

Parents/guardians and visitors may only use street parking (please refer to "Drop Off and Pick Up Procedures" in the Appendix of this handbook, on the DCS website, or in the school office). Be aware of parking restrictions immediately in front of the school during drop off and pick up.

Parents/guardians are not permitted to park or drop off children in the parking lots. The lots are strictly reserved for staff.

Vehicles parked inappropriately in any of these areas are subject to ticketing by the San Jose Police Department or to towing at the owner's expense.

Good Neighbor Policy

DCS shares boundaries with private residences. We expect our community members to respect the privacy and property of our neighbors. Please be considerate of school neighbors and do

and statewide assessments data.

[4] CCGI is an authorized provider of an institutional service to all California local educational agencies and part of the state's efforts to make college-going a more streamlined experience for students. The CCGI currently receives enrollment data for all public-school students enrolled in grades six through twelve from the California Department of Education ("CDE").

not block driveways, drive over yard trimmings, or park illegally. Whenever possible, please park on the school side of the street and not in front of the neighbor's homes. Please refrain from making u-turns, turning into driveways, and parking in crosswalks.

Appendices

Complete Policies

Professional Boundaries: Adult/Student Interaction

DCS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible. This policy is available on DCS' website at link: https://www.discoveryk8.org/policies-documents

This policy applies to all School employees, volunteers, contractors, and governing board ("Board") members[5] (collectively referred to as "adults" herein).

Corporal Punishment

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 this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the individuals, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School employees, volunteers, contractors, and Board members:

A. Examples of permitted actions (i.e., not corporal punishment)

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring a student on an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

B. Examples of prohibited actions (i.e., corporal punishment)

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;

[5] This policy does not apply to student board members under Education Code 47604.2, or otherwise.

3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Adult/Student Behavior

This policy is intended to guide adults in conducting themselves in a way that reflects the high standards of behavior and professionalism required of them and to specify the boundaries between adults and students.

Although this policy gives specific, clear direction, it is each adult's obligation to avoid situations that could prompt suspicion by parents/guardians, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by an adult while interacting with a student, whether during school hours or outside of school hours, including through social media platforms, text messaging, and other forms of communication that do not otherwise include a student's parent/guardian. Trespassing the boundaries of a student/adult relationship is deemed an abuse of power and a betrayal of public trust.

Professional boundaries apply not only between students and staff, volunteers, and contractors, and Board members, but also among and between students, and among and between adults employed, volunteering, or under contract with the School. All members of the School community are expected to maintain professional conduct that models appropriate behavior and fosters a safe and respectful learning environment. Additionally, all facilities/areas under School control shall be effectively supervised to promote a safe environment for students and individuals performing services on behalf of the School.

Some activities may seem innocent from an adult's perspective, but can be perceived as flirtation or sexual insinuation from a student or parent/guardian point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between adults and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Adults must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all adults learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/adult interactions must have boundaries surrounding potential activities, locations, and intentions.

Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, they must immediately report the matter to a School administrator. All reports shall be as confidential as possible under the circumstances. It is the

duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse, child abuse, or neglect.

Examples of Specific Behaviors

The following examples are not an exhaustive list:

Unacceptable Staff/Student Behaviors (Violations of this Policy)

(a) Giving gifts to an individual student that are of a personal and intimate nature.
(b) Kissing of any kind.
(c) Any type of unnecessary physical contact with a student in a private situation.
(d) Intentionally being alone with a student away from the School.
(e) Making or participating in sexually inappropriate comments.
(f) Sexual jokes.
(g) Seeking emotional involvement with a student for your benefit.
(h) Listening to or telling stories that are sexually oriented.
(i) Discussing inappropriate personal troubles or intimate issues with a student.
(j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
(k) Communication with students via an employee's personal accounts, such as email and/or social media.

Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission

(These behaviors should only be exercised when a staff member has written parent/guardian and supervisor permission.)

(a) Giving students a ride to/from School or School activities.

(b) Being alone in a room with a student at School with the door closed.

(c) Allowing students in your home.

Cautionary Staff/Student Behaviors

(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior.

Staff members should inform their supervisor/Director of the circumstance and occurrence prior to or immediately after the occurrence)

(a) Remarks about the physical attributes or development of anyone.

(b) Excessive attention toward a particular student.

(c) Sending emails, text messages or letters to students if the content is not about School activities.

Acceptable and Recommended Staff/Student Behaviors

(a) Getting parents/guardians' written consent for any after-school activity.
(b) Obtaining formal approval to take students off School property for activities such as field trips or competitions.
(c) Emails, text, phone, and instant messages to students within School-provided platforms must be professional and pertain to School activities or classes (Communication should be limited to School technology).
(d) Keeping the door open when alone with a student.
(e) Keeping reasonable space between you and your students.
(f) Stopping and correcting students if they cross your own personal boundaries.
(g) Keeping parents/guardians informed when a significant issue develops about a student.
(h) Keeping after-class discussions with a student professional and brief.
(i) Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries.
(j) Involving your supervisor if conflict arises with the student.
(k) Informing the Executive Director about situations that have the potential to become more severe.
(l) Making detailed notes about an incident that could evolve into a more serious situation later.
(m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
(n) Asking another staff member to be present if you will be alone with any student with special needs.
(o) Asking another staff member to be present when you must be alone with a student after regular school hours.
(p) Giving students praise and recognition without touching them.
(q) High fives, fist bumps, and handshakes are acceptable.
(r) Keeping your professional conduct a high priority.
(s) Asking yourself if your actions are worth your job and career.

Suicide Prevention

https://www.discoveryk8.org/policies-documents

Title IX Notice of Nondiscrimination

DCS does not discriminate on the basis of sex and prohibits any acts of sex discrimination including sex-based harassment in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 *et seq*.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 may be referred to the DCS Title IX Coordinator, the Office for Civil Rights of the U.S. Department of Education, or both.

All complaints and reports of conduct that may constitute sex discrimination including sex-based harassment should be submitted to our Title IX Coordinator, who can be reached at:

Melanie Felix
Operations Manager
4021 Teale Avenue
San Jose, CA 95117
(408) 300-1358 x1006

A copy of DCS's Title IX Policy, which includes the specific rules and procedures for reporting sex discrimination and sex-based harassment occurring within DCS' education program or activities and for pursuing available remedies, is available on the DCS website at: https://www.discoveryk8.org/policies-documents

Suspension and Expulsion Policy

https://www.discoveryk8.org/policies-documents

Family Partnership Agreement

Is available under "School Documents" on the DCS website at:

https://www.discoveryk8.org/policies-documents

4917-2510-6070, v.2

Fiscal Health Risk Analysis
for Charter Schools

Charter School:
Discovery Charter Schools

		Response
1. Annual Independent Audit Report		
1.1	Has the charter school corrected prior year audit findings without affecting its fiscal health (e.g., material apportionment or internal control findings)?	yes
1.2	Has the independent audit report for the most recent fiscal year been completed and presented to the board within the statutory timeline?	yes
1.3	Were the charter school's most recent and prior two audit reports free of findings of material weaknesses?	yes
1.4	Has the charter school corrected all reported audit findings from the current and past two audits?	yes
1.5	Does the audit report disclose any charter management organization (CMO) or related party transactions?	n/a

Self-assessment notes:

2. Budget Development and Adoption		
2.1	Does the charter school develop and use written budget assumptions and multiyear projections that are reasonable, are supported by detailed calculations or other evidence, and have been clearly articulated?	yes
2.2	Does the charter school use a budget development method other than a prior-year rollover budget, and if so, does that method include tasks such as review of prior year estimated actuals by major object code and removal of one-time revenues and expenses?	yes
2.3	Does the charter school use position control data for budget development?	yes
2.4	Did the charter school submit its SB 740 determination timely, if nonclassroom-based, and was it approved by CDE for full funding?	yes
2.5	Does the charter school calculate the Local Control Funding Formula (LCFF) revenue correctly? If the LCFF is calculated for the charter school, has the charter school verified the data used within the calculation?	yes
2.6	If the charter school budgets for private revenues or donations, does it have a contingency plan should those revenues not materialize?	yes
2.7	Does the budget development process include input from parents and other key stakeholders (e.g., staff, administrators, the governing board, the community, etc.)?	yes
2.8	Does the charter school budget reflect expending restricted funds before unrestricted funds?	yes
2.9	Have the local control accountability plan (LCAP) and the budget been adopted within statutory timelines established by Education Code Section 47604.33 and submitted to the authorizer and county office of education by July 1 for the current and past two fiscal years?	yes
2.10	Has the charter school refrained from including carryover funds in its adopted budget?	yes
2.11	Other than objects in the 5700s and 7300s and appropriate abatements in accordance with the California School Accounting Manual, does the charter school avoid using negative or contra expenditure accounts?	yes

2.12	Does the charter school have a documented policy and/or procedure for evaluating the proposed acceptance of grants and other types of restricted funds and the potential multiyear impact on the charter school's unrestricted fund?	yes
2.13	Does the charter school adhere to a budget calendar that includes statutory due dates, major budget development tasks and deadlines, and the staff member/department responsible for completing them?	yes

Self-assessment notes:

3. Budget Monitoring and Updates

3.1	Are actual revenues and expenses consistent with the most current budget?	yes
3.2	Are budget revisions posted in the financial system at each interim report, at a minimum?	yes
3.3	Are clearly written and articulated budget assumptions and notes that support budget revisions communicated to the board at each interim report, at a minimum?	yes
3.4	If applicable, following board approval of increased compensation for employees (salary and/or benefits), does the charter school make necessary budget revisions in the financial system to reflect settlement costs before the next financial reporting period?	yes
3.5	Has the charter addressed any fiscal deficiencies the authorizer has identified in its oversight letters in the current and prior two fiscal years?	yes
3.6	Does the charter prohibit processing of requisitions or purchase orders when the budget is insufficient to support the expenditure?	yes
3.7	Does the charter encumber and adjust encumbrances for salaries and benefits?	yes
3.8	Are all balance sheet accounts in the general ledger reconciled at least at each interim report and at year end close?	yes
3.9	For the most recent and two prior fiscal years, have the interim reports and the unaudited actuals been adopted and filed with the chartering authority and the county superintendent of schools within the timelines established in Education Code?	yes

Self-assessment notes:

4. Cash Management

4.1	Are cash and investment accounts held by the charter school reconciled monthly?	yes
4.2	Does the charter school forecast its cash receipts and disbursements at least 18 months out, updating the actuals and reconciling the remaining months to the budget monthly to ensure cash flow needs are known?	yes
4.3	Does the charter school have a reasonable plan to address cash flow needs during the current fiscal year and subsequent year?	yes
4.4	Does the charter school's short-term cash flow plan accurately account for accounts receivable factoring or other forms of cash advances or borrowing?	yes
4.5	Does the charter school have sufficient cash resources in its other funds/accounts to support its current and projected obligations?	yes
4.6	If intercharter borrowing or transfers occur, are those funds documented and reconciled?	yes
4.7	If the charter school is managing cash through external borrowing, does the charter school's cash flow projection include repayment based on the terms of the loan agreement?	n/a

Self-assessment notes:

5. Collective Bargaining and Unrepresented Employee Agreements or Compensation Agreements

5.1	Has the charter school addressed whether salaries and/or benefits will be increased for all its employees for the prior two fiscal year(s)?	yes
5.2	Has the charter school addressed whether salaries and/or benefits will be increased for all its employees for the current year?	yes
5.3	Does the charter accurately quantify the effects of increased salaries and/or benefits and include them in its budget and multiyear projections?	yes
5.4	Did the charter school analyze and identify related costs or savings, if any (e.g., statutory benefits, and step and column salary increase), for the current and subsequent years, and did it identify ongoing revenue sources or expenditure reductions to cover the estimated costs of salary and/or benefits increases?	yes
5.5	In the current and prior two fiscal years, has the charter school settled the total cost of the compensation increases at or under the funded cost-of-living adjustment (COLA)?	yes
5.6	If compensation increases are still unresolved for the past two years, has the charter school identified resources to cover the estimated costs of settlements?	n/a

Self-assessment notes:

6. Contributions and Transfers

6.1	Does the charter school have a board-approved plan to eliminate, reduce or control any contributions/transfers from the unrestricted resources to restricted programs?	no
6.2	If any contributions/transfers were required for restricted programs in either of the prior two fiscal years, and this is still necessary in the current year, did the charter school budget for them at reasonable levels?	n/a

Self-assessment notes:

7. Deficit Spending (Unrestricted General Fund)

7.1	Is the charter school avoiding deficit spending in the current fiscal year?	yes
7.2	Is the charter school projected to avoid deficit spending in both of the two subsequent fiscal years?	yes
7.3	If the charter school has deficit spending in the current or two subsequent fiscal years, has the board approved and implemented a plan to reduce and/or eliminate deficit spending?	n/a
7.4	Has the charter school decreased deficit spending over the past two fiscal years?	n/a

Self-assessment notes:

8. Employee Benefits

8.1	Has the charter school completed an actuarial valuation in accordance with Governmental Accounting Standards Board (GASB) or Financial Accounting Standards Board (FASB) requirements to determine its unfunded liability for other post-employment benefits (OPEB)?	yes
8.2	Does the charter school have a plan to fund its liabilities for retiree health and welfare benefits?	n/a
8.3	Has the charter school followed a policy to limit accrued vacation balances?	yes

8.4	If health insurance is offered, has the charter school conducted a verification and determination of eligibility for benefits for all active and retired employees and dependents within the last five years?	yes
8.5	Does the charter school track, reconcile and report employees' compensated leave balances?	yes

Self-assessment notes:

9. Enrollment and Attendance

9.1	If applicable, has the charter school submitted its Pupil Estimates for New or Significantly Expanding Charters (PENSEC) due to significant expansion?	n/a
9.2	Has the charter school's enrollment been increasing or remained stable for the current and two prior years?	yes
9.3	Does the charter school monitor and analyze enrollment and average daily attendance (ADA) data at least monthly through the second attendance reporting period (P2)?	yes
9.4	Does the charter school track historical enrollment and ADA data to establish future trends?	yes
9.5	Do charter school sites maintain an accurate record of daily enrollment and attendance that is reconciled monthly at the site and total charter school levels?	yes
9.6	Has the charter school certified its California Longitudinal Pupil Achievement Data System (CALPADS) data by the required deadlines (Fall 1, Fall 2, EOY) for the current and two prior years?	yes
9.7	Are the charter school's enrollment projections and assumptions based on historical data, industry-standard methods, and other reasonable considerations?	yes
9.8	Do all applicable sites and departments review and verify their respective CALPADS data and correct it as needed before the report submission deadlines?	yes

Self-assessment notes:

10. Facilities

10.1	Does the charter school have sufficient and available capital outlay funds to cover all contracted obligations for capital facilities projects?	yes
10.2	Does the charter school properly track and account for facility-related projects?	yes
10.3	Does the charter school use its facilities fully in accordance with the Office of Public School Construction's loading standards?	yes
10.4	Does the charter school include facility needs (maintenance, repair, and operating requirements) when adopting a budget?	yes
10.5	Has the charter school conducted regular facilities inspections and resolved any outstanding issues?	yes
10.6	Does the charter school have an up-to-date long-range facilities master plan?	no

Self-assessment notes:

11. Fund Balance/Net Position and Reserve for Economic Uncertainty

11.1	Is the charter school able to maintain the minimum reserve for economic uncertainty in the current year in accordance with best practices and as defined by 5 CCR 15450?	yes
11.2	Is the charter school able to maintain the minimum reserve for economic uncertainty in the two subsequent years?	yes
11.3	If the charter school is not able to maintain the minimum reserve for economic uncertainty, does the multiyear financial projection include a board-approved plan to restore the reserve?	n/a
11.4	Is the charter school's projected unrestricted fund balance stable or increasing in the two subsequent fiscal years?	yes
11.5	If the charter school has unfunded or contingent liabilities or one-time costs, does the unrestricted fund balance include reserves above the recommended reserve level?	yes
11.6	Does the charter school have adequate cash reserves to ensure it can meet its financial obligations in the current and two subsequent years?	yes

Self-assessment notes:

12. General Fund - Current Year

12.1	Does the charter school ensure that one-time revenues do not pay for ongoing expenditures?	yes
12.2	Is the percentage of the charter school's unrestricted expenditure budget that is allocated to salaries and benefits at or below the district statewide average for the current year?	yes
12.3	Is the percentage of the charter school's unrestricted expenditure budget that is allocated to salaries and benefits at or below the district statewide average for the two prior years?	yes
12.4	If the charter school has received any uniform complaints or legal challenges regarding local use of supplemental and concentration grant funding in the current or two prior years, is it addressing the complaint(s)?	n/a
12.5	Does the charter school either ensure that restricted dollars are sufficient to pay for staff assigned to restricted programs or have a plan to fund these positions with unrestricted funds?	yes
12.6	Is the charter school using its restricted dollars fully by expending allocations for restricted programs within the required time?	yes
12.7	Does the charter school account for all program costs, including the maximum allowable indirect costs, for each restricted resource?	yes

Self-assessment notes:

13. Information Systems and Data Management

13.1	Does the charter school use an integrated financial and human resources system?	yes
13.2	Can the system(s) provide key financial and related data, including personnel information, to help the charter school make informed decisions?	yes
13.3	Has the charter school accurately identified students who are eligible for free or reduced-price meals, English learners, and foster youth, in accordance with the LCFF and its LCAP?	yes

Self-assessment notes:

14. Internal Controls and Fraud Prevention

14.1	Does the charter school have controls that limit access to its financial system and include multiple levels of authorization?	yes

14.2	Are the charter school's financial system's access and authorization controls reviewed and updated upon employment actions (e.g., resignations, terminations, promotions, or demotions) and at least annually?	yes
14.3	Does the charter school ensure that duties in the following areas are segregated, and that they are supervised and monitored?	
	• Accounts payable (AP)	yes
	• Accounts receivable (AR)	yes
	• Purchasing and contracts	yes
	• Payroll	yes
	• Human resources (HR)	yes
14.4	Are beginning balances for the new fiscal year posted and reconciled with the ending balances for each fund from the prior fiscal year?	yes
14.5	Does the charter school review and clear prior year accruals by first interim?	yes
14.6	Does the charter school reconcile all suspense accounts, including salaries and benefits, at least at each interim reporting period and at the close of the fiscal year?	yes
14.7	Has the charter school reconciled and closed the general ledger (books) within the time prescribed by the authorizer?	yes
14.8	Does the charter school have processes and procedures to discourage and detect fraud?	yes
14.9	Does the charter school maintain an independent fraud reporting hotline or other reporting service(s)?	no
14.10	Does the charter school have a process for collecting and following up on reports of possible fraud?	no
14.11	Does the charter school have an internal audit process?	yes

Self-assessment notes:

15. Leadership and Stability

15.1	Does the charter school have a chief financial official who has been with the entity more than two years?	yes
15.2	Does the charter school have a superintendent/executive director who has been with the entity more than two years?	yes
15.3	Does the superintendent/executive director meet on a scheduled and regular basis with all members of their administrative team?	yes
15.4	Is training on financial management and budget provided to site and department administrators who are responsible for budget management?	yes
15.5	Is there adherence to a monthly schedule for board meetings?	yes
15.6	Are board meeting agendas and minutes posted to the charter school's website?	yes
15.7	Does the governing board adopt and revise policies, administrative regulations and/or bylaws annually?	yes
15.8	Are newly adopted or revised policies and administrative regulations implemented, communicated and available to staff?	yes

15.9	Are board members trained in areas such as the board's role, governance, board policy, human resources, and community relations every two years?	yes
15.10	Does the charter school have nonprofit exempt status that has not been revoked, denied or suspended?	yes
15.11	Is the charter school's management staff without a conflict of interest, defined as a related party with the organization CMO or other related service provider?	yes

Self-assessment notes:

16. Multiyear Projections

16.1	Does the charter school develop multiyear projections for a minimum of two subsequent fiscal years?	yes
16.2	If the charter school has developed multiyear projections, do they include detailed assumptions that align with industry standards?	yes
16.3	To help calculate its multiyear projections, did the charter school prepare an accurate LCFF calculation with multiyear considerations?	yes
16.4	Does the charter school use its most current multiyear projection in making financial decisions?	yes

Self-assessment notes:

17. Debt and Risk Management

17.1	Are the sources of repayment for debt {such as certificates of participation (COPs), bridge financing, revenue anticipation notes (RANs), selling of accounts receivables and other borrowing} stable, predictable, and other than unrestricted general fund?	n/a
17.2	If the charter school has issued debt, has its credit rating remained stable or improved in the current or prior two fiscal years?	n/a
17.3	If the charter school is self-insured, does the charter have a recent (every two years) actuarial study and a plan to pay for any unfunded liabilities?	n/a
17.4	If the charter school has debt (such as COPs, bridge financing, RANs, selling of accounts receivables and other borrowing), is the total of annual debt service payments no greater than 2% of the charter school's unrestricted general fund revenues?	n/a

Self-assessment notes:

18. Position Control

18.1	Does the charter school account for all positions and costs?	yes
18.2	Does the charter school reconcile budget, payroll, and position control regularly, meaning at least at budget adoption and interim reporting periods?	yes
18.3	Does the charter school identify a budget source for each new position before the position is authorized by the governing board?	yes
18.4	Does the governing board approve all new positions and extra assignments (e.g., stipends) before positions are posted?	no
18.5	Has the charter school adopted staffing ratios for certificated, classified, and administrative positions in the past three years, and are the ratios being followed?	yes

18.6	Do managers and staff responsible for the charter school's human resources, payroll and budget functions meet regularly to discuss issues and improve processes?	yes

Self-assessment notes:

19. Special Education

19.1	Does the charter school monitor, analyze and adjust staffing ratios, class sizes and caseload sizes to align with statutory requirements and industry standards?	yes
19.2	Does the charter school access available funding sources for costs related to special education (e.g., excess cost pool, legal fees, mental health)?	yes
19.3	Does the charter school use appropriate tools to help it make informed decisions about whether to add services (e.g., special circumstance instructional assistance process and form, transportation decision tree)?	yes
19.4	Does the charter school budget and account correctly for all costs related to special education (e.g., transportation, due process hearings, indirect costs, nonpublic schools and/or nonpublic agencies)?	yes
19.5	Is the charter school's rate of identification of students as eligible for special education comparable with countywide and statewide average rates?	yes
19.6	If the charter receives federal funds, does the charter school analyze whether it will meet the maintenance of effort requirement at each interim reporting period?	yes

Self-assessment notes:

Total Risk Score, All Areas	**3.2%**

Phoenix
Monthly Cash Forecast

	2026-27 Actuals & Forecast														
	Jul Forecast	**Aug** Forecast	**Sep** Forecast	**Oct** Forecast	**Nov** Forecast	**Dec** Forecast	**Jan** Forecast	**Feb** Forecast	**Mar** Forecast	**Apr** Forecast	**May** Forecast	**Jun** Forecast	**Forecast**	**Remaining Balance**	**Jul** Forecast
Beginning Cash	**3,014,784**	**3,472,424**	**3,806,929**	**3,702,371**	**3,539,621**	**3,388,205**	**3,483,955**	**3,294,049**	**3,195,527**	**3,401,346**	**3,276,890**	**3,529,541**			**3,869,393**
REVENUE															
LCFF Entitlement	-	333,843	639,624	501,387	501,387	593,886	501,387	501,387	843,403	515,630	515,630	602,052	6,565,245	515,630	-
Federal Revenue	3,070	3,070	3,070	3,070	3,070	3,070	3,070	3,070	3,070	3,070	3,070	3,070	36,844	-	3,070
Other State Revenue	6,798	24,772	45,295	45,295	45,295	208,194	45,295	82,986	64,866	45,295	403,211	430,972	1,578,857	130,582	6,908
Other Local Revenue	789	28,971	32,349	60,658	60,658	60,658	78,768	78,768	78,768	78,768	78,768	78,768	716,690	-	805
Fundraising & Grants	-	10,687	32,070	32,070	32,070	32,070	32,070	32,070	32,070	32,070	32,070	32,070	331,392	-	-
TOTAL REVENUE	**10,658**	**401,344**	**752,409**	**642,481**	**642,481**	**897,878**	**660,591**	**698,281**	**1,022,177**	**674,834**	**1,032,750**	**1,146,932**	**9,229,028**	**646,212**	**10,784**
EXPENSES															
Certificated Salaries	94,426	426,701	373,701	375,201	373,701	381,276	394,864	374,951	373,701	373,701	373,701	391,276	4,307,201	-	75,460
Classified Salaries	41,860	107,245	99,145	99,145	99,145	100,145	102,213	99,145	99,145	99,145	99,145	100,145	1,145,622	-	39,948
Employee Benefits	100,274	133,870	130,886	122,721	121,015	122,632	136,847	122,672	122,425	114,164	114,164	89,285	1,430,955	-	94,102
Books & Supplies	452	72,053	74,166	42,018	42,018	42,018	42,018	42,018	42,018	42,018	42,018	42,018	524,833	-	466
Services & Other Operating Expenses	129,519	119,618	196,095	187,218	175,042	196,095	191,578	175,042	196,095	187,286	168,095	201,381	2,123,065	-	133,165
Capital Outlay & Depreciation	565	565	565	565	565	565	565	565	565	565	565	565	6,781	-	565
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**367,096**	**860,052**	**874,558**	**826,869**	**811,486**	**842,731**	**868,086**	**814,393**	**833,949**	**816,880**	**797,689**	**824,670**	**9,538,458**	**-**	**343,707**
Operating Cash Inflow (Outflow)	**(356,438)**	**(458,708)**	**(122,149)**	**(184,388)**	**(169,005)**	**55,147**	**(207,495)**	**(116,112)**	**188,229**	**(142,046)**	**235,061**	**322,263**	**(309,430)**	**646,212**	**(332,923)**
Accounts Receivable	973,249	775,623	-	83,338	-	23,012	-	-	-	-	-	-			157,240
Other Current Assets	95,141	-	-	-	-	-	-	-	-	-	-	-			-
Fixed Assets	565	565	565	565	565	565	565	565	565	565	565	565			565
Accounts Payable	(40,080)	-	-	-	-	-	-	-	-	-	-	-			-
Other Current Liabilities	(23,730)	-	-	-	-	-	-	-	-	-	-	-			-
Summer Holdback	(191,066)	17,025	17,025	17,025	17,025	17,025	17,025	17,025	17,025	17,025	17,025	17,025			(187,274)
Deferred Revenue	-	-	-	(79,290)	-	-	-	-	-	-	-	-			-
Ending Cash	**3,472,424**	**3,806,929**	**3,702,371**	**3,539,621**	**3,388,205**	**3,483,955**	**3,294,049**	**3,195,527**	**3,401,346**	**3,276,890**	**3,529,541**	**3,869,393**			**3,507,002**

Phoenix
Monthly Cash Forecast

	2027-28 Actuals & Forecast														
	Aug Forecast	**Sep** Forecast	**Oct** Forecast	**Nov** Forecast	**Dec** Forecast	**Jan** Forecast	**Feb** Forecast	**Mar** Forecast	**Apr** Forecast	**May** Forecast	**Jun** Forecast	**Forecast**	**Remaining Balance**	**Jul** Forecast	**Aug** Forecast
Beginning Cash	**3,507,002**	**3,522,401**	**3,459,746**	**3,414,308**	**3,306,791**	**3,390,214**	**3,272,679**	**3,218,827**	**3,524,618**	**3,392,637**	**3,639,750**			**3,976,626**	**3,602,925**
REVENUE															
LCFF Entitlement	351,961	653,348	533,212	533,212	619,634	533,212	533,212	931,830	497,385	497,385	616,217	6,797,992	497,385	-	356,205
Federal Revenue	3,070	3,070	3,070	3,070	3,070	3,070	3,070	3,070	3,070	3,070	3,070	36,844	-	3,070	3,070
Other State Revenue	26,796	47,319	47,319	47,319	184,022	47,319	85,721	66,890	47,319	405,947	406,800	1,549,346	129,665	6,908	27,647
Other Local Revenue	28,987	32,433	61,307	61,307	61,307	79,424	79,424	79,424	79,424	79,424	79,424	722,691	-	821	29,003
Fundraising & Grants	10,687	32,070	32,070	32,070	32,070	32,070	32,070	32,070	32,070	32,070	32,070	331,392	-	-	10,687
TOTAL REVENUE	**421,501**	**768,241**	**676,980**	**676,980**	**900,104**	**695,096**	**733,498**	**1,113,285**	**659,269**	**1,017,896**	**1,137,582**	**9,438,265**	**627,049**	**10,800**	**426,613**
EXPENSES															
Certificated Salaries	423,677	369,087	370,632	369,087	376,890	369,087	370,375	369,087	369,087	369,087	387,190	4,218,749	-	77,724	436,345
Classified Salaries	99,670	91,327	91,327	91,327	92,357	91,327	91,327	91,327	91,327	91,327	92,357	1,054,951	-	41,140	102,654
Employee Benefits	131,551	127,616	120,046	118,429	120,097	128,929	119,996	119,741	111,804	111,804	87,863	1,391,978	-	95,225	134,621
Books & Supplies	55,595	57,771	42,244	42,244	42,244	42,244	42,244	42,244	42,244	42,244	42,244	494,030	-	480	57,213
Services & Other Operating Expenses	122,967	201,705	193,007	180,021	201,705	197,657	180,021	201,705	193,400	172,933	207,664	2,185,951	-	136,920	126,417
Capital Outlay & Depreciation	565	565	565	565	565	565	565	565	565	565	565	6,781	-	518	518
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**834,026**	**848,073**	**817,823**	**801,674**	**833,858**	**829,810**	**804,528**	**824,671**	**808,428**	**787,961**	**817,883**	**9,352,441**	**-**	**352,008**	**857,768**
Operating Cash Inflow (Outflow)	**(412,524)**	**(79,832)**	**(140,843)**	**(124,694)**	**66,246**	**(134,713)**	**(71,030)**	**288,614**	**(149,159)**	**229,936**	**319,698**	**85,824**	**627,049**	**(341,208)**	**(431,155)**
Accounts Receivable	410,745	-	78,227	-	-	-	-	-	-	-	-			149,726	400,519
Other Current Assets	-	-	-	-	-	-	-	-	-	-	-			-	-
Fixed Assets	565	565	565	565	565	565	565	565	565	565	565			518	518
Accounts Payable	-	-	-	-	-	-	-	-	-	-	-			-	-
Other Current Liabilities	-	-	-	-	-	-	-	-	-	-	-			-	-
Summer Holdback	16,613	16,613	16,613	16,613	16,613	16,613	16,613	16,613	16,613	16,613	16,613			(182,738)	17,108
Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-			-	-
Ending Cash	**3,522,401**	**3,459,746**	**3,414,308**	**3,306,791**	**3,390,214**	**3,272,679**	**3,218,827**	**3,524,618**	**3,392,637**	**3,639,750**	**3,976,626**			**3,602,925**	**3,589,915**

Phoenix
Monthly Cash Forecast

	2028-29 Actuals & Forecast														
	Sep Forecast	**Oct** Forecast	**Nov** Forecast	**Dec** Forecast	**Jan** Forecast	**Feb** Forecast	**Mar** Forecast	**Apr** Forecast	**May** Forecast	**Jun** Forecast	**Forecast**	**Remaining Balance**	**Jul** Forecast	**Aug** Forecast	**Sep** Forecast
Beginning Cash	**3,589,915**	**3,541,406**	**3,480,462**	**3,359,722**	**3,462,118**	**3,330,275**	**3,263,160**	**3,584,311**	**3,438,195**	**3,672,440**			**4,026,406**	**3,644,075**	**3,626,221**
REVENUE															
LCFF Entitlement	690,002	540,851	540,851	659,684	540,851	540,851	968,696	505,024	505,024	655,205	7,008,267	505,023	-	360,596	725,743
Federal Revenue	3,070	3,070	3,070	3,070	3,070	3,070	3,070	3,070	3,070	3,070	36,844	-	3,070	3,070	3,070
Other State Revenue	48,171	48,171	48,171	185,625	48,171	86,573	67,741	48,171	406,798	408,403	1,560,580	130,030	6,908	27,654	48,177
Other Local Revenue	32,518	61,970	61,970	61,970	80,093	80,093	80,093	80,093	80,093	80,093	728,812	-	838	29,020	32,604
Fundraising & Grants	32,070	32,070	32,070	32,070	32,070	32,070	32,070	32,070	32,070	32,070	331,392	-	-	10,687	32,070
TOTAL REVENUE	**805,831**	**686,133**	**686,133**	**942,419**	**704,256**	**742,658**	**1,151,671**	**668,429**	**1,027,056**	**1,178,843**	**9,665,894**	**635,052**	**10,816**	**431,027**	**841,665**
EXPENSES															
Certificated Salaries	380,118	381,709	380,118	388,154	380,118	381,444	380,118	380,118	380,118	398,763	4,344,845	-	78,502	440,695	383,905
Classified Salaries	94,061	94,061	94,061	95,121	94,061	94,061	94,061	94,061	94,061	95,121	1,086,522	-	41,550	103,678	94,999
Employee Benefits	130,332	122,772	121,145	122,863	131,645	122,720	122,458	114,322	114,322	90,493	1,422,918	-	95,609	135,669	131,259
Books & Supplies	59,454	43,509	43,509	43,509	43,509	43,509	43,509	43,509	43,509	43,509	508,725	-	494	58,929	61,238
Services & Other Operating Expenses	207,484	198,939	185,149	207,484	203,876	185,149	207,484	199,644	177,911	214,099	2,250,555	-	142,528	131,709	215,775
Capital Outlay & Depreciation	518	518	518	518	518	518	518	518	518	518	6,216	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**871,967**	**841,507**	**824,499**	**857,649**	**853,726**	**827,400**	**848,147**	**832,171**	**810,438**	**842,503**	**9,619,782**	**-**	**358,683**	**870,680**	**887,175**
Operating Cash Inflow (Outflow)	**(66,136)**	**(155,374)**	**(138,367)**	**84,770**	**(149,470)**	**(84,741)**	**303,525**	**(163,743)**	**216,619**	**336,340**	**46,112**	**635,052**	**(347,866)**	**(439,653)**	**(45,510)**
Accounts Receivable	-	76,804	-	-	-	-	-	-	-	-			153,728	404,520	-
Other Current Assets	-	-	-	-	-	-	-	-	-	-			-	-	-
Fixed Assets	518	518	518	518	518	518	518	518	518	518			-	-	-
Accounts Payable	-	-	-	-	-	-	-	-	-	-			-	-	-
Other Current Liabilities	-	-	-	-	-	-	-	-	-	-			-	-	-
Summer Holdback	17,108	17,108	17,108	17,108	17,108	17,108	17,108	17,108	17,108	17,108			(188,192)	17,279	17,279
Deferred Revenue	-	-	-	-	-	-	-	-	-	-			-	-	-
Ending Cash	**3,541,406**	**3,480,462**	**3,359,722**	**3,462,118**	**3,330,275**	**3,263,160**	**3,584,311**	**3,438,195**	**3,672,440**	**4,026,406**			**3,644,075**	**3,626,221**	**3,597,990**

Phoenix
Monthly Cash Forecast

	2029-30 Actuals & Forecast														
	Oct Forecast	**Nov** Forecast	**Dec** Forecast	**Jan** Forecast	**Feb** Forecast	**Mar** Forecast	**Apr** Forecast	**May** Forecast	**Jun** Forecast	**Forecast**	**Remaining Balance**	**Jul** Forecast	**Aug** Forecast	**Sep** Forecast	**Oct** Forecast
Beginning Cash	**3,597,990**	**3,530,352**	**3,403,791**	**3,531,718**	**3,392,900**	**3,319,955**	**3,669,506**	**3,516,446**	**3,745,096**			**4,125,010**	**3,737,284**	**3,715,317**	**3,708,497**
REVENUE															
LCFF Entitlement	548,756	548,756	698,937	548,756	548,756	1,011,483	512,928	512,928	695,637	7,226,207	512,929	-	365,131	762,805	556,919
Federal Revenue	3,070	3,070	3,070	3,070	3,070	3,070	3,070	3,070	3,070	36,844	-	3,070	3,070	3,070	3,070
Other State Revenue	48,177	48,177	186,412	48,177	86,579	67,748	48,177	406,805	409,190	1,562,594	130,411	6,908	27,654	48,177	48,177
Other Local Revenue	62,646	62,646	62,646	80,776	80,776	80,776	80,776	80,776	80,776	735,055	-	854	29,036	32,693	63,335
Fundraising & Grants	32,070	32,070	32,070	32,070	32,070	32,070	32,070	32,070	32,070	331,392	-	-	10,687	32,070	32,070
TOTAL REVENUE	**694,720**	**694,720**	**983,136**	**712,850**	**751,252**	**1,195,148**	**677,023**	**1,035,650**	**1,220,744**	**9,892,092**	**643,340**	**10,833**	**435,579**	**878,816**	**703,572**
EXPENSES															
Certificated Salaries	385,512	383,905	392,021	383,905	385,244	383,905	383,905	383,905	402,736	4,388,138	-	79,287	445,088	387,730	389,353
Classified Salaries	94,999	94,999	96,071	94,999	94,999	94,999	94,999	94,999	96,071	1,097,361	-	41,963	104,713	95,947	95,947
Employee Benefits	123,701	122,072	123,807	132,571	123,649	123,384	115,181	115,181	91,389	1,433,471	-	95,998	136,727	132,195	124,640
Books & Supplies	44,814	44,814	44,814	44,814	44,814	44,814	44,814	44,814	44,814	523,987	-	509	60,687	63,065	46,148
Services & Other Operating Expenses	207,415	192,770	215,775	212,658	192,770	215,775	208,463	185,381	223,099	2,344,115	-	148,610	136,446	224,150	214,705
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**856,441**	**838,559**	**872,487**	**868,947**	**841,475**	**862,876**	**847,361**	**824,279**	**858,109**	**9,787,073**	**-**	**366,366**	**883,661**	**903,086**	**870,793**
Operating Cash Inflow (Outflow)	**(161,721)**	**(143,839)**	**110,649**	**(156,097)**	**(90,223)**	**332,272**	**(170,338)**	**211,371**	**362,635**	**105,018**	**643,340**	**(355,533)**	**(448,081)**	**(24,271)**	**(167,221)**
Accounts Receivable	76,804	-	-	-	-	-	-	-	-			157,872	408,664	-	76,804
Other Current Assets	-	-	-	-	-	-	-	-	-			-	-	-	-
Fixed Assets	-	-	-	-	-	-	-	-	-			-	-	-	-
Accounts Payable	-	-	-	-	-	-	-	-	-			-	-	-	-
Other Current Liabilities	-	-	-	-	-	-	-	-	-			-	-	-	-
Summer Holdback	17,279	17,279	17,279	17,279	17,279	17,279	17,279	17,279	17,279			(190,065)	17,451	17,451	17,451
Deferred Revenue	-	-	-	-	-	-	-	-	-			-	-	-	-
Ending Cash	**3,530,352**	**3,403,791**	**3,531,718**	**3,392,900**	**3,319,955**	**3,669,506**	**3,516,446**	**3,745,096**	**4,125,010**			**3,737,284**	**3,715,317**	**3,708,497**	**3,635,531**

Phoenix
Monthly Cash Forecast

	2030-31 Actuals & Forecast														
	Nov Forecast	**Dec** Forecast	**Jan** Forecast	**Feb** Forecast	**Mar** Forecast	**Apr** Forecast	**May** Forecast	**Jun** Forecast	**Forecast**	**Remaining Balance**	**Jul** Forecast	**Aug** Forecast	**Sep** Forecast	**Oct** Forecast	**Nov** Forecast
Beginning Cash	**3,635,531**	**3,504,571**	**3,597,240**	**3,452,795**	**3,375,443**	**3,754,493**	**3,596,440**	**3,821,531**			**4,167,104**	**3,772,540**	**3,741,032**	**3,755,253**	**3,679,480**
REVENUE															
LCFF Entitlement	556,919	739,628	556,919	556,919	1,055,533	521,093	521,093	737,448	7,451,495	521,086	-	376,297	807,617	577,018	577,018
Federal Revenue	3,070	3,070	3,070	3,070	3,070	3,070	3,070	3,070	36,844	-	3,070	3,070	3,070	3,070	3,070
Other State Revenue	48,177	125,130	48,177	86,579	67,748	48,177	406,805	347,908	1,440,029	130,411	6,908	27,654	48,177	48,177	48,177
Other Local Revenue	63,335	63,335	81,473	81,473	81,473	81,473	81,473	81,473	741,423	-	872	29,053	32,783	64,038	64,038
Fundraising & Grants	32,070	32,070	32,070	32,070	32,070	32,070	32,070	32,070	331,392	-	-	10,687	32,070	32,070	32,070
TOTAL REVENUE	**703,572**	**963,233**	**721,710**	**760,112**	**1,239,894**	**685,884**	**1,044,511**	**1,201,969**	**10,001,183**	**651,497**	**10,850**	**446,762**	**923,718**	**724,374**	**724,374**
EXPENSES															
Certificated Salaries	387,730	395,927	387,730	389,082	387,730	387,730	387,730	406,750	4,431,864	-	81,665	458,398	399,319	400,991	399,319
Classified Salaries	95,947	97,029	95,947	95,947	95,947	95,947	95,947	97,029	1,108,309	-	43,215	107,848	98,819	98,819	98,819
Employee Benefits	123,007	124,760	133,507	124,587	124,320	116,048	116,048	92,294	1,444,129	-	97,174	139,932	135,030	127,485	125,843
Books & Supplies	46,148	46,148	46,148	46,148	46,148	46,148	46,148	46,148	539,598	-	524	62,508	64,957	47,533	47,533
Services & Other Operating Expenses	199,150	224,150	220,274	199,150	224,150	215,514	190,999	231,626	2,428,924	-	152,828	140,300	229,344	220,095	203,594
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**851,983**	**888,015**	**883,606**	**854,915**	**878,295**	**861,387**	**836,871**	**873,847**	**9,952,825**	**-**	**375,407**	**908,985**	**927,468**	**894,923**	**875,107**
Operating Cash Inflow (Outflow)	**(148,410)**	**75,218**	**(161,896)**	**(94,803)**	**361,599**	**(175,503)**	**207,640**	**328,122**	**48,359**	**651,497**	**(364,557)**	**(462,223)**	**(3,750)**	**(170,549)**	**(150,733)**
Accounts Receivable	-	-	-	-	-	-	-	-			161,950	412,743	-	76,804	-
Other Current Assets	-	-	-	-	-	-	-	-			-	-	-	-	-
Fixed Assets	-	-	-	-	-	-	-	-			-	-	-	-	-
Accounts Payable	-	-	-	-	-	-	-	-			-	-	-	-	-
Other Current Liabilities	-	-	-	-	-	-	-	-			-	-	-	-	-
Summer Holdback	17,451	17,451	17,451	17,451	17,451	17,451	17,451	17,451			(191,957)	17,972	17,972	17,972	17,972
Deferred Revenue	-	-	-	-	-	-	-	-			-	-	-	-	-
Ending Cash	**3,504,571**	**3,597,240**	**3,452,795**	**3,375,443**	**3,754,493**	**3,596,440**	**3,821,531**	**4,167,104**			**3,772,540**	**3,741,032**	**3,755,253**	**3,679,480**	**3,546,718**

Phoenix
Monthly Cash Forecast

	2031-32 Actuals & Forecast								
	Dec Forecast	**Jan** Forecast	**Feb** Forecast	**Mar** Forecast	**Apr** Forecast	**May** Forecast	**Jun** Forecast	**Forecast**	**Remaining Balance**
Beginning Cash	**3,546,718**	**3,670,151**	**3,522,625**	**3,443,430**	**3,752,642**	**3,591,682**	**3,815,358**		
REVENUE									
LCFF Entitlement	793,373	577,018	577,018	1,008,338	541,191	541,191	757,546	7,674,814	541,189
Federal Revenue	3,070	3,070	3,070	3,070	3,070	3,070	3,070	36,844	-
Other State Revenue	125,130	48,177	86,579	67,748	48,177	406,805	347,908	1,440,029	130,411
Other Local Revenue	64,038	82,183	82,183	82,183	82,183	82,183	82,183	747,919	-
Fundraising & Grants	32,070	32,070	32,070	32,070	32,070	32,070	32,070	331,392	-
TOTAL REVENUE	**1,017,681**	**742,519**	**780,921**	**1,193,410**	**706,692**	**1,065,320**	**1,222,777**	**10,230,998**	**671,599**
EXPENSES									
Certificated Salaries	407,763	399,319	400,713	399,319	399,319	399,319	418,910	4,564,354	-
Classified Salaries	99,933	98,819	98,819	98,819	98,819	98,819	99,933	1,141,481	-
Employee Benefits	127,647	136,342	127,430	127,155	118,675	118,675	95,037	1,476,424	-
Books & Supplies	47,533	47,533	47,533	47,533	47,533	47,533	47,533	555,786	-
Services & Other Operating Expenses	229,344	226,004	203,594	229,344	221,278	195,270	237,598	2,488,592	-
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**912,220**	**908,017**	**878,088**	**902,170**	**885,624**	**859,616**	**899,012**	**10,226,636**	**-**
Operating Cash Inflow (Outflow)	**105,461**	**(165,498)**	**(97,167)**	**291,240**	**(178,932)**	**205,704**	**323,765**	**4,362**	**671,599**
Accounts Receivable	-	-	-	-	-	-	-		
Other Current Assets	-	-	-	-	-	-	-		
Fixed Assets	-	-	-	-	-	-	-		
Accounts Payable	-	-	-	-	-	-	-		
Other Current Liabilities	-	-	-	-	-	-	-		
Summer Holdback	17,972	17,972	17,972	17,972	17,972	17,972	17,972		
Deferred Revenue	-	-	-	-	-	-	-		
Ending Cash	**3,670,151**	**3,522,625**	**3,443,430**	**3,752,642**	**3,591,682**	**3,815,358**	**4,157,095**		

Year 1		
Position	FTE	Average Salary
Teacher	39.93	84,833
Administrator	3.5	134,686
Office	2.95	52,301
Aides	11.5	42,507
Other Support	6.55	51,011

Year 2	
Position	FTE
Teacher	38.13
Administrator	3.5
Office	2.95
Aides	8.65
Other Support	6.55

Average Salary
87,395
143,618
53,870
43,756
52,541

Year 3		
Position	FTE	Average Salary
Teacher	38.13	90,005
Administrator	3.5	147,926
Office	2.95	55,486
Aides	8.65	45,043
Other Support	6.55	54,118

Position
Teacher
Administrator
Office
Aides
Other Support

Year 4	
FTE	Average Salary
38.13	90,902
3.5	149,405
2.95	56,041
8.65	45,485
6.55	54,659

Year 5		
Position	FTE	Average Salary
Teacher	38.13	91,807
Administrator	3.5	150,899
Office	2.95	56,601
Aides	8.65	45,931
Other Support	6.55	55,205

Year 6		
Position	FTE	Average Salary
Teacher	38.13	94,550
Administrator	3.5	155,426
Office	2.95	58,299
Aides	8.65	47,283
Other Support	6.55	56,862

Santa Clara County Office of Education

Initial Charter Petition	☐
Charter Material Revision	☐
Charter Renewal	☒
On Appeal	☐

Education Code §§ 47605
47607, 47607.2

CHARTER REVIEW MATRIX – DISTRICT APPEAL

Proposed Charter School	Petitioner Contact Information	Petition Review Timeline	
Name of Proposed Charter School: Discovery Charter – Phoenix	Name: Lety Villa	**Petition Received:**	11/6/26
Location of Proposed School(s): 4021 Teale Ave., San Jose, CA 95117	Title: Executive Director, Lead Petitioner	**Public Hearing:** (60 days from receipt)	
Grade Level: TK-8	Phone/Cell:	**Board Decision:** (90 days from receipt)	
District of Proposed Charter School: Moreland School District	Email: Lety.villa@mydiscoveryk8.org	**30 day extension granted** (90 days from receipt, may be extended 30 days if agreed by petitioner(s) and SCCOE)	

Denial by District		
Evidence of district denial	Yes	No
District's written factual findings	Yes	No Not Available
Date of district denial:		
Received by County Board within 30 days	Yes	No
Copy of the charter as denied, including signatures	Yes	No
;ription of any changes necessary to reflect the County Board as the authorizer	Yes	No
Signed certification stating petitioner(s) will comply with all applicable law	Yes	No

Instructions to Review Team: This checklist is designed to guide the review of charter school petitions. Your **comments** are essential to understanding your assessment and will be used as part of the final analysis and report to the County Board. **Instructions to Charter Petitioner:** As you complete this Matrix, please note the specific page(s) on which each item is addressed. If the terms of the charter are not explicit in compliance with the particular item in the checklist, provide detail in the applicable notes section in order that the SCCOE may readily determine to what provision(s) you are referring in the checklist.

Legend:

Required to be included in every charter petition and/or Memorandum of Understanding.
Applies to Petition Renewals Only
Applies to both Material Revisions and Renewals Only

REQUIRED ELEMENTS: Education Code § 47605 (b) (1)-(8)	Yes	No	N/A	Page
The charter school presents a sound educational program?	☒	☐	☐	18-60
The petitioners are demonstrably unlikely to successfully implement the program?	☐	☒	☐	8-17
The petition contains the required signatures? (not required for renewals)	☐	☐	☒	
The petition contains an affirmation of each of the conditions described in Education Code § 47605(d)(1)?	☒	☐	☐	5-7
The initial review finds that the petition has included all of the required elements (A-O)?	☒	☐	☐	
The petition includes a declaration of whether the charter school shall be the exclusive employer of charter school employees for purposes of Educational Employment Relations Act (EERA)?	☒	☐	☐	5
The charter school is demonstrably likely to serve the interests of the entire community in which the school is proposing to locate, considering fiscal impact of the school? (new charters only)	☐	☐	☒	
The school district is positioned to absorb the fiscal impact of the district (new charters only)	☐	☐	☒	

REQUIRED PETITION SIGNATURES IF CONVERSION OF EXISTING PUBLIC SCHOOL: Education Code § 47605(a)	Yes	No	N/A	Page
• 50% of the permanent status teachers currently employed at the public school to be converted.			☒	

REQUIRED PETITION SIGNATURES IF NOT CONVERSION OF EXISTING PUBLIC SCHOOL: Education Code § 47605(a)

	Yes	No	N/A	Page
• 50% of parents/guardians of number of students expected to attend in year 1	☐	☐	☒	
OR				
• 50% of the number of teachers expected to teach at the charter school during its 1st year	☐	☐	☒	

NOTIFICATION UPON APPROVAL: Education Code § 47605 (3) (i)	Yes	No	N/A	Page
The petition acknowledges that, should the charter be granted, the petitioner will provide a written notice of the approval and a copy of the petition to: • The California Department of Education • State Board of Education	☐	☒	☐	

REQUIRED AFFIRMATIONS: Education Code § 47605(d)	Yes	No	N/A	Page
Statements affirming that school will be non-sectarian in its programs, admission policies, employment practices, and all other operations; will not charge tuition; and will not discriminate against any pupil on the basis of 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 in Penal Code § 422.55 or association with such persons, including immigration status; not base admission on place of residence within California except as specified by law; admit any student who wishes to attend so long as there is space; hold a random lottery if there is not space; comply with the mandated admissions preference requirements; and provide the required notice in the event a student is expelled or leaves the school without graduating or completing the school year.	☒	☐	☐	5-6

CHARTER RENEWAL REQUIRED ELEMENTS: Evidence to Support Renewal and/or Material Revision (CCR) Title 5 Section 11966.4	Yes	No	Page
Required fiscal reports and audits demonstrating past performance and likely future financial viability of the school	☒	☐	118-119, projections in appendices
Compliance with all state and federal laws applicable to charter schools and fulfilling the terms of the charter	☒	☐	5-7
Academic performance data reports showing increases in pupil academic achievement for all student groups; dashboard, CAASPP, LCAP and annual updates	☒	☐	9-17, 49-50, LCAP in appendices
Annual visits and annual reports, including correcting any deficiencies identified during annual reviews and visits.	☒	☐	60, 118
Inspections or observations of any part of the charter school at any time	☒	☐	118, 121
Documentation that charter has met minimum academic performance criteria per 47607(b) and 47607.2	☒	☐	9-17
Past performance of academics and operations and future plans for improvement establish likelihood of success.	☒	☐	9-17, 50-54, 81-85
Includes updates to comply with all laws that have gone into effect since previous approval or renewal	☒	☐	5-7, 74-80

Strengths:

Areas of Concerns:

Conclusions

DETAILED REVIEW - REQUIRED ELEMENTS: Education Code § 47605(A-O)				
A	Educational Program	Evidence	Addressed in Petition	Page
	1. Targeted School Populations		☒	18-19
	Age, grade levels and number of students	☒		
	• Number of students per classroom	☒		19
	• Maximum enrollment predicted for school	☒		19
		☒		

Type of desired student populations			18-19
2. Attendance		☒	8, 19-20
• Describes whether multiple sites will be included	☒		8
• Indicates proposed opening date(s)	☐	n/a, existing school	8
Attendance requirements		☒	19-20
• Includes length of school day and year	☒		19,27
• Submit for approval the specific means to be used for student attendance accounting and reporting, satisfactory to support state average daily attendance claims and to satisfy audits related to attendance that may be conducted.	☒		7, 20
• For independent study, specific means of determining and recording attendance, including means of determining it is the enrolled student doing the work and specifically what amount of work/time counts as a day of attendance.	☒		7, 28
3. What it Means to be an Educated Person in the 21st Century		☒	20-21
Objective of enabling pupils to become self-motivated, competent, lifelong learners		☒	18, 21
Clear list of general academic skills and qualities important for an educated person	☒		20-21, 54-56
4. Description of How Learning Best Occurs		☒	21-27
Persuasive instructional design	☒		21-24
• Broad outline (not entire scope and sequence) of the curriculum content	☒		25-27
• Description of instructional approaches and strategies	☒		21-24
• Description of learning environment (e.g. traditional, independent study)	☒		23-24, 28
Proposed program strongly aligned to school's mission	☒		18, 22
Affirmation or description of curriculum aligned to student performance standards	☒		23, 25-26
Outline of plan or strategy to support students not meeting pupil outcomes	☒		31-36
Instructional design or strategies based upon successful practice or research	☒		21-22, 24
Instructional strategies for special education, English learners, etc.	☒		29-33, 36-48
Proposed program/curriculum reflects a focus on adopted CCSS and NGSS	☒		23, 25
Educational Program describes professional development for teachers	☒		24, 34-35
Minimal instructional time (instructional minute calculations)	☒		19
Includes school calendar	☒		27
5. Transitional Kindergarten program outlines developmentally appropriate learning outcomes, using modified curriculum, specialized instruction, and assessment for all students (Only if Charter offers Kindergarten)		☒	28-31
6. English Learner Services		☒	37-40
All eligible students enrolled in the charter school will receive appropriate English Learner services in accordance with applicable state and federal law.		☒	37
Staff members providing English Learner Services are appropriately credentialed.		☒	39
A description of the manner in which students are identified as requiring English Learner Services		☒	37-38
A description of the process for reclassification of English Leaners		☒	39-40
An acknowledgment of the responsibility of the charter school to provide access to grade-level core curriculum for English Learners. (Check for reference to the use and implementation and New Proficiency Level Descriptors (PLD) as part of California English-language Development Standards.)		☒	38-39
References to curriculum and materials that will be utilized in the instruction of English Learners		☒	38-39
Petition explains how English Learners will be reclassified and how English Learners and reclassified English Learners will be monitored		☒	39-40

Strengths:

Areas of Concerns:

Conclusions:

7. LCFF/LCAP Annual Goals and Annual Actions to Achieve Goals for Subgroups in EC 52052		☒	49-54
Charter includes language that assures compliance with LCFF/LCAP		☒	49-50
Describes **annual goals for all pupils and for each subgroup of pupils identified** in EC 52052 to be achieved in each of the **8 state priorities**, as described in EC 52060(d), that apply for the grade levels served or the nature of program operated by the charter school.		☒	50-54
A. Conditions of Learning	☒		51-53
(Priority 1) Basic Needs	☒		51-53
(Priority 2) Implementation of State Standards	☒		51-52
(Priority 7) Course Access	☒		52
B. Pupil Outcomes	☒		51-52
(Priority 4) Pupil Achievement (College and Career)	☒		51-52
(Priority 8) Other Pupil Outcomes	☒		51-52
C. Engagement	☒		52-54
(Priority 3) Parental Involvement	☒		54
(Priority 5) Pupil Engagement	☒		53
(Priority 6) School Climate	☒		53
Provides specific annual actions to achieve these goals for each of the student groups listed below:	☒		51-54
Racial/Ethnic groups	☒		51-53
Low-income students, including homeless students	☒		51-53
English Learners	☒		51-53
Students with disabilities	☒		51-53
Foster youth	☒		53
8. Transferability of High School Courses EC 47605 (b) (5) (A) (iii)		☐	
If serving high school students, describes how district/charter school informs parents of:	☐	n/a	
Transferability of courses to other public high schools; and	☐	n/a	
Eligibility of courses to meet college entrance requirements	☐	n/a	
Courses that are accredited by the Western Association of Schools and Colleges (WASC) may be considered transferable, and courses meeting the UC/CSU "a-g" admissions criteria may be considered to meet college entrance requirements)	☐	n/a	

Strengths:

Areas of Concern:

Conclusions

i	Special Education/SELPA	Evidence	Addressed in Petition	Page
	Identifies whether or not is an independent LEA for special education purposes (with verifiable written assurances)		☒	41
	Consulted with the Santa Clara County SELPA Director		☐	
	• Discussed special education responsibilities of charter	☒		4
	• Discussed application of SELPA policies	☒		41, 43-44
	In writing explains how special education services will be provided consistent with		☒	40-47

SELPA plan and/or policies and procedures			
• Includes fiscal allocation plan	☒		42-43
If charter not an independent LEA (School of SCCOE for Special Ed):		☒	41-47
• Clarifies in charter the responsibilities of each party for service delivery	☒		41-46
Referral	☒		44-46
Assessment	☒		45-46
Instruction	☒		42, 46
Due Process	☒		43-44
Agreements describing allocation of actual and excess costs	☒		42-43
Charter fiscally responsible for fair share of any encroachment on general funds	☒		43
If charter is own LEA		☒	41
• Notified SELPA Director of intent prior to February 1st of the preceding school year	☐		
• Located within SELPA geographical boundaries	☐		
• Provides current operating budget in accordance with Ed Code § 42130 and § 42131	☐		
• Provides assurances that all will be instructed in safe environment	☐		
• Provides copy of original charter petition and any amendments to SELPA	☐		
• Responsible for any legal fees relating to application and assurances process	☐		
• Meets the terms of the "Agreement Regarding the Organization, Implementation, Administration and Operation of the SELPA (Section 12–13, Appendix A)	☐		
• Meets the terms of all SELPA policies and procedures	☐		
• Charter fiscally responsible for fair share of any encroachment on general funds	☐		
Petition includes the following assurances:		☒	40, 45, 47
• The charter will comply with all provisions of IDEA and plan for how it will comply	☒		40-47
• No student will be denied admission based on disability or lack of available services	☒		40, 42-43, 47
• The charter will include a description of the school's SST process as it relates to identification of students who may qualify for Special Education	☒		32, 45
Staff members providing special education services are appropriately credentialed		☒	42
Any facility used by the school does not present physical barriers that would limit an eligible student's full participation in the educational and extracurricular programs		☒	47
The charter school will assume full responsibility for appropriate accommodations to address the needs of any student		☒	47
The responsibility of the school to provide special education, instruction and related serves to the students enrolled in the school regardless of students' district of residence		☒	42, 47
Specialized instruction and services available at the school		☒	40, 42
The provision of Designated Instruction and Services (DIS)		☒	42-43
Special transportation for students whose IEPs indicate that service is necessary for the provision of FAPE		☒	120
The procedures for ensuring that students are referred, assessed and served in a timely manner		☒	44-46
A description of the school's "Search and Service" procedures		☒	44-45
The dispute resolution procedures that will apply to any disputes between educational entities, including the SELPA and LEA, regarding the provision of special education services in the charter school.		☒	43-44
Petition describes process for notifying district of residence and chartering district when a special education student enrolls, becomes eligible, ineligible and/or leaves charter school		☐	
Overview of how special education funding and services will be provided by:		☒	42-43
• Charter School	☒		42-43
• Charter Granting Agency	☒		42
• SELPA			42-43
Petition describes the transition to or from a district when a student with an IEP enrolls in, or transfers out of, the charter school		☒	45-46

ii	Implementation of Section 504 of the Rehabilitation Act	Evidence	Addressed in Petition	Page
	All eligible enrolled students will receive appropriate accommodations and	☒		47-48

	modifications consistent with Section 504 of the Rehabilitation Act			
	No student "otherwise eligible to enroll in the charter school" will be denied enrollment due to disability, or the charter school's inability to provide necessary services	☒		40, 47
	All staff members providing services to the student are familiar with the identified needs of the student	☒		48
	Any facility used by the school does not present physical barriers limiting eligible students' full participation in the educational and extracurricular program	☒		47
	The charter school will assume full responsibility for appropriate accommodations, modifications and services to address the needs of any student regardless of the student's district of residence	☒		47
	Includes plan and appropriate staffing for 504 compliance	☒		47-28
iii	**Implementation of Americans with Disabilities Act (ADA)**	**Evidence**	**Addressed in Petition**	**Page**
	Affirms charter's obligations to comply with ADA		☒	6, 40, 47
	Any facility used by charter will be ADA compliant		☒	47

Strengths:

Areas of Concern:

Conclusions

B	**Measurable Student Outcomes - "Exit Outcomes" or "Graduation Standards"**	**Evidence**	**Addressed in Petition**	**Page**
	Pupil outcomes are measurable, i.e. specific assessments listed for each exit outcome.		☒	**50-56**
	How pupil outcomes will address state content and performance standards in core academics.	☒		54-55
	Exit outcomes include acquisition of academic and non-academic skills.	☒		54-56
	Concise (one page) list of exit outcomes encompass specific skills, not too vague.	☒		54-56
	Affirmation that "benchmark" skills and specific classroom-level skills will be developed.	☒		58
	Affirmation/description that exit outcomes will align to mission, curriculum and assessments.	☒		56, 58
	Affirmation that college-bound students wishing to attend California colleges or universities will have the opportunity to take courses that meet the "A–G" requirements.	☒		n/a
	Lists school-wide student performance goals students will make over a given period of time, projected attendance, dropout, or graduation rate goals, etc.	☒		51-54, 58
	Acknowledges that exit outcomes and performance goals may need to be modified over time.	☒		56, 58
	If high school, graduation requirements defined.	☒		n/a
	If high school, WASC accreditation standards addressed.	☒		n/a
	LCFF/LCAP Measurable Goals of the Education Program: Charter provides assurance that all identified student groups will meet performance goals that are stated in the charter		☒	**50-54**
	Statement that pupil achievement measurements will include the elements listed below:		☒	
	Alignment with state priorities 52060 (d) and description of **how** the charter will address all 8 state priorities		☒	50-54

(A) Statewide assessments administered pursuant to Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 or any subsequent assessment, as certified by the state board.		☒	51-52, 58
(B) The Dashboard indicators, as described in Section 52052/alternative academic performance data		☒	51-53, 58
(C) The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study that align with state board-approved career technical educational standards and frameworks,		☐	n/a
(D) The percentage of English learner pupils who make progress toward English proficiency as measured by the English Learner Proficiency Assessment of California or any subsequent assessment of English proficiency, as certified by the state board.		☒	52, 58
(E) The English learner reclassification rate.		☐	n/a
(F) The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher.		☐	n/a
(G) The percentage of pupils who participate in, and demonstrate college preparedness pursuant to the Early Assessment Program.		☐	n/a

For Charter Renewal, EC 47607 and 47607.2 holds that increases in pupil academic achievement for all groups of students served by the charter school is defined as one year of growth for each year in school.

Provided evidence (including data and documentation) establishing that students have increased their academic achievement schoolwide and for all numerically significant student subgroups	☒	10-17
Evidence that the charter school served all students who wished to attend the school should there be sufficient space	☒	8, 86-89

The High Achieving threshold for renewal per EC 47607(c)(2)(A):

1. The charter school has received the highest two performance levels schoolwide on all the state indicators included on the Dashboard for which it receives performance levels; or	☐	n/a
2. For all measurements of academic performance (ELA, Math, English Language Proficiency, College/Career Readiness), the charter school has received performance levels that are the same or higher than the state average.	☐	n/a

The Low Achieving threshold for renewal per EC 47607.2(a)(1) - Denial:

1. The charter school has received the lowest two performance levels schoolwide on all the state indicators included on the Dashboard for which it receives performance levels; or	☐	n/a
2. For all measurements of academic performance (ELA, Math, English Language Proficiency, College/Career Readiness), the charter school has received performance levels that are the same or lower than the state average.	☐	n/a
A charter may be renewed only if both of the following: the charter is making meaningful steps to address the underlying cause or causes of low performance and there is clear and convincing evidence that the school is making progress established by one year's growth for each year in school or strong post-secondary outcomes.	☐	n/a

The Mid-Achieving threshold for renewal per EC 47607.2(b)(1):

Review of dashboard state and local indicators, greater weight will be given to academic indicators	☒	9-12
Verifiable data evidence of either: 1 year's growth per year in school or strong post-secondary outcomes	☒	12-13

Strengths:

Areas of Concern:

Conclusions:

C	The Method by Which Pupil Progress in Meeting Outcomes Will be Measured	Evidence	Addressed in Petition	Page
	At least one assessment method or tool listed for each of the exit outcomes	☒		51-54, 57-59
	Assessments include multiple, valid and reliable measures using traditional/ alternative tools	☒		57-59
	Chosen assessments are appropriate for standards and skills they seek to measure	☒		58-59
	Affirmation/description of how assessments align to mission, exit outcomes, and curriculum	☒		58
	Describes minimal required performance level necessary to attain each standard	☒		59-60
	Outlines a plan for collecting, analyzing and reporting student/school performance data	☒		60
	Method of measuring outcomes aligns with SARC		☒	58
	LCFF/LCAP Assurance that methods of assessment are aligned with measureable student outcomes		☒	58
	(A) Utilizes a variety of assessment tools that include multiple, valid and reliable measures using traditional/alternative tools appropriate to the skills, knowledge, or attitudes being assessed. Including, at a minimum tools that employ objective means of assessment.		☒	57-59
	(B) Include the annual assessment tools as required by state and federal assessments (CAASPP, ELPAC, etc.)		☒	57-59
	(C) Outlines a plan for collecting, analyzing, and reporting data continuously to monitor and improve the charter school's educational program.		☒	31-32, 60
	(D) Presents a coherent plan for using student assessments data to evaluate and inform instruction on an on-going basis		☒	31-32, 57-58
	(E) Committed plan to share performance information with students, families and public agencies		☒	58-60, 118

Strengths:

Areas of Concern:

Conclusions

D	Governance Structure of School (Including Parental Involvement)	Evidence	Addressed in Petition	Page
	Describes what role parents have in the governance of the school		☒	62, 66-68
	Describes key features of governing structure (usually a board of directors) such as:		☒	61-66
	• Size/composition of board	☒		62
	• Board committees or advisory councils	☒		65-68
	• Board's scope of authority/responsibility/conflict of interest	☒		63-64
	Status as a non-profit corporation		☒	61
	Tax exempt status	☒		61
	If non-profit, provisions for liability for debts		☒	61, 120
	Has set of bylaws, policies or similar documents	☒		61
	Initial governing board members identified by name or the process used to select them and future board members	☒		62, 66
	Clear description of school's legal status and determination of whether a board member from the charter-granting agency is on the board of the charter	☒		61-62
	Demonstrates compliance with Brown Act		☒	7, 63
	Annual Review and Revision of the Local Control Accountability Plan (LCAP).		☒	49, 63
	Detailed description of any relationship with for profits, including CMO/EMO		☐	
	Compliance with transparency and public accountability		☒	7, 63-63
	• Public Records Act	☒		7
		☒		

• Political Reform Act of 1974				7, 64
• Government Code 1090 et seq.		☒		7, 64
• Brown Act		☒		7, 63

Strengths:

Areas of Concern:

Conclusions

E	Qualifications to be Met by Individuals to be Employed by The School	Evidence	Addressed in Petition	Page
	Identifies roles and functions of staff members (including…) • Job Descriptions for Positions • Identifies key staff positions with the charter school	☒		69-73
	Process for staff selection	☒		69, 111
	Procedure for adequate background checks	☒		69, 74
	Salaries and benefits for all employees	☒		72
	Measures of assessment of performance	☒		72
	Describes specific key qualifications (knowledge, experience, education, certification, etc.) sufficient to ensure the health and safety of pupils and staff.	☒		69-72
	Defines "core, college preparatory" teachers/affirms they will hold appropriate credentials (Commission on Teacher Credentialing Certificate/Permit) • Confirms that these teachers will teach only within the restrictions of their credentials		☒	6, 69
	Identifies any non-core, non-college prep teaching positions staffed by non-certified teachers and their qualifications, understanding that no flexibility is given to charter schools on credentialing requirements – ALL teachers must have appropriate credentials during school day for instructional minutes	☐		
	The credentials/qualifications of other charter school staff (e.g., counselors, librarians, administrators, nurses and others)	☒		70-72
	Statement of acknowledgment that all employees are subject to state and federal employment laws	☒		6
	Explains how teachers will learn the curricula	☒		24, 34+35

Strengths:

Areas of Concern:

Conclusions

F	Health and Safety Procedures	Evidence	Addressed in Petition	Page
	Affirms that each employee will furnish the school with a criminal record summary		☒	74
	Outlines specific health and safety practices addressing such key areas as:	☒		74-80
	• Seismic safety (structural integrity and earthquake preparedness)	☒		78-79
	• Natural disasters and emergencies	☒		77-78

	• Immunizations, health screenings, administration of medications, employee TB testing	☒		74-75
	• Tolerance for use of drugs and/or tobacco	☒		77
	• Staff training on emergency and first aid response	☒		78
	• Description of the charter school's safety plan and disaster preparedness plan	☒		77-78
	References/accompanied by more detailed set of health and safety related policies/procedures	☒		74
	Method for conducting criminal background checks for potential employees, contractors, and volunteers as required by law to ensure that the charter does not hire any person who has been convicted of a violent serious felony, including ongoing updates		☒	74

Strengths:

Areas of Concern:

Conclusions:

G	Means to Achieve a Reflective Racial and Ethnic, Special Education, and English Learner Balance	Evidence	Addressed in Petition	Page
	Lists several specific practices/policies likely to lead to a diverse applicant pool/enrollment: practices and policies appear to be selected to target relevant racial and ethnic, special education, and English Learner groups	☒		81-85
	• Describes the means by which the school will achieve, or has achieved, racial and ethnic, special education, and English Learner balance which is reflected of the district/COE's general student population	☒		81-85
	Renewal: Includes racial and ethnic, special education, and English Learner make-up data and identifies means charter will use to address any underrepresented populations	☒		19, 81-82

Strengths:

Areas of Concern:

Conclusions:

H	Admissions Policies and Procedures Consistent with 47605(d)	Evidence	Addressed in Petition	Page
	Mandatory assurances regarding non-discriminatory admission procedures		☒	5-6
	Clearly describes admissions procedures, including any preferences • Identifies that the charter school will give preference to pupils who reside in the district and how the charter school will employ this preference • Preferences will be approved at a public hearing and cannot be changed without a material revision • Preferences consistent with federal, state law Preferences will not result in limiting access for students with disabilities, academically low-achieving, English Learners, neglected or delinquent pupils, homeless pupils, economically disadvantaged pupils, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation		☒	86-89
	Includes a copy of an annual parent/student contract and/or handbook, if available	☐		
	Includes detailed description of the admissions procedure, including how any public random drawing is implemented, including the steps in the process and how any preferences are applied.		☒	87-89
	Provides application and admission timelines	☒		87-88
	Specifies all information to be requested on any application		☒	87
	Specifies when and how parents will be notified on application and annually that volunteerism is not required for acceptance to or continued enrollment at the charter School		☒	6, [illegible]2

Note that with regard to student recruitment, charter schools cannot recruit students in any way that discriminates against students on the basis of 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 422.55 of the Penal Code, including immigration status, or association with such persons. In advertising for students, charter schools are required by federal law to distribute materials in ways that effectively reach all segments of the parent community. Charter schools must also be sure to safeguard the rights of parents/guardians who are limited-English proficient, providing materials in languages other than English in order to communicate effectively with all parent groups. Similarly, in recruiting students of parents/guardians with disabilities, outreach materials should be available upon request in various alternative formats (such as Braille or large print, or in public meetings where interpreters are available).

Strengths:

Areas of Concern:

Conclusions

I	Financial Audit	Evidence	Addressed in Petition	Page
	Procedure to select and retain independent auditor	☒		64
	Qualifications of independent auditor	☐		
	Audit will employ generally accepted accounting procedures	☐		
	Describe specific scope of audit	☐		
	Timing of audit and to whom it will be sent	☒		118
	Process for resolving audit exceptions and deficiencies to satisfaction of granting agency	☒		64
	Describes manner in which the audit will be made public	☐		
	Describes manner in which the charter school will keep track of financial data and compile information in the prescribed format needed for the annual statement of receipts and expenditures for the prior fiscal year that is due to the authorizing board by Sept. 15 of each year		☒	118-119
	Proof of knowledge of requirement and the process by which charter school will submit quarterly financial reports to its chartering authority and the county superintendent of schools (required by AB 1137)		☒	118
	Describes services the charter intends to contract out to the district/SCCOE or another provider (if not included in a memorandum of understanding)	☒		119

Strengths:

Areas of Concern:

Conclusions

J	Pupil Suspension Expulsion Procedures	Evidence	Addressed in Petition	Page
	Includes new legal language in header and throughout the section	☒		90
	Student code of conduct and process by which this information is given to students and parents/guardians	☒		91
	Procedure for involving parents, students and staff in designing and implementing a discipline policy	☐		
	Detailed process by which student may be suspended or expelled or involuntarily removed for any reason	☒		90-108
	Describes disciplinary steps to be taken prior to suspension or expulsion	☒		92-93
	Identifies the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended and, separately, the offenses for which students in the charter school must (where non-discretionary) or may (where discretionary) be expelled, providing evidence that the petitioners' reviewed the offenses for which students must or may be suspended or expelled in non-charter public schools, and provide evidence that the charter petitioners believe their proposed lists of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests the school's pupils and their parents (guardians).	☒		91, 93-97
	Identifies the detailed procedures by which pupils can be suspended or expelled.		☒	98-104
	Identify the procedures by which parents, guardians, and pupils will be informed about reasons for suspension or expulsion and of their due process rights in regard to		☒	98-103

	suspension or expulsion.			
	Provide for due process for all pupils and demonstrate an understanding of the rights of pupils with disabilities in regard to suspension and expulsion, including by providing specific additional or special procedures applicable to pupils with disabilities or for whom the charter school has a basis of knowledge the student might be disabled.		☒	45, 105-107
	Outline how detailed policies and procedures regarding suspension and expulsion will be periodically reviewed, including, but not limited to, periodic review and (as necessary) modification of the lists of offenses for which students are subject to suspension or expulsion, with clear understanding that any modifications are permitted only through the material revision process.	☒		91
	What educational alternative, if any, will be provided to students who were suspended or expelled	☒		99, 104
	Describes who or what body will be responsible for final suspension/expulsion decisions	☒		98, 100, 103
	Describes appeal procedures	☒		104
	Identifies process by which the charter school will notify the superintendent of the school district of the expelled student's last known address within 30 days and send a copy of student's cumulative record, including transcripts of grades and health records to the school district		☒	6
	Outlines or describes strong understanding of relevant laws protecting constitution rights of students, generally, and of disabled and other protected classes of students	☒		90, 105-107
	Policies balance students' rights to due process with responsibility to maintain a safe learning environment	☒		91
	Explains how the charter school will comply with federal and state constitutional procedural and substantive due process requirements consistent with: 1. Suspension of less than 10 days includes notice of the charges, an explanation of the evidence supporting the charges, and an opportunity for the pupil to present his/her side of the story. 2. For suspensions of more than 10 days and all expulsions: a. Timely written notice of the charges and the pupil's rights. b. A hearing before a neutral officer within a reasonable number of days, including a fair opportunity for the pupil to present testimony, evidence, and witnesses; confront and cross-examine adverse witnesses, and bring legal counsel or advocate. c. Contain the statement required by Education Code concerning requirements for involuntary removal for any reason.		☒	90, 98-103
	Explains how resident school district or COE will be involved in disciplinary matters	☒		104

Strengths:

Areas of Concern:

Conclusions

K	Staff Retirement System	Evidence	Addressed in Petition	Page
	Statement of whether staff will participate in STRS, PERS, or Social Security (if STRS, then all teachers must do so)		☒	109
	Specifies which retirement system for each position		☒	109
	Identifies the position responsible for ensuring appropriate arrangements for coverage have been made and complied with		☒	109
	Relationship between teachers and district/county bargaining unit	☒		5
	Process by which salaries, benefits, working conditions and items, i.e., calendars, holidays, vacations, work day and year will be determined	☒		63-64, 72
	Labor procedures which will be applied to employees	☒		72
	Process for resolving complaints/grievances	☒		112
	Process for ensuring due process	☒		72
	Manner by which staff members will be covered by STRS, PERS, Social Security or Medicare	☒		
	Process for staff recruitment, selection, evaluation and termination	☒		63, 69, 72, 111
	Procedure for processing and monitoring credentials if required	☒		71, 74

	Establish compliance with Ed Code 47611		☒	109

Strengths:

Areas of Concern:

Conclusions

L	Attendance Alternatives	Evidence	Addressed in Petition	Page
	States that students may attend other district schools or pursue an inter-district or intradistrict transfer in accordance with existing enrollment and transfer policies of their district or county of residence or description of other attendance alternatives		☒	110
	Specifies that attendance at charter does not grant right of attendance in district or SCCOE schools or programs		☒	110

Strengths:

Areas of Concern:

Conclusions

M	Description of Employee Rights	Evidence	Addressed in Petition	Page
	Description of employee rights upon leaving school district or SCCOE		☒	111
	• Acknowledgment whether collective bargaining contract in district/SCCOE will be controlling	☐		
	• Whether and how charter school staff may resume employment within the district/SCCOE	☒		111
	Sick/vacation leave (ability to carry it over to and from charter school)	☒		111
	• Whether charter school staff will continue to earn service credit (tenure) in district/SCCOE while at charter school	☒		111
	• How employees will be paid (e.g. salaried, hourly, etc.)	☐		
	• Describes employee benefits	☒		72
	• Identifies intended employment status of charter school employees (exempt/non-exempt)	☐		
	• Describes how rights will be communicated to prospective employees	☐		

Strengths:

Areas of Concern:

Conclusions

N	Dispute Resolution Process	Evidence	Addressed in Petition	Page
	Outlines a simple process for charter and granting agency to settle disputes	☒		112-113
	Process indicates whether it is binding on school or granting agency/fair process	☒		113
	Step by step process for identifying/framing dispute points	☒		112-113
	• Whether internal charter disputes may be brought to granting agency	☒		112
	• Identifies specific parties to be involved at each step	☒		113
	• Basic rules at each step	☒		112-113
	• Which results are binding	☒		113
	Includes SCCOE's required dispute resolution process – should be updated for renewals to include SCCOE's process)	☒		112-113

Strengths:

Areas of Concern:

Conclusions

O	Closure of Charter School	Evidence	Addressed in Petition	Page
	Outlines an adequate process to be used if the charter school closes		☒	114-117
	Process includes a final audit of the charter school that includes specific plans for disposition of all assets and liabilities of the charter school and for the maintenance		☒	115-117

	and transfer of public records and pupil records (per code)			
	Process must, at a minimum, comply with all requirements of Cal. Code of Regs., title 5, section 11962.	☒		114

Strengths:

Areas of Concern:

Conclusions

REQUIRED SUPPLEMENTAL INFORMATION: Education Code § 47605(g)

i	Administrative Services	Evidence	Addressed in Petition	Page
	Describes how charter administrative services will be acquired or provided		☒	119
	Describes how the day-to-day administrative operations will be handled	☒		66, 70, 119

Strengths:

Areas of Concern:

Conclusions

ii	Civil Liability	Evidence	Addressed in Petition	Page
	Did the petitioners provide information regarding the potential civil liability effects, if any, upon the school, and the school district where the charter school operates or proposes to operate and upon the county board of education and SCCOE?		☒	61, 120
	Appropriate insurance coverage in conformance with SCCOE risk management standards		☒	119
	Indemnification/defense/hold harmless of SCCOE		☒	120

Strengths:

Areas of Concern:

Conclusions

iii	Financial Plan	Evidence	Addressed in Petition	Page
	First year operational budget includes:		☒	118
	• Start-up costs		☐	n/a
	Cash flow for first three years		☐	
	Financial projections for first three years		☒	118
	FCMAT Fiscal Health		☐	

Strengths:

Areas of Concern:

Conclusions

iv	Labor Relations	Evidence	Addressed in Petition	Page
	Specifies whether charter or local school district will be employer for EERA purposes		☒	5
	Specifies whether it is the charter school or the corporation that will be the employer	☒		5
	Evidences charter's clear understanding that employees are not required to engage in collective bargaining, but they have that right if they choose to do so.	☒		5

Strengths:

Areas of Concern:

Conclusions

v	Planning Assumptions	Evidence	Addressed in Petition	Page
	• Number/types of students	☒		16-19
	• Number of staff	☒		Appendices
	• Teacher/student ratio	☒		19

• Facilities needs	☒		119-120
• Whether the charter school will participate in the National School Lunch Program	☒		76
• Costs of all major items are identified and within reasonable market ranges	☒		Appendices
• Revenue assumptions in line with state and federal funding guidelines	☒		Appendices
• Revenue from "soft sources" (e.g., donations, grants and fundraisers) less than 10% of ongoing operational costs	☒		Appendices
• Timeline allows window for grant applications to be submitted and funded	☐		n/a

Strengths:

Areas of Concern:

Conclusions

vi	Start-Up Costs (New petitions only)	Evidence	Addressed in Petition	Page
	• Clearly identifies most major start-up costs	☐		n/a
	• Staffing	☐		n/a
	• Facilities	☐		n/a
	• Equipment and Supplies	☐		n/a
	• Professional Services	☐		n/a
	• Assumptions in line with overall school design plan	☐		n/a
	• Identifies potential funding source that could or would fund these costs	☐		n/a
	• Timeline allows for grant and fundraising	☐		n/a

Strengths:

Areas of Concern:

Conclusions

vii	Annual Operating Budget	Evidence	Addressed in Petition	Page
	• Annual revenues and expenditures clearly identified by source and expenditures are clearly identified by destination (i.e. object codes).	☒		Appendices
	• Revenue assumptions closely related to applicable state and federal funding formulas	☒		Appendices
	• Expenditure assumptions reflect school design plan	☒		Appendices
	• Expenditure assumptions reflect prevailing or market costs	☒		Appendices
	• "Soft" revenues (e.g. fund-raises and grants) are not critical to solvency	☒		118
	• Strong reserve or projected ending balance (the larger of 2–5% of expenditure or $25,000)	☒		Appendices
	• If first year is not in balance, the long-term plan identifies solvency in future years and sources of capital sufficient to cover deficits until year budget is projected to balance.	☒		Appendices
	• Budget clearly indicates restricted versus general operating/flexible funds.	☒		Appendices
	• Expenditure for sufficient insurance to name SCCOE as also insured/hold harmless agreement	☒		119-120
	• Expenditure sufficient for reasonably expected legal services	☒		Appendices
	• Expenditure for Special Education excess costs consistent with current experience in county	☒		Appendices
	• Description of all insurance the charter school will purchase, complete with annual cost	☒		119
	• First year budget premised on realistic year 1 ADA	☒		Appendices

Strengths:

Areas of Concern:

clusions

viii	Cash Flow Analysis	Evidence	Addressed in Petition	Page

• Monthly projection of revenue receipts in line with state/federal funding disbursements	☐		
• Expenditures projected by month and correspond with typical/reasonable schedules	☐		
• Show positive fund balance each month and/or identify sources of working capital	☐		

Strengths:

Areas of Concern:

Conclusions

ix	Long-term Plan	Evidence	Addressed in Petition	Page
•	Projects revenues and expenditures for at least three additional years (in addition to first year budget).	☒		Appendices
•	Revenue assumptions based on reasonable potential growth in state and federal revenues	☒		Appendices
•	Revenue assumptions based on reasonable student growth projections	☒		Appendices
•	Expenditure projections are inflated by reasonable cost-of-living and inflation assumptions and school growth assumptions.	☒		Appendices
•	Projected annual fund balances are positive or likely sources of working capital are identified to cover projected deficits.	☒		Appendices

Strengths:

Areas of Concern:

Conclusions

x	District Impact Statement	Evidence	Addressed in Petition	Page
•	Does the charter include an impact statement?	☐		n/a
•	Provides estimated numbers of students anticipated to enroll	☒		19
•	Identify whether or not will request district-owned facilities	☒		119-120

Strengths:

Areas of Concern:

Conclusions

xi	Grade Level, Geographic and Site Limitations	Evidence	Addressed in Petition	Page
•	Does the Petition demonstrate that it will operate a single charter school within the geographic jurisdiction of the school district?	☒		5, 8, 119
○	If not, does the Petition demonstrate any basis for an exception	☐		n/a
•	Does the Petition identify where the school will operate?	☒		8, 119
•	Does the Petition demonstrate that it will not serve grade levels not served by the district unless it serves all of the grade levels served by the district?	☒		8

Strengths:

Areas of Concern:

Conclusions

xii	Annual Financial Report	Evidence	Addressed in Petition	Page
•	Does the Petition demonstrate that the charter school shall provide the authorizer with a copy of an annual financial report in a format prescribed by the State Superintendent of Public Instruction?	☒		118

Strengths:

Areas of Concern:

Conclusions

xiii	Facilities / Transportation	Evidence	Addressed in Petition	Page

	• Specify where school intends to be located and describes facilities to be used by the charter school.	☒		8, 119-120
	• Present a written agreement (a lease or similar document) indicating the charter school's right to use the principal school site identified by the petitioners for at least the first year of the charter school's operation and evidence that the facility will be adequate for the charter school's needs. Not later than June 1, present a written agreement (or agreements) indicating the charter school's right to use any ancillary facilities planned for use in the first year of operation (any ancillary facilities or additional sites must be approved with Charter or by a material revision).	☒		119
	• Present evidence that the facility is located in an area properly zoned for operation of a school and has been cleared for student occupancy by all appropriate local authorities.	☐		
	• Transportation arrangements, if any, including compliance with IDEA and McKinney Vento (Note that if charter schools provide transportation to and/or from school or while at school, they may be subject to state and federal laws governing vehicles, drivers, etc.)	☒		120
Strengths:				
Areas of Concern:				
Conclusions				

xiv	Insurance Coverage	Evidence	Addressed in Petition	Page
	Describes minimum insurance coverage consistent with SCCOE risk management requirements	☒		119
	• Not later than June 1, (or such earlier time as charter school may employ individuals or acquire or lease property or facilities for which insurance would be customary), submit documentation of adequate insurance coverage, including liability insurance, which shall be based on the type and amount of insurance coverage maintained in similar settings.	☒		119
	• Liability of district/county to handle payments if charter school defaults: • for schools organized pursuant to Non-Profit Benefit Corporation Law • for schools not covered by Non-Profit Benefit Corporation Law • AB 1994 • General Assurances "Boiler Plate" Language	☒		61, 120
	Indemnification/Defense/Hold Harmless of SCCOE consistent with SCCOE risk management requirements.	☒		120
Strengths:				
Areas of Concern:				
Conclusions				

Discovery Charter – Phoenix: Executive Summary of Changes

Rows follow the order of the petition.
Type: P = programmatic, L = legal/compliance update, O = governance/operations.

Section	2027-2032 renewal	Type
School name and lead petitioner	Renamed Discovery Charter – Phoenix; Lety Villa, Executive Director. "Superintendent/Executive Director" title retired throughout	O
Grades served	TK–8; 556 students (2025–26); new TK program description (play-based, UDL, Reggio-inspired, LRE) and § 48000(g) ratio/qualification language	P
Instructional days and minutes	Minimum 175 days (5 CCR § 11960); annual minutes by grade span stated in the petition	P / L
Affirmations	Adds § 47605(e)(4) anti-discouragement conditions, FERPA, CPRA, Brown Act, Gov. Code 1090, Political Reform Act, audit requirement under AB 126 (2026); requires CTC document for every teacher assignment (noncore flexibility removed)	L
Educated person / curriculum	Adds digital citizenship and AI literacy; NGSS-based science and History-Social Science Framework narrative; universal dyslexia screening K–2; CPM; plan to adopt new CCSS-aligned K–5 math curriculum by spring 2027	P
Instructional model	Looping formalized for all K–7 classes; multi-age kept at K/1 and one 2/3 class; UDL and differentiation named	P
Independent study	Short-term independent study (3–15 days/year) described; § 51744 reference	P / L
Interventions (MTSS)	New three-tier MTSS: i-Ready screening 3×/year, WIN time, Tier 2 small groups, Tier 3 BIPs, crisis team, SEL across tiers; FLIP inclusion program in planning	P
Professional development	Five full PD days a year plus monthly Wednesday sessions; GLAD, PBL, trauma-informed practice	P
Gifted / high achieving	GATE identification, clustering, and pull-out program removed; differentiation within the classroom only	P
English learners	Structured English immersion with integrated and designated ELD; ELD TOSA; GLAD; EL Roadmap; named EL materials; RFEP monitoring each semester	P
Special education status	Public school of the County for special education; SCCOE MOU language on funding pass-through, excess costs, due process, Child Find, IEP forms; any move to LEA status requires a material revision	P / L
Section 504	Full 504 procedure: team, evaluation, plan, review	L
Assessment and grading	Assessment calendar (CAASPP, CAST, ELPAC, i-Ready, F&P, Multitudes); standards-based grading	P

Section	2027-2032 renewal	Type
	(emerging/progressing/meeting); promotion and retention policy	
Governance	Board of 5–11 governing both schools; new Finance, Development, Audit, Discovery Experience, and Election committees; ELAC; $100,000 contractor approval; board training (AB 2158)	O
Staffing / employee qualifications	Responsibilities and minimum qualifications for each position (incl. Behavior Technician, Dean of Students, School Psychologist, OT); Executive Director + Operations Manager central office; TK teachers per § 48000(g)	O / L
Health and safety	Policies moved into the petition, with new mandates: menstrual products, all-gender restroom, universal school meals, 30-minute recess, opioid protocol, cardiac emergency, immigration-enforcement notice, gun safety notice, behavioral health referral protocols, epinephrine (AB 1651)	L
Student population balance	Full Recruitment and Outreach Plan: +10% Hispanic, EL, and SED enrollment by fall 2032; seat-announcement rules; annual admissions audit from 2027; May 31 report to SCCOE; March check-ins	P / O
Admissions and lottery	Automated online lottery with Lottery ID aliases; anti-discouragement and CDE notice (§ 47605(e)(4)); waitlist does not carry over; acceptance at Phoenix removes the student from other Discovery waitlists. Preference order unchanged	P / L
Financial audit element	Section deleted; audit addressed only in affirmations (p. 7), Board duties (p. 64), and financial reporting (p. 118)	L
Suspension and expulsion	Full policy in petition: involuntary removal notice (foster, homeless, Indian child), no suspension for willful defiance or truancy, expanded offenses (hazing, cyber sexual bullying), homework during suspension (§ 47606.2), complaining-witness protections, SWD procedures	L
Dispute resolution	SCCOE process: written notice, meeting within 10 days, revocation option; Uniform Complaint and Title IX procedures noted	L / O
Closure	SCCOE MOU Closure Protocol: 72-hour parent notice, 7-day record transfer, audit within 6 months, MOU prevails over charter	L

Discovery Charter Schools
Education Outside the Box

Discovery Charter School

School Safety Plan

2026-2027

Board Approved: 2/25/2026

Site Name:	DCS Phoenix	*Site Name:*	DCS Falcon
Address:	4021 Teale Ave, San Jose CA 95117	*Address:*	762 Sunset Glen, San Jose CA 95123
Main Phone:	(408) 243-9800	*Main Phone:*	(408) 300-1358
Alternate Phone:	(408) 300-1358	*Alternate Phone:*	(408) 243-9800
Site Manager:	Corey Garson, Director	*Site Manager:*	Karla Lund, Director

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Site Emergency Plan Overview

This Site Emergency Plan has been designed to be a practical document for Discovery Charter School ("DCS") to use to guide its response to emergencies whether they are minor or major, such as a declared emergency of such magnitude, i.e., earthquake, that the school would be isolated from immediate outside assistance.

The Site Manager, with assistance from the Operations Manager or Office Manager, will ensure that the information required by the Plan is supplied and that this information is reviewed and updated annually.

This plan and all updates to it have been shared with representatives from local police and fire agencies and input has been incorporated as appropriate.

The Site Manager or designee has the ultimate responsibility for all local decisions in a disaster situation. The Site Manager must be available to all emergency teams, the emergency radio equipment, police and fire personnel, parents and the news media.

Through the Site Emergency Teams, the Site Manager will assess building damage, casualties, and facility status, and report it to the Executive Director.

Emergency Area Locations	
Command Post Location:	Turf Field (Phoenix) Black top (Falcon)
First Aid Station Location:	Turf Field (Phoenix) Black top (Falcon)
Student Release Area Location:	Turf Field (Phoenix) Black top (Falcon)
Assembly Area Location:	Turf Field (Phoenix) Black top (Falcon)

Command Post Personnel	
Site Manager:	Director
Assistant Site Manager:	assigned by Director

Site Emergency Preparedness Committee	
Site Manager:	Director
Assistant site Manager	Falcon: Office Manager or as assigned by Director Phoenix: Office Manager or as assigned by Director
Teacher Representatives:	Falcon: Kim Hickson Middle School Lead Phoenix: Sandy Alvarez
Staff Representatives:	Falcon: Antony Pineda Phoenix: Eric Bauerle

Emergency Numbers	
San Jose Unified School District	408-535-6000

SJUSD District Police & Security	408-535-6080
SJUSD Transportation (Bus)	408-535-6185
Moreland Unified School District	408-874-2900
Superintendent	408-874-2901
Chief Business Officer, Business Service Department	408-874-2901
Transportation (Bus)	408-347-5511
ALARMS	
Sonitrol-Alarm, Security (Phoenix)	408-998-2002(Phoenix)
Axiom-Fire Alarm Company (Phoenix)	800-633-2677(Phoenix)
Sonitrol (Portables P1-3 & 24/25) - (Falcon)	408-279-8500 (Falcon)
Central Station (Falcon)	408-278-6923 (Falcon)
Fire Alarm (Falcon)	800-781-8115 (Falcon)
AMBULANCE: County Ambulance Dispatch Control	911
ANIMAL CONTROL SERVICES	408-794-7297
EMERGENCY SERVICES (OFFICE OF)	
City of San Jose	408-274-7055
County of Santa Clara (299-2501 - 24 hr.)	408-808-7800
FIRE DEPARTMENT - SAN JOSE	911
Hazardous Materials Program (Bureau of Fire Prevention)	408-535-7750
HEALTH DEPARTMENT - SANTA CLARA COUNTY	408-792-5040

HOSPITALS (All in San Jose)	
Good Samaritan - 2425 Samaritan Drive	408-559-2011
O'Connor - 2105 Forest Avenue	408-947-2500
Santa Clara Valley Medical Center - 750 South Bascom	408-885-5000
Kaiser Permanente Santa Teresa - 250 Hospital Parkway	408-972-3000
Kaiser Permanente Santa Clara – 700 Lawrence Expressway	408-851-1000
Regional Medical Center of San Jose – 225 N. Jackson Ave	408-259-5000
Valley Health Center – 2400 Moorpark Avenue	888-334-1000
SERVICES	
POLICE DEPARTMENT - SAN JOSE	408-277-8900 or 911
Bomb Squad	408-277-8900
POISON CONTROL SERVICES	800-876-4766
RED CROSS - American Red Cross, Silicon Valley Chapter – 2731 N. 1st Street	877-727-6771
SHERIFF'S OFFICE	408-808-4400 or 911
SUPERINTENDENT OF SCHOOLS – SANTA CLARA COUNTY	408-453-6868
UTILITIES	
P.G. & E. (24 hr. emergency number)	1-800-743-5000
San Jose Water Company	408-279-7900

Telephone Line and Equipment Repair	611
City of San Jose Municipal Water	408-299-2507
Water Emergency (after hours 363-4742)	408-535-3500
Sanitation, Sewage, Flooding (after hours 277-8956)	408-794-1900
Santa Clara Valley Water District	408-265-2600

Annual Review

Site emergency plans shall be reviewed annually. Because of the need for clear understanding of policies and procedures to be followed during an emergency, each Site Manager shall appoint an Emergency Preparedness Committee to review the Site Emergency Plan for the purpose of:

1. Updating staff assignments
2. Verifying status and location of supplies and equipment
3. Modifying site procedures
4. Planning for staff training activities
5. Reviewing emergency signals for evacuation, fire alarm, chemical alarm

This annual review will be completed by September 30 of each year and an updated Site Plan will be submitted to the Operations Manager at that time. The Committee shall be composed of the Site Manager, one teacher representative, one staff representative, and one parent representative.

Staff Awareness

By October 30 each year each site shall devote one complete staff meeting to Emergency Preparedness planning including Team assignments, evacuation procedures and basic DCS policies during emergencies. The Site Plan or appropriate pages of the Site Plan is to be given to each staff member by this date.

Community Awareness

Each Site Manager shall include in the first mailing home in the Fall a letter from the Site Manager on Emergency Preparedness policies with emphasis on the need for student emergency release information and updated emergency contact information.

School Emergency Recall Plan

This Site Emergency Preparedness Plan deals primarily with emergency situations that occur during the school day. The possibility remains, however, that a severe earthquake could occur at night or on a weekend or holiday. During a severe emergency, the Red Cross may use public school buildings for mass care centers.

School employees may be requested to assist City or County offices of emergency services. In that case, the Executive Director may elect whether to request that charter school employees to open and work at the designated mass care centers.

Upon request from the Executive Director, Site Administrators will be expected to report in person to their work sites in the event of a Declared Emergency or a major earthquake.

Additionally, each Site Manager shall prepare and keep current a telephone list of home emergency numbers for all site personnel.

The Executive Director, or designee, would utilize these lists to recall site personnel as needed.

Emergency Response Plans

Evacuation Plan (Exit to Field)

1. Teachers, parents and classroom aides will accompany students to their assigned evacuation area. Exiting buildings should be orderly and without talking.
2. Proceed to the large field.
3. Teachers will bring the RED EMERGENCY BACKPACK.
4. Support staff (TLC, PE, Selective teacher, etc.) will deliver students to their homeroom teachers on the field.
5. Once outside, teachers take roll 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. Students with known disabilities should have their need for any emergency response/evacuation accommodation noted in their 504 or IEP. DCS will develop and implement as part of its emergency response procedures whatever customized accommodations are necessary to ensure the safety of every disabled student, including, among other strategies, by assigning additional staff members to assist disabled students in the event of an emergency.
7. 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 to the Director or designee.
8. When all students have been accounted for, the Director or designee will check-in with all teachers and convey next steps.
9. The Office Administrator will turn off the alarm.

<u>Cell Phone Protocol</u>

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. Teacher's 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 Director's Office) after all initial responses have been completed.

Fire Response Plans

1. Follow the Evacuation Plan above.
2. Teachers will close the classroom door and leave it unlocked. 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 Director or designee will assess the situation and determine whether the "First Aid Team" needs to be activated.

SHELTER IN PLACE

A Shelter in Place will be broadcast over the intercom or by the phone notification system. This is used as a precautionary measure when there is police activity in the neighborhood.

1. Lock doors-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 Director or designee, staff and students will be directed to resume normal schedules.

CODE BLUE/LOCKDOWN-STRANGER ON CAMPUS

A Code-Blue Alert, “Lock Your Doors” will be broadcast over the intercom or by the PA system. Teachers, parents and students are instructed to seek shelter in the nearest classroom. A classroom may/will have extra people, see #3 below.

1. Lock doors-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 and go to the drop position as you would for an earthquake drill.
3. After the room is secured and students settled. Initiate Cell Phone Protocol.

RUN, HIDE, DEFEND Response

When you are notified that the school is in a RUN, HIDE, DEFEND Response this means that there is a life-threatening situation, or an intruder on campus and drastic measures are to take place in order to keep our students, staff and community safe.

First, observe the situation:

1. LOOK:
   - Immediately scan your surroundings
   - If the threat is visible
   - Seek cover and concealment.
   - Hide if possible
   - RUN again when it is safe
2. LISTEN:
   - Listen for sounds
   - If you hear the threat, RUN!
   - See cover and concealment.
   - Hide if possible
   - RUN again when it is safe
3. ACT:
   - Don’t freeze! Take action right away.

Options-Based RUN, HIDE, DEFEND Responses for Students and Teachers:

4. RUN:

- As fast as you can to get away from the threat
- Run towards Cover
- Get away as fast as you can

5. HIDE:

- If you're indoors, secure the room.
- Lock doors
- Cover door and windows and exterior ground floor windows.
- Build a door barricade.
- Build an interior barricade.
- Turn off lights.
- Shelter in place.
- Monitor email.

6. DEFEND:

- If you're too close to RUN or HIDE or as an absolute last resort, defend yourself and resist the threat.
- Use anything to assist you.

Staff, students, school administration and the school community are not being asked nor should they ever put themselves in harm's way unnecessarily, but law enforcement is asking that we reflect on these worst-case scenarios and what we can do to defend ourselves and our students.

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.

Discovery Charter School, Phoenix - 4021 Teale Avenue, San Jose, CA 95117
Discovery Charter School, Falcon - 762 Sunset Glen Drive San Jose, CA 95123

ALL CLEAR SIGNAL FOR CODE BLUE/LOCKDOWN:

When the "ALL CLEAR" signal is given by the Director or designee, staff are responsible for following 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 Director or designee will assess the situation, communicate 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 a RED card outside the door or in the window if a crisis situation or injury requiring medical attention is in the room.
        ii. Place the GREEN card if all are accounted for and no emergencies exist inside the room.
4. DO NOT PERMIT ANY STUDENT TO LEAVE THE CLASSROOM FOR ANY REASON.
5. You should have already reported any persons using the communication protocol 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.

STUDENT/PARENT GUIDELINES FOR CODE BLUE ON CAMPUS STRANGER ON CAMPUS

1. Follow the directions of Discovery teachers, staff, or volunteers.
2. The safe place is within 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.

Chemical Spill

1. An announcement will be made to evacuate the building and gather in the Assembly Area.
2. The announcement will be made over the P.A system, or if this fails to operate, a messenger will alert classes.

DCS Responsibility for Students

If the Executive Director declares an emergency during the school day, DCS adheres to the following statement of policy governing its actions.

1. In case of a declared emergency by the Executive Director or Board President during school hours, all students will be required to remain at school or an alternate, safe site under the supervision of DCS Personnel:
    a. Until regular dismissal time and then released only if it is considered safe, OR
    b. Until released to an adult authorized by the parent or legal guardian whose name appears on Emergency records.
    c. If students are on their way to school they will be brought to school if bussed, or they should proceed to school.
    d. If students are on their way home from school they are to continue home.

2. DCS encourages the utilization of a “buddy” system at DCS sites wherein staff responsibilities for specific emergency functions are assigned to pairs of employees who could, with the approval of the Site Manager, carry on legally required supervision and care requirements while allowing emergency home visits to assure welfare of their own families.

Plot Plans

Site Managers should assess their sites to determine where the emergency areas listed below might best be housed. Actual situations may require these areas to be changed but pre-planning will prove valuable.

Plot Plan #1 – Assembly Area Assignments – (See Map)

One plan showing areas designated and person(s) assigned for:

Command Post:	Command Post Team
Triage:	First Aid Team
First Aid:	First Aid Team
Morgue:	Teacher Representatives
Sanitation:	Teacher Representatives
Evacuation Assembly:	Teacher Representatives
Student Release Area:	Student Release Team

Plot Plan #2 – Utility Shut Off Locations and Procedures - One plan showing:

1. Utility Shut Off Locations and Procedures:
   - A. Water
   - B. Gas
   - C. Electric

2. Utility Shut Off Locations Map
3. Location of tools to shut utilities off: Front office Room
4. Fire Extinguishers: Every classroom, Multipurpose Room, Offices.
5. Chlorine gas or other chemical storage: Science Classrooms, Utility/Janitorial closet.

Plot Plan #3 – Evacuation Map

1. Evacuation Map: Map delineating the evacuation routes for each classroom and administrative area; locations of designated areas to line-up; location of the electrical, water and gas mains.

Site Organization During A Declared Emergency

Command Post

The Site Manager or designee is the final authority at each school. The Site Manager must be available for all decisions, information, and authority during the time the schools are isolated.

Therefore, the Site Manager and the Command Post should be housed in a central area, i.e., the front of the school, where the manager is available via radio, telephone, emergency equipment, or personnel and parents/guardians.

The Command Post will begin to operate immediately after a disaster.

This is where the record keeping, communication, and major decision-making will take place. The Site Manager or designee will be here.

In addition, a separate Student Release Area will be established to coordinate the release of students to authorized adults.

Emergency Release Information Forms are needed at the Release area to document the release of all students.

While the Command Post is functioning, the First Aid and Search/Assessment Teams will carry out the functions and provide information to the Site Manager about the:

1. Condition of students
2. Condition of staff
3. Condition of facilities

This information is to be placed on the Emergency Status Report and Update Forms and transmitted to the Executive Director or designee.

Command Post Duties and Personnel

If notified of a Declared Emergency from the Executive Director or Designee, OR if the site suffers a severe disaster, the Site Manager, in coordination with the Assistant Site Manager, shall immediately implement the plans and procedures in this Site Emergency Plan.

The Site Manager / Assigned Assistant Site Manager shall:

A. Activate alarm - notify staff

B. Request help from 911 as required

C. Activate Command Post and 2-way radio

D. Activate Emergency Teams

E. Assess total school situation

F. Make an initial site assessment report to the Director or Designee.

G. Check to see that Site Emergency Teams are operating

H. Assign messengers to needed areas

I. Open gates for emergency personnel

J. Secure information from Emergency Teams - Update Site Status Reports - Report to Executive Director or Designee

K. Interface with Emergency Personnel

L. Reassign team members to other duties as required when they finish initial assignment duties.

M. Personally check these items:

1. Is campus secure?
2. Are utilities off or secure?
3. Are signs directing adults to the release area up?
4. Are traffic controllers needed?
5. Is the First Aid Center functioning?
6. Have buildings been searched for victims?
7. Is the student release program set up and operating?

N. Shut off the alarm when the emergency situation has ended.

O. Give all clear to re-enter the building

The Operations Manager or Office Manager shall:

A. Assist with evacuation of front desk & staff lounge
B. Check the condition of the utilities and connecting pipes and lines and if necessary, turn them off.
C. Check the site completely for:
    1. Fire hazards
    2. Chemical hazards (Chlorine storage)
    3. Electrical hazards
    4. Other hazards
D. Serve as Student Release Team when needed
E. Assist in initial building sweep
F. Oversee the attendance and final count of all students & staff
G. Check for any teachers with red cards (missing students) and collect their names
H. Collect list of missing student & staff name
I. Utilize available adult volunteers

The Office Admins/Clerks shall:

A. Report immediately to the Command Center with Emergency Cart including:
    1. Master keys
    2. Current roster of students and staff
    3. Emergency forms and documents, emergency roster, attendance roster (copy)
    4. Office supplies to assist Site Manager
    5. First Aid Kit to assist First Aid / Triage
B. Serve as Student Release Team when needed.

Operations Manager/Office Manager

A. Open gates for emergency personnel
B. Notify Site Manager of hazards and services needed
C. Barricade hazardous areas using whatever materials handy
D. When site is secure, report to the Command Post for direction
E. Provide emergency sanitation areas if toilets are unavailable
F. Sweep the interior bathrooms
G. Do an initial building sweep
H. Sweep the exterior bathrooms

1. Report to the Site Command Post and assume responsibilities as directed by the Site Manager
2. Serve as Student Release Team, if and when appropriate

The Emergency First Aid Teachers shall:

A. Assist in sweep of exterior bathrooms
B. Report immediately to the identified site First Aid station with:
    1. Health/Emergency Information cards for all students (located in Emergency Cart)
    2. Emergency First Aid supplies and equipment
C. Assist the injured

Organization Of Instructional Staff During A Declared Emergency

Teachers shall:

A. Respond immediately to emergency signals requiring specific actions
B. If the signal is a Fire Alarm, immediately evacuate the building. If the emergency is an earthquake, chemical spill or other disaster, do not assume evacuation, but wait to be instructed before evacuating.
C. When leaving building:
    1. Take roll book binder or current roster
    2. Require students to be silent in order to hear instructions.
    3. Fire - Close doors to classroom, Earthquake - Leave classroom doors open
    4. Go directly to pre-assigned location
D. If an evacuation takes place during a classroom change, students should report directly to the field and line up by the classroom they were last in. If an evacuation takes place during lunch, students should report directly to the field and line up by their Advisory/Homeroom classroom.
E. Check with nearby classrooms when evacuating. If there are seriously injured persons who cannot be moved, assign one teacher to remain and the other to evacuate the rest of the students.
F. Teachers shall provide First Aid to the best of their ability to students under their supervision until the emergency First Aid station is activated. Students with major injuries are to remain in the classroom supervised by a teacher or support staff. Students with minor injuries are to be cared for after evacuation.
G. Upon reaching evacuation destination, teachers shall:
    1. Take roll on the paper roster located in the Emergency Binder
    2. Hold up your GREEN (all present) or RED (student missing) card.

3. Make list of missing and absent students
4. Give list to Command Post Team members
5. Calm students. Remind them of DCS policies about remaining at school
6. Monitor warmth and protection of students. Move if necessary.

H. If assigned to a Site Emergency Team, transfer your students to buddy teacher to supervise, report immediately to the Command post for supplies and begin implementation of Team responsibilities.

I. Teachers supervising students shall keep track of all students under their care. Note on the roster any students who move to another part of campus for any reason, giving reasons, time, and destination.

J. Remain with students until given an authorization to release a student from the Release Area. No student is to be released without this form.

K. If a student is released to anyone but a parent or authorized adult, such as the First Aid center, write the student's name on the student with a felt pen. This will provide positive identification in the event of shock or unconsciousness.

K. Enlist the help of any adult who volunteers but make them aware of your responsibility and the limits of theirs.

L. Encourage students to talk about their experiences and feelings. Talking is the best way for a fearful child to give expression to their concerns. Talking it out is absolutely essential in psychological adjustment to disaster. Teachers may want to use the spiral notebooks located in their backpack for recording any student concerns.

M. As the time period extends, reassure students that they are in perhaps the safest place possible under disaster conditions. Fill in the time with games, songs, stories, exercise and rest periods.

N. Report to the Command Post when all students have been released.

O. Report to Site Manager for permission to be released.

Responses To Specific Emergencies

These emergencies cover a wide range of possible situations that may occur. The pages that follow are immediate response plans with action options listed for the Site Manager. Each Site Manager should be knowledgeable about what plans should be used to mitigate the emergencies listed and should ensure that all personnel under their jurisdiction are aware of the plans and capable of performing their responsibilities to implement them.

Disaster Emergencies

I. Earthquake

II. Fire

III. Explosion or Threat of Explosion

IV. Chemical Accident (Gas/Fumes)

V. Flood

VI. Fallen Aircraft

VII. Smog Episodes

VIII. Bomb Threat

IX. Utilities Failure

X. Civil Defense

XI. Campus Unrest

XII. Drive-By or Active Shooters

XIII. Hostage Situations

XIV. Bioterrorism/Hazardous Materials

I. Earthquake

Warning: Little or none

Earthquakes usually strike without warning. The following actions, as time permits, shall be accomplished:

Inside School Building:

1. The teacher, or other person in authority, implements Action DROP, COVER, and HOLD ON. Face away from windows.
2. Try to avoid glass and falling objects. Move away from under heavy suspended light fixtures.
3. After the earthquake stops, wait for the announcement to leave the building.
   (a) Do not return to buildings for any reason until they have been declared safe by school authorities.
   (b) Adult guards should be posted at a safe distance from all building entrances to see that no one reenters the buildings.
4. Render first aid if necessary. CALL 911 for fire or medical help.
5. All site personnel should assemble in a preplanned assembly area.
6. Teachers take roll and make a list of missing students.
7. Instruct students to be silent in order to hear instruction.
8. Do not light any fires after the earthquake. Turn off the main gas valve.
9. Keep a safe distance from electrical wires, which may have fallen. Turn off the main electrical switch.
10. The Director/Site Manager will try to procure the advice of school authorities about the safety of the building, and whether students and staff may return.

On School Grounds:

1. The teacher, or other person in authority, implements Action DROP, COVER, AND HOLD ON.
2. The safest place is in the open. Stay there until the earthquake is over.
3. Move away from buildings, trees, and exposed wires.
4. DO NOT RUN!
5. Follow procedures 4 through 10 under “Inside School Building”.

On School Bus: (Regular routes, field trips, etc.)

1. Students shall follow the directions of the bus driver and monitor.
2. The bus driver is legally responsible for the welfare of student riders.

Walking to and from School:

1. The safest place is in the open. Stay there.
2. Move away from buildings, trees and exposed wires.
3. DO NOT RUN!
4. After the earthquake, if on the way to school, continue to school.
5. After the earthquake, if on the way from school, continue home.

II. Fire

Warning:
Fire within the school - Fire Alarm
Fire near the school - Visual sighting, messenger, telephone.

Fire Within School Building:

In the event a fire is detected within a school building, the following will be accomplished:

1. Sound the school fire alarm. This will automatically implement Action LEAVE BUILDING. Become familiar with “Pull Box” locations.
2. Students remain under direct control of teachers until released.
3. Render first aid as necessary.
4. Notify the SAN JOSE FIRE DEPARTMENT AT 911.
5. Fight incipient fires without endangering life.
6. Keep access roads open for emergency vehicles.
7. Teachers take roll and make a list of missing students.
8. Instruct students to be silent in order to hear instructions, to silence their cell phones, and to refrain from texting.
9. Notify the Executive Director.
10. The Site Manager will determine what emergency action should be implemented.
11. Students and staff should not return to the buildings until Fire Department officials declare the area safe.

Fire Near School:

The Site Manager shall:

1. Determine the need to execute Action. Leave the building if nearby fire poses an immediate threat to the students of the building.
2. Notify the SAN JOSE FIRE DEPARTMENT AT 911.
3. Determine whether the students and staff should leave the school grounds and, if the situation warrants, leave the area.

Explosion or Threat of Explosion

Warning:
When the condition is detected or the explosion occurs.
In the event of an explosion at the school, or the threat of an explosion -- such as those caused by leaking gas or a faulty boiler within a school building, the following will be accomplished:

Explosion:

12. Command “DROP” is given.
13. If the explosion occurred within the building, or threatened the building, the teachers should immediately implement Action LEAVE BUILDING
14. Notify the SAN JOSE FIRE DEPARTMENT AT 911
15. Sound the Alarm
16. Move to an area of safety, and maintain control of students
17. Render First Aid as necessary
18. Fight incipient fires without endangering life.
19. Teachers take roll and make list of missing students
20. Instruct students to be silent in order to hear instructions, to silence their cell phones, and to refrain from texting. Texting may incite panic and create excessive airwave traffic can limit or slow communication by emergency crews.
21. Notify the Executive Director
22. Notify utility companies of a break or suspected break
23. The Site Manager will direct further Action as required

Threat of Explosion:

1. Sound the school fire alarm. This will automatically implement Action LEAVE BUILDING.
2. Move to an area of safety and maintain control of students.
3. Notify the San Jose Fire Department at 911.
4. Notify the Executive Director.
5. Notify utility companies of a break or suspected break.

III. <u>Chemical Accident</u>

Warning:
By telephone, radio, messenger, or P.A. system.

Chemical accidents of disaster magnitude would include tank truck accidents involving large quantities of toxic gasses. Should such an accident endanger the students or staff, the following will be implemented:

1. Determine the need to implement Action LEAVE BUILDING
2. Determine whether the students and staff should leave the school grounds.
3. If appropriate, take action to evacuate buildings, and if necessary, the area.
4. Notify the San Jose Fire Department at 911
5. Move crosswind -- never up, or downwind -- to avoid fumes.

6. With the school staff, maintain control of the students at a safe distance.
7. Render First Aid as necessary.
8. Teachers take roll and make a list of missing students
9. Instruct students to be silent in order to hear instructions.
10. Notify the Executive Director
11. The Director will direct other action as required.
12. Students and staff should not return to the school until the Director/Site Manager declares the area safe

IV. Flood

Warning:
By telephone, radio, or messenger.

The EXTENT of the flood will dictate the course of action to be taken. The Director/Site Manager may initiate the following Emergency Actions:

1. Activate alarm - notify staff and activate Command Post and 2-way radio.
2. Activate Emergency Teams including the flood barrier response team.
3. Issue stand-by instruction.
4. In consultation with the Site Emergency Preparedness Committee if needed, determine if evacuation is required. Activate evacuation procedures if needed.
5. Notify local law enforcement of intent to vacate, the location of the safe evacuation site, and the route to be taken to that site.
6. Delegate a search team to ensure that all students have been evacuated.
7. Activate communications plan.
8. Determine if additional procedures should be activated.
9. Notify the Director/Site Communications Team of the status and action taken. The Director/Site Communications Team shall notify the Executive Director and/or the Executive Director.
10. Notify the Director/Site Communications Team of the status and action taken. The Director/Site Communications Team shall notify the Executive Director and/or the Executive Director.
11. Update the Site Communication Team and other team leaders of any significant changes.
12. Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
13. Determine whether school will be closed or remain open.
14. Document all actions taken.

V. Fallen Aircraft

Warning:
When the accident occurs, call 9-1-1-
Use the communication protocol or telephone to communicate to Charter School staff.

If an aircraft falls on or near school grounds, the following shall be implemented:

1. The Site Manager shall determine which Action, if any, should be implemented. Where necessary, teachers will take immediate action for the safety of students without waiting for direction from the Site Manager.
2. All students and staff shall be kept as far away as possible, but at a minimum 1000 feet), allowing for possible explosion of fuel tanks or ordinance.
3. If possible, the Director shall determine whether the aircraft is military, commercial or a private plane.
4. Notify the San Jose Fire Department at 911.
5. Notify the Executive Director.
6. The Site Manager shall direct further action as required.

VI. Smog Episodes

Warning: Notification by email to each site.

The Bay Area Air Quality Management District uses a "Pollution Standards Index" to measure the healthfulness of the air in Santa Clara Valley. The index is divided into 5 air quality levels:

1. 0 – 50 Good
2. 51 – 100 Moderate
3. 101 - 200 Unhealthful
4. 201 - 300 Very Unhealthful
5. 301 - 500 Hazardous

To receive Air Quality Information, you may dial (800) 334-6367 at any time for the recorded message.

Upon receipt of a Smog Alert, the Site Manager shall:

1. Notify all personnel of the Warning and the Index level.
2. At an expected Smog Index level of 101-200 (Unhealthful), the Site Manager shall:
    a. If received the day before, students and staff shall be encouraged to reduce vehicular use the following day.

b. Encourage the staff to modify activities and work programs to reduce prolonged or strenuous physical activities that would increase respiration rate.

3. At a declared Smog Index level of 201-300 (Very Unhealthful), the Site Manager shall:

   a. Notify all students and staff of the Index reading.
   b. Notify P.E. teachers to excuse from P.E. students who have respiratory problems, students with notes from parents, and students complaining about the effects of smog. All P.E. activities are to be modified to be less strenuous.
   c. Reschedule athletic contests.
   d. Cancel sport and activity practices and intramural recreational activities scheduled before 6:00 pm.

4. At a declared Smog Index level of 301-400 (Hazardous), the Site Manager shall:

   a. Have all strenuous physical activities stopped.
   b. Limit the use of DCS vehicles to emergency use only.
   c. Contact the Executive Director to determine if the school should be closed.

5. At a declared Smog Index of 401-500 (Hazardous), the school shall be closed and students shall remain at school sheltering in place until it is safe to send them home, in the event of a Hazardous condition.

Bomb Threat

Planning for bomb threat incidents cannot be overemphasized even though experience shows that over 95% of all bomb threats are hoaxes. However, the chance remains that the threat may be authentic and appropriate action should be taken in each case to provide for the safety of personnel and property, and to locate the device so it can be neutralized.

If an anonymous telephone call or written threat is received by school personnel regarding placement of bombs or explosives in a building or on the campus, certain procedures shall be followed immediately:

1. If the message is a telephone call, use the DCS provided Bomb Threat Checklist to collect as much specific information as possible about the device and the person calling upon hanging up, notify the Site Manager immediately.

2. If the message is in the form of a letter, the manner in which it arrived, who found it, and where it was found should be noted; care should be taken in handling the message by immediately placing it in a cellophane envelope so possible fingerprints may be detected.

The Site Manager shall take appropriate action, which SHALL include:

1. Determine whether or not to evacuate the site (a minimum of 1000 feet from the building is considered safe).
2. Notify the San Jose police Department -- 911.
3. Notify the Executive Director
4. Assist Police units with site search as necessary.
5. Submit a written report to the Executive Director after the incident is over.
6. Appropriate action MAY include:
    a. Preliminary visual search by volunteer staff persons in their own work areas to detect anything unusual.
    b. Search of outside areas of buildings, grounds, boiler rooms, rest rooms, closets by custodial personnel.
    c. Evacuation of site.

If a suspected explosive device is found:

1. DO NOT TOUCH IT!
2. Report it to the police.
3. Evacuate all personnel to a safe distance.
4. Open windows and doors to reduce potential damage if the device should explode.

III. <u>Utilities Failure</u>

Warning:
Occurrence of outage.

Failure of one or more of the utilities (electricity, gas, water) constitutes an emergency that must be dealt with on a situational basis. The basic school policy governing actions that should be taken is that school should remain in operation to the extent possible and students should be cared for until regular dismissal time.

In response to the failure of any utility the following actions shall be taken:

1. Call Site Manager / Assistant Site Manager immediately - Follow up with Site Manager / Assistant Site Manager to see if the Site Manager / Assistant Site Manager needs to call the Utility company.
2. Advise the faculty and staff of the problem and what actions are being considered.
3. Establish prudent procedures to keep students warm and dry in classrooms or large group areas.
4. Notify Food Services if outage will affect lunches.
5. In the event of an outage early in the school day that has the possibility of lasting several hours, request permission from the Executive Director to provide accommodations.
6. Notify the Executive Director of all actions taken, in order to respond to calls from parents or the media.

Water Service Failure:

1. Sanitation becomes a problem after approximately 2 hours of interrupted water service. If you anticipate shut down of water for that long, request maintenance to deliver portable sanitary facilities to your school.
2. Notify Food Services if lack of water will affect lunches.

Electrical Service Failure:

1. Actions to be planned and/or taken during electrical service failure will depend on the time of the year, the amount of natural light available in classrooms, the outside temperature, and the length of time electricity is expected to be off. In general, if the power outage is expected to last more than 60 minutes, students will be released.
2. The Site Manager / Assistant Site Manager shall contact Maintenance to determine when service will or is expected to be restored.
3. The Site Manager will keep in touch with the electrical crew by radio and in turn advise the school frequently on the current status for restoration of service.
4. Some classes will necessarily have to be altering classroom work schedules due to the lack of electrical current when classes are to continue.
5. Several flashlights should be available to handle situations where emergency lighting has failed or is inadequate.
6. Ensure that all personnel are kept clear of down or dangling electrical wires, even though you may think they are “dead”.
7. Evacuation routes must be planned to avoid fallen electrical wiring.

Gas Service Failure:

1. Gas service is a primary source of heat; therefore in most instances, the outside temperature will dictate whether or not supplementary heaters are needed. Students may need to put on additional clothes to keep warm.
2. If a gas leak creates a danger of explosion, the actions described under "threat of Explosion" should immediately be implemented.

IV. Civil Defense

Staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster. The school shall take all reasonable steps to prevent and/or mitigate the impact of a disaster on students, staff, and schools.

Campus Unrest

Campus unrest may result when students move about in large groups, challenging authority, committing acts of vandalism, gang activity, etc. to the point where the Executive Director determines that the safety of students and staff is jeopardized.

Responsibilities:

Director:

1. Initiate Action SECURE BUILDING.
2. Notify Police
3. Inform students who refuse to report to class that they are subject to suspension, expulsion and possible arrest.
4. Utilize non-teaching staff, central office personnel, etc. to move students either into classrooms or off campus.
5. Instruct all staff members to take names of all students who fail to cooperate.
6. If time permits and staff members are available, parents/guardians of uncooperative students are to be called.
7. Under extreme circumstances, discuss with the Executive Director closing the school campus. Schools may be closed only at the direction of the Executive Director or designee.

Staff:

1. Teachers will maintain classes at the direction of the Director
2. Teachers will instruct students to silence their cell phones and refrain from texting.

V. Drive-By or Active Shooter (Lockdown)

In the event that a drive-by shooting occurs on or adjacent to a school, these procedures should be followed:

Responsibilities:

Site Manager/ Director:

1. Initiate Action SECURE BUILDING or Action RUN, HIDE AND DEFEND.
2. Immediately call 911 and the Executive Director.
3. Work in coordination with and at the direction of law enforcement officials.

Staff:

1. In classrooms, maintain Action SECURE BUILDING or Action RUN, HIDE AND DEFEND until the “all clear” signal sounds.
2. In open areas, move students to safer areas (e.g. classrooms as quickly as possible. Initiate Action DROP only if it is not possible to safely reach the enclosed area.
3. Teachers instruct students to silence their cell phones and refrain from texting.

Note: Drive-by shootings usually happen very quickly. Unlike hostage situations the perpetrators of drive-by shootings usually leave the scene instantly. Staff members who witness such an incident should attempt, without putting themselves in danger, to get the license number and as precise a description of the vehicle as possible.

VI. Hostage Situations

If an intruder(s) enters a classroom or an enclosed area with a weapon and threatens to shoot or injure a person, these guidelines should be followed:

Responsibilities:

Site Manager/Director:

1. Immediately notify San Jose Police and other appropriate law enforcement agencies.
2. Initiate Action SECURE BUILDING.

3. Notify the Executive Director.
4. Monitor the hostage situation as best as possible without doing anything to exacerbate it.
5. Follow instructions of law enforcement officials who will take over when they arrive on campus.

Staff:

1. Remain calm. Talk with the individual(s) in a low-key, non-threatening manner. Do not argue with or antagonize the individual(s) in any way.
2. Keep your distance. Give the intruder(s)ample personal space.
3. Do not attempt to deceive or threaten the intruder(s).
4. Suggest marching the students quietly out the back door. Back off if this approach angers the intruder(s).'
5. Teachers instruct students to silence their cell phones.
6. Be constantly alert and prepared for violence. Initiate Action RUN, HIDE AND DEFEND if the intruder(s) open fire.

<u>Tips for Handling Hostage Takers:</u>

Note: If any site becomes involved in a hostage situation the primary concern must be the safety of students and staff. Individuals who take hostages are frequently emotionally disturbed, and the key to dealing with them is to make every attempt to avoid antagonizing them.

Communication must be handled in a non-threatening, non-joking manner, always remember that it may take very little to cause such persons to become violent.

If an individual(s) begins firing a weapon(s) on campus, the following actions will be taken: Site Manager / Assistant Site Manager

1. Inform staff supervising students in classrooms to initiate Action RUN, HIDE AND DEFEND.
2. Immediately notify San Jose Police and appropriate law enforcement agencies. Call 911.
3. Notify the Executive Director and Central Office, who will notify others.
4. Work in coordination with supervisors of law enforcement agencies until the situation is resolved.
5. Initiate student release procedures and/or evacuation procedures if it becomes necessary.

Staff:

1. In classrooms, maintain Action RUN, HIDE AND DEFEND until the situation is resolved.
2. In open areas, move students to safer areas as quickly as possible. Only in extreme cases should it become necessary to initiate Action DROP, COVER

AND HOLD; this should be done only when there is no chance for students to reach safer areas.

VII. Shelter in Place

Situations where there is no immediate threat to the school.

- Dangerous incident in the surrounding neighborhood
- Dangerous incident at a nearby school
- Any situation where you feel keeping students inside is the safest alternative Responsibilities:

Site Manager/ Director:

1. Initiate Action Shelter in Place.
2. Immediately call the Executive Director to notify of the shelter in place
3. Work in coordination with and at the direction of law enforcement officials.

Staff:

1. Lock all doors, close windows (NO Barricades)
2. Remain inside; engage in normal indoor activities
3. Keep movement outdoors to a minimum
4. Use the buddy system with at least one adult when leaving the classroom
5. Before leaving the classroom, notify the office or next-door classroom
6. If students are to be released; it should be by direct handoff at a location determined by the school administration
7. School administrators may give the “ALL CLEAR” announcement

VIII. Infectious Disease/Pandemic

Warning: Notification by email to each site.

The California Department of Public Health (“CDPH”) will monitor and communicate infectious disease/pandemic responses in collaboration with the Santa Clara County Office of Education.

To receive CDPH Information, you may dial (408) 792-5050 at any time for Public Health General Information.

Upon receipt of an Infectious Disease/Pandemic Alert from the \CDPH or Santa Clara County Office of Education to DCS Executive Team, DCS Executive Team will notify the Site Manager, and the Site Manager shall:

1. Notify all personnel of the alert.
2. The CDPH will provide School Site Managers guidance to identify illness, report cases, and separate ill students.
3. The CDPH will provide guidance for increased infection control in schools. Possible measures include:
    a. Social distancing (instructions provided for classrooms)
    b. Advise the School Director to cancel school functions or meetings
    c. The Public Health Department will provide guidance for increased infection control in schools. Possible measures include providing: surface disinfectant, hand sanitizer, protective masks and gloves.
    d. Issue and post hand-washing instructions in all classrooms
    e. Provide guidance on supplies needed including soap, water, paper towels, hand sanitizer, surgical masks, disinfectant cleaners, trash receptacle and gloves
    f. Provide guidance to School janitors regarding cleaning and disinfecting.
    g. Direct the School to close, upon which DCS's closure protocol will be followed

<u>Tips for Stopping the Spread of Germs at School:</u>

1. Avoid close contact - Avoid close contact with people who are sick. When you are sick, keep your distance from others to protect them from getting sick too.
2. Stay home when you are sick - If possible, stay home from work, school, and errands when you are sick. This will help prevent spreading your illness to others.
3. Cover your mouth and nose - Cover your mouth and nose with a tissue when coughing or sneezing. It may prevent those around you from getting sick. Flu and other serious respiratory illnesses, like respiratory syncytial virus (RSV), whooping cough, and severe acute respiratory syndrome (SARS), are spread by cough, sneezing, or unclean hands.
4. Clean your hands - Washing your hands often will help protect you from germs. If soap and water are not available, use an alcohol-based hand rub.
5. Avoid touching your eyes, nose or mouth - Germs are often spread when a person touches something that is contaminated with germs and then touches his or her eyes, nose, or mouth.
6. Practice other good health habits - Clean and disinfect frequently touched surfaces at home, work or school, especially when someone is

ill. Get plenty of sleep, be physically active, manage your stress, drink plenty of fluids, and eat nutritious food.

Bioterrorism/Hazardous Materials

Background Information

Bioterrorism (BT) is the use of biologic agents such as bacteria, viruses, parasites or biological toxins to intentionally produce disease or intoxication in a susceptible population to meet terrorist aims. Chemical terrorism (CT) employs certain classes of chemical compounds as weapons of mass destruction.

An act of biological (BT) or chemical terrorism (CT) might range form dissemination of aerosolized anthrax spores to food product contamination, and predicting when and how such an attack might occur is not possible. Although paramedics, ER physicians, primary health care providers and the local health department will probably be the first to observe and report unusual illnesses or injuries, school physicians and nurses may occasionally encounter such cases in a school setting.

Early detection of and response to biological or chemical terrorism are crucial and preparedness for terrorist-caused outbreaks and injuries is an essential component of the US public health surveillance and response system. Terrorists might use a combination of agents. CDC has developed a list of critical BT and CT agents.

Environment Where Exposure May Have Occurred

Law enforcement and public health officials work together to investigate the environment including envelopes and packages suspected of containing anthrax or other biological agents. Powder and other specimens collected from these sources usually are analyzed through the Public Health Laboratory Network. As a part of the investigation, environmental sample (where the exposure may have occurred) may be necessary. Testing of the environment is useful for detecting trace amounts of anthrax spores. Specimens obtained may include samples of air and/or swabs of material on various surfaces. The law enforcement and public health agencies will arrange for processing these samples.

Clean-Up of Contaminated Areas

The U.S. Environmental Protection Agency with help from other federal agencies and departments, including the Center for Disease Control and Prevention (CDC) is responsible for environmental and clean-up issues. Federal agencies, in conjunction with local and state agencies will determine the best approach to the cleanup.

Biological Agents

BT agents are more likely to be covert because of the delay between exposure and onset of illness, known as the incubation period. Thus they present different challenges, as there is no immediate impact: persons are unknowingly exposed and an outbreak is suspected only upon recognition of unusual disease clusters or symptoms.

BT may also occur as announced events in which persons are warned that an exposure has occurred. BT agents include bacteria, viruses and toxins among others. Anthrax, Smallpox, Botulinum Toxin are some of the examples of BT agents.

The following are some examples of the indicators of a BT attack:

- Large numbers of ill persons with similar diseases or syndromes
- Unexplained disease, syndrome or death
- Unusual illness in a population
- Single case of disease caused by an uncommon agent
- Multiple unexplained diseases in the same patient
- Diseases transmitted through aerosol, food or water suggestive of

Sabotage Detection of BT-related Outbreaks

BT may occur as covert events, in which persons are unknowingly exposed and an outbreak is suspected only upon recognition of unusual disease clusters or symptoms. BT may also occur as announced events, in which persons are warned that an exposure has occurred. The possibility of a BT event should be rules out with the assistance of the FBI and state and local health officials.

Rapid response to a BT-related outbreak requires prompt identification of its onset. The most critical step in response is early recognition that something unusual is occurring. Response to a BT event will require a concerted effort of physicians, the health department, health care facilities, laboratories, and others to identify BT agents used, treat affected individuals, prevent additional transmissions, and bring the situation under control. Primary care providers and emergency room physicians will likely be the first medical responders.

Chemical Agents

Chemical agents, like other substances, may exist as solids, liquids or gasses, depending on temperature and pressure. CT effects are likely to be overt, immediate and obvious because CT agents are absorbed through inhalation or by absorption through the skin or mucous membranes are usually immediate and obvious. Such attacks elicit immediate response from police, fire and EMS personnel. CT agents can also be delivered covertly through contaminated food or water. Chemical agents that

might be used by terrorists range from warfare agents to toxic chemicals commonly used in industry.

There are at least six types of chemical agents described which include nerve agent and cyanide among others. Biological effects such as eye or skin injury, and injury to lungs and other systemic effects can occur following exposure to chemical agents dispersed as solids, liquids or vapor. Evacuation and triage are integral to the response along with decontamination and medical management.

CDC does not recommend hoarding antibiotics or buying a facemask. In the event of a biological or chemical emergency, the state and local public health departments will inform the public about the action(s) they should take.

Radiation Accident

Radioactive materials are among many kinds of hazardous substances emergency responders might have to deal with in a transportation accident. Radiation is energy that comes from a source and travels through some material or space. Light, heat, etc. are types of radiation. Unstable atoms produce ionizing radiation. Unstable atoms are said to be radioactive.

Regardless of how radiation accident happens, three types of radiation-induced injury can occur:

1. External radiation: when all or part of the body is exposed to penetrating radiation from an external source;
2. Radiation contamination occurs where material containing radioactive material is deposited on skin, clothing or other places where it is undesirable. Contamination means that radioactive materials in the form of gasses, liquids or solids are released into the environment and contaminate people externally on skin, internally in lungs, gut or wound, or both; and
3. Radiation injury is incorporation of radiation material, which refers to the uptake of radioactive materials by body cells, tissues and organs.

These injuries can occur along with illness or physical injury and in such instances serious medical problems have a priority over concerns about radiation.

DCS will initiate Shelter in Place protocols and notify law enforcement if DCS suspects that an act of bioterrorism or a hazardous material has been detected. Law enforcement and public health and safety agencies are involved in responding to these emergencies.

Site Emergency Team Roster

All unassigned personnel report to the command post

First Name	Last Name	Role	Department	Emergency Team
		Director	Admin	Command Post
		Assistant Site Manager	Admin	Site Security
		Administrative Clerk	Ops	Student Release Team
		Operations Manager/Site Office Managers	Ops	First Aid
6th Grade Lead		Teacher	Teacher	Sanitation
7th Grade Lead		Teacher	Teacher	Search and Assessment
8th Grade Lead		Teacher	Teacher	Morgue

Emergency First Aid Team

The purpose of the First Aid Team is to provide emergency and long-term First Aid, to set up the

First Aid Station near the Command Post (away from possible hazards) and to manage and utilize First Aid supplies.

The First Aid Team leader who can act as a triage person is: See Team Roster

First Aid Team members are: See Team Roster

- -

Preparation

1. Annually:
    a. Update First Aid Certification of team members.
    b. Note on site map the location of all First Aid kits and supplies. Replenish and update as necessary.
    c. Develop triage procedures with First Aid team members.
    d. Decide Primary and alternate location for the emergency First Aid center and the morgue.

2. In an Emergency, teachers on the First Aid Team shall:
    a. Evacuate their own class to the assigned evacuation area.
    b. Transfer their students and the enrollment/emergency data to another teacher.
    c. Report to and activate the predetermined emergency First Aid Center.
    d. Implement triage and administer First Aid as necessary.
    e. Supervise the use and distribution of First Aid supplies.
    f. Notify the Command Post of staff and student injuries.

Search – Assessment Team

Search/Assessment Team members must search all areas of the campus (buildings and grounds) in a predetermined pattern shortly after the emergency has occurred and when it is safe to do so.

The Search/Assessment Team is one team of two people (buddy system for safety) who search for the injured or trapped.

Search and Assessment Team members are: See Team Roster Preparation:

1. Annually:
    a. Choose personnel pairs for sub-teams based on school size.
    b. Divide campus into predetermined sweep areas.
    c. Sub-teams become familiar with their areas.
    d. Know locations of:
        1) First Aid supplies and equipment.
        2) Water supplies and emergency food supplies

2. In an Emergency, teachers on the Search/Assessment Team shall:
    a. Evacuate their room to the evacuation area and transfer their students and enrollment/emergency data to another teacher.
    b. Report to the assigned area, link up with your partner and begin sweep of the area.
    c. Give a status report to the Command Post.
    d. Continue to monitor as needed during an emergency.

3. Cautions:
    a. Proceed carefully, buildings will be unstable.
    b. Proceed quietly so calls for help can be heard.
    c. Call out when entering your area, then wait for an answer.
    d. Remain in voice contact with your partner at all times.

e. Secure unsafe buildings/classrooms against reentry. Post adults at the entry if necessary.
f. Notify the command post of unsafe buildings/classrooms.

Assembly Area Team

When the site is evacuated to their assigned spots in the general assembly area the Assembly Area Team shall assume control. The individual teachers and/or aides will continue to be responsible for their individual class or classes.

Assembly Area Team members are: See Team Roster Preparation:

1. Maintain a current map of the assembly area showing where classes are to congregate.
2. Take appropriate action to reduce fear and anxiety among students.

Take control! Emergency Action:

1. Have teachers take roll of students.
2. Create a list of missing students.
3. Begin the process of locating children or identifying them as absent.
4. Prepare a summary of missing, injured, or dead students and deliver them to Command Post. Work from facts, not rumors.
5. Work with the Security Team to keep students on site.

Site Security Team

DCS's policy in a Declared Emergency is to provide supervision and care for students until it is safe to release them or until picked up by an authorized adult. To accomplish this, site personnel must take steps to patrol the site perimeter to keep students from leaving. If parents have followed the school's directions, students will have been told about this policy and should follow instructions of school personnel.

The Site Security Team will require all students to remain on site until released.

Parents/guardians or other adults coming on campus should be directed to the Student Release Area to have their student released to them.

Site Security Team members are: See Team Roster

Student Release Team

In order to expedite the release of students to their parents, a Student Release Area should be established and procedures developed to provide for an orderly release process. The Student Release Area should be away from the evacuation assembly area and parents should be required to follow release procedures.

The most important task is to guarantee that documentation is kept about to whom each student is released.

Student Release Team members are: See Team roster

Preparation:

1. Maintain a current roster of all students.
2. Maintain a copy of the Health and Emergency Card for each student, which lists persons authorized to pick up students.
3. Maintain a supply of the Student Release forms for adults to fill out to release their students.

In an Emergency:

1. Have parents/adults complete the release form.
2. Check form against authorized list.
3. If O.K., send a messenger for students.
4. Teachers or other adults supervising students shall take authorization slips and release students to parents/guardians and note in the register. Authorization slips shall then be delivered to the Command Post where they will be posted to a Master roster.

Messengers

If adult personnel cannot accommodate communications on site, upper-grade students may be utilized to assist.

Preparation:

1. Identify students who could be used for internal, onsite message delivery.
2. Instruct them of their responsibilities, of where they are to report, and most importantly, of safety practices to follow.

In an Emergency:

1. Messengers are released from teacher responsibility and will report to the Command Post.

Location Of Emergency Supplies and Equipment

First Aid Supplies:	Emergency Backpacks, Front Desk cabinets, each classroom
First Aid Equipment:	
Emergency Water Supply:	Emergency backpacks & Front office
Emergency Food Supply:	Extra bottles & Food in (Storage Container & Room 3 in office-Phoenix) (in Kitchen-Falcon)
Two-Way Radio	

Adult Roster Check Out Sheet

NAME	TIME LEFT	TIME RETURNED

Student Release Request

Student Name _____ Grade _____

Adult requesting student release _____

(please print)

Relationship to student _____

Destination _____

On Emergency Card: _____ Yes _____ No _____

Released by _____ Title _____

(please print)

Date _____ Time _____

Comments _____

Student Release Request

Student Name _____ Grade _____

Adult requesting student release _____

(please print)

Relationship to student _____

Destination _____

On Emergency Card: _____ Yes _____ No _____

Released by _____ Title _____

(please print)

Date _____ Time _____

Comments _____

Emergency Status Report

(To be completed by Site Manager/Designee)

Time Report filed: _____

Date:_____

Immediate Assistance Required: ○ None ○ Medical ○ Fire ○ Search and Rescue ○ Support Personnel
Condition of Students: ○ All accounted for ○ No injuries ○ No immediate help required ○ Missing (number):
-
-
-
○ Trapped in building (number):
-
-
•Injured (number)_____ •Number requiring immediate medical attention.

Type of Injury	Name

Condition of School Buildings and Grounds (e.g., walls cracked, fallen light fixtures, shattered windows, broken water pipes, exposed wiring, etc.)
-
-
-

Supplies and Equipment Inventory Form

Emergency Equipment

First Aid Items:
First Aid Kit has been distributed to each teacher, a kit is kept at the front desk, and one is also kept with the Emergency backpack.

Emergency Water Supply:
One Gallon in each classroom, extra bottles in staff supply closet

Emergency Food Supply:
Granola bars and candy in classroom backpacks, extra bars in staff supply closet

Two-Way Radio Transmitter:
Front desk with Office Clerk, Director designee

STRATEGIES AND PROGRAMS TO PROVIDE AND MAINTAIN A HIGH LEVEL OF SCHOOL SAFETY

A. Mandated Reporting of Student Neglect or Abuse

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in their professional capacity or within the scope of their employment whom they know or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

For purposes of the Child Abuse and Neglect Reporting Act, a “mandated reporter” is any DCS employee at any location, plus nonstudent board members, as well as volunteers and contractors who are 18+ years of age and whose duties place them in a role supervising students.

Therefore, if any DCS mandatory reporter knows or reasonably suspects that a student has been the victim of child abuse or neglect, the mandatory reporter must report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and must prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. The Director or designee does not need to inform the student’s parent/guardian prior to an interview by a social worker/police officer who are responding to a report of child abuse/neglect. The student may elect to be interviewed

in private or may select any adult who is a member of the staff of the school, including any certificated or classified employee or volunteer aide, to be present at the interview. (Penal Code § 11174.3) When a social worker or police officer takes a suspected child abuse victim into custody, the Director or designee shall provide the social worker/police officer with the address and contact information of the minor's parent/guardian.

DCS will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services to mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both that imprisonment and fine.

All mandated reporters required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of providing services at the school.

Procedures for Supervision and Protection of Children from Abuse, Neglect, and Sexual Offenses

In addition to strict compliance with the reporting policy above, the school shall implement the following procedures to minimize opportunities for abuse, neglect, or sexual offenses.

Procedure	Details
Two-Deep/Visible Supervision	No employee, volunteer, or contractor shall be alone with a single student behind a closed door or in an isolated area without another adult present or visible.
Line-of-Sight Supervision	Staff shall maintain visual contact with students during recess, transitions, restroom breaks, and after-school activities. High-risk areas (locker rooms, storage rooms, offices) shall be monitored or equipped with windows or open doors.
Private Electronic Communication Prohibited	Staff may not communicate privately with students via personal phone, text, social media, or apps. All school-related electronic communication must use school-approved platforms with at least one other adult copied or able to monitor.
Physical Contact Boundaries	Physical contact shall be limited to what is appropriate and necessary (e.g., high-fives, side hugs, brief comforting). Staff shall avoid lap-sitting, tickling, piggy-back rides, or any contact with private body areas.

Procedure	Details
Transportation & Off-Campus Activities	One-to-one transportation of a single student by one adult is prohibited except in documented emergencies.
Visitor & Volunteer Screening	All visitors and regular volunteers shall sign in, wear identification, and be supervised at all times. Background checks are required for any adult with unsupervised student contact.
Restroom Policy (Elementary)	Adults may not enter student restrooms while occupied unless an emergency exists and another adult is present.

The school strictly follows all applicable Live Scan background check requirements for employees, contractors, and volunteers.

Additional policies and procedures to prevent abuse, neglect, and sexual offenses are included in the school's Professional Boundaries policy

B. Maintaining a safe environment; discipline, suspension and expulsion policies and procedures

DCS makes every effort to avoid suspending or expelling students by maintaining a robust system of positive behavior supports, modeling, and early interventions. It sets rules for students and others in the school community, communicates them in student and parent meetings, and enforces them through a clear discipline program overseen by the Executive Director and executed by the Directors.

If a suspension or expulsion becomes necessary, DCS follows the procedures set forth in Element 10 of its charter, attached as Appendix C. That charter excerpt, which includes legal updates, includes detailed lists of acts that require or permit suspension or expulsion under California law, as well as the due process rights of parents and students in the event the school determines suspension or expulsion may be warranted.

C. Notifying teachers of potentially dangerous students

DCS promotes school safety by ensuring that teachers receive notice of student behavior that triggers suspension or conviction of certain offenses.

Suspension. When a student is suspended, DCS's daily attendance report in PowerSchool will note the student's status. The student's current teachers may access the suspension notice by consulting the student's CUM file in the school's main office. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers must secure the list so students and others may not view it.

Suspension offenses that may appear on the report reflect the list of offenses are detailed in Appendix A.

Conviction. Under §827(b) of the California Welfare and Institutions Code, a court must notify the district superintendent if a minor enrolled in a K-12 public school is found to have committed one or more of certain specified offenses. When the Executive Director is notified of any such action, the Executive Director will expeditiously disseminate that information to any counselor directly supervising or reporting on the behavior or progress of the minor. The Executive Director shall also disseminate the information to any teacher or administrator directly supervising or reporting on the behavior or progress of the minor whom the Executive Director believes needs the information to work with the student in an appropriate fashion, to avoid being needlessly vulnerable, or to protect other persons from needless vulnerability.

The Executive Director may, but is not required to, convey such a notice by way of a memorandum such as the following:

[INSERT ON LETTERHEAD]

Confidential Memorandum

To: [INSERT TEACHER NAME/TITLE]

From: [Insert Executive Director's Name], Executive Director

Date:

Re: Student having committed specified offenses

The student named below has been convicted of a penal code violation. Section 827 of the California Welfare and Institutions Code requires certain counselors and teachers to be informed when a student has been found to have committed certain kinds of criminal conduct.

NOTE: THIS INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

[INSERT STUDENT NAME] was found to have committed the following criminal activity:

[INSERT STUDENT OFFENSES]

If you have any questions, please see me.

D. Policies Prohibiting Bullying, Harassment, and Discrimination

DCS prohibits bullying (including cyberbullying), sexual and other harassment, and illegal discrimination. The Discovery Charter School Board of Directors has adopted a range of policies and procedures to create and maintain a safe, nurturing environment and to remediate any violations of these standards. These policies are available on the school's website and in the main office. They include:

Behavioral expectations of faculty and other staff. Bullying, harassment and discrimination are contrary to the values on which the school is based; adherence to those values in the workplace is a condition of employment. Adults who believe they have been harassed, bullied or discriminated against may avail themselves of informal conflict resolution procedures or a formal grievance procedure.

Board policies and charter. Several policies adopted by the DCS Board of Directors or included in the school's charter address one or more of these prohibited activities. These include our policies on Student Attendance and Title IX, as well as our charter prohibitions on hate violence, sexual harassment and discriminatory treatment.

Formal and informal complaint procedures. Students and parents/guardians have several avenues for redress of perceived bully, harassment or illegal discrimination. The school's website includes links to the Uniform Complaint Policy and Procedure and Title IX.

Dress Code policy/prohibition on gang apparel

DCS's dress code is included in the Student Handbook and includes a prohibition on gang-related apparel as follows:

No clothing, jewelry, accessories, or hairstyles which are, or include, a picture, writing, or insignia which is: (1) gang related; (2) presents a safety hazard to the wearer or others; (3) advertises or symbolizes any type of alcohol, drugs, tobacco, or gambling; (4) includes weapons or acts which are illegal, violent, obscene, or hazardous to one's health; (5) sexually suggestive, crude, vulgar, profane; discriminatory, obscene,

contain threats, libelous; or (6) offensive or degrading to students or staff on the basis of gender, cultural, religious or ethnic values.

E. Procedures for safe ingress and egress at DCS

Most ingress and egress concerns at DCS are about local traffic, with evacuation plans incorporated within this Safety Plan. Each site has their own egress and ingress safe traffic routes within their neighborhoods which is specified by each site referenced in Appendix E.

Visitor Policy:

DCS welcomes parents/guardians to observe the school's activities, including classes. The school disseminates information to parents on how to make their visits productive and non- disruptive to classroom activities through the Student Handbook which can be found on the DCS website. No individual is permitted on campus without checking in at the front office and soliciting is prohibited.

F. Safe and Healthy School Environment

1. Wellness Policy

DCS has a comprehensive wellness policy to help students develop healthy habits that will last throughout their lives. The Wellness Policy is available on the school website

2. Medication

Prescription medications are kept in school offices in locked cabinets. DCS has procedures for administering medication to students in accordance with the Administration of Medication Policy. For a medication to be deemed a prescription, it must have been prescribed by a licensed physician and in its original container. Each prescription must be accompanied by a written permission form from a parent and/or guardian requesting the school to follow the doctor's orders. After the drug is administered, it is returned to the drawer. Students who require inhalers or epi-pens may be permitted to carry their own medication on a case by case basis.

If a student needs any medication, it must be dispensed from the main office. An approved over the counter medication administration form signed by the parent/guardian.

Injury Report

In the event of a serious student injury, DCS staff/teachers fill out a comprehensive student injury form and make every effort to make the student comfortable. If the student is hit on the head, falls and reports dizziness or if the injury is of a serious nature, the school will attempt to contact parents/guardians immediately using the information they provided on the Emergency Contact Form at registration.

DCS personnel do not administer **any** medications to an injured student.

3. Sick Policy

If a student has a fever, or is determined to be too ill to remain in school for the day, the parent/guardian will be called immediately.

4. Physical Education/Recess

Physical Education is a valuable part of the DCS curriculum. Activity is important to stimulate the mind of the student and fresh air can be energizing. When a student has an illness or injury that limits or prevents participation in physical education, a doctor and/or parent note must be provided to the main office.

5. Exposure Control Plan (ECP) Blood Borne Pathogens

Discovery Charter School (DCS) is committed to providing a safe and healthy work environment for our entire staff. In pursuit of this goal, the following exposure control plan (ECP) is provided to eliminate or minimize occupational exposure to blood borne pathogens in accordance with California Code of Regulations, Title 8, Section 5193; Blood borne Pathogens." The ECP is a key document to assist our organization in implementing and ensuring compliance with the standard, thereby protecting our employees.

Purpose:

This procedure establishes minimum procedures to be followed to prevent exposure to Blood borne Pathogens during potential exposure incidents. The most likely exposure incidents at DCS are: 1) when responding to illness and injury or 2) while performing sanitation or cleaning duties following a spill of blood or other potentially infected fluid. Additionally, an employee could experience unintended exposure from contact with blood or Other Potentially Infectious Materials ("OPIM").

This procedure applies to all School employees, all contractors and vendors performing work on school property, and all other individuals who are visiting or have business with the School.

Program Administration:

The Executive Director or designee is responsible for review and enforcement of this program and is also responsible for appropriate annual employee training. Operations Managers or their designees are responsible for providing and maintaining all the necessary personal protective equipment, engineering controls (such as sharps containers), labels and red bags as required by the standard.

Employees shall comply with all procedures outlined in this policy.

Blood-borne Pathogens Safety Procedures:

The blood borne pathogens safety procedure has been developed by DCS to promote safe work practices for employees to reduce occupational exposure to Hepatitis B Virus ("HBV"), Human Immunodeficiency Virus ("HIV") and other blood borne pathogens as outlined in the California Code of Regulations (CCR) Title 8, Section 5193.

The following are several principles that should be followed by DCS employees when working with, or if exposed to, blood borne pathogens:

1. Being prudent and wise in their work to minimize exposure to blood borne pathogens
2. Never underestimate the risk of exposure to blood borne pathogens
3. DCS shall work to institute as many engineering and work practice controls as necessary to minimize or eliminate employee exposure to blood borne pathogens.

To ensure that this policy is kept current, it will be reviewed and updated as follows:

1. At least annually
2. Whenever new or modified work tasks or procedures are implemented which may affect occupational exposure to employees
3. Whenever an employee is exposed to a blood borne pathogen The plan is available for review by all DCS employees any time.

Exposure Control:
To effectively eliminate or minimize exposure to blood borne pathogens, DCS has implemented the following methods of compliance.

Universal Precautions:
DCS observes the practice of "Universal Precautions" to prevent contact with blood and other potentially infectious materials. As a result, DCS employees treat all human blood and bodily fluids as if they are potentially infectious for HBV, HIV and other blood borne pathogens.

Engineering Controls:
When necessary, DCS shall use available engineering controls to eliminate or minimize employee exposure to blood borne pathogens including:

1. Hand washing facilities (or antiseptic hand cleansers and towels or antiseptic towelettes), which are readily accessible to all employees who have potential for exposure.

2. Containers for contaminated sharps have the following characteristics:

- Puncture-resistant
- Color coded or labeled with a biohazard warning label
- Leak-proof on the sides and bottom

Specimen and Secondary Containers which are:

- Red in color
- Puncture-resistant, when necessary
- Color coded or labeled with a biohazard warning label
- Leak-proof on the sides and bottom

Workplace Controls:
Work practice controls are those that have been implemented to prevent the spread of infectious diseases. Universal precautions include hand washing, gloving (and other personal protective equipment ("PPE"), clean-up and housekeeping techniques

Hand washing:
Employees must always wash their hands before eating, before handling clean equipment and utensils, before and after assisting with feeding, after toileting, or assisting in toileting, after contact with any bodily secretions or fluids, after removing disposable gloves and after completing custodial tasks.

Gloving (and other personal protective equipment [PPE]):

- Gloves and other PPE should be worn at a minimum under the following conditions:
- At all times when contact is anticipated with blood or other bodily fluids.
- When the wearer has an open sore or cut and handling bodily fluids or blood.
- When rendering first aid.
- When cleaning up a spill of blood, bodily fluids, vomit, urine, fecal material, or saliva

Clean Up of Spills:

The following safe practices should be followed when cleaning up spills:

- Always wear gloves and other PPE as necessary to prevent exposure
- Use towels or other absorbents in conjunction with soap and water.
- Use approved disinfectants as necessary.
- Discard absorbents and other materials in appropriate plastic bag labeled for such items
- Remove gloves after completing the clean-up procedure and discard them into the same plastic bag as other contaminated items.

Housekeeping:

The following housekeeping practices should be followed to aid in the elimination of potential exposure hazards.

- Always decontaminate any contaminated surfaces immediately with the appropriate disinfectant.
- If equipment or PPE become contaminated, immediately remove and replace them.
- Inspect and decontaminate any bins, pails or other similar receptacles which may become contaminated
- Make sure broken glassware, which may be contaminated, is cleaned up using such items as a dustpan, tong, etc. Do not pick up broken glassware directly with your hands.
- Discard regulated waste in manner consistent with law.
- Discard sharps immediately in containers provided for such.
- Always close containers
- If a container is leaking, place one container in a second container.
- Containers for regulated waste other than sharps are red in color and labeled biohazard.
- The OM or their designee is responsible for organizing the collection and handling of the school's contaminated waste with a HazMat Collection Organization. The school shall keep written records of regulated waste disposal offsite.

Information & Training:

Employees shall be retrained annually to ensure that their knowledge is current. New employees or those who may be assigned a new task will receive this training as necessary. The OM or designee is responsible for ensuring that all employees who have a potential for exposure to blood borne pathogens receive this training. Records of the training shall be maintained by the OM or designee and include names and job titles of attendees, date of training, contents of training provided, and the names and qualifications of instructor(s).

The annual training program shall cover at a minimum:

- Blood borne Pathogen
- The location of this policy and that it is available for review at any time
- Appropriate methods for recognizing tasks and activities that may involve exposure to blood and other potentially infectious materials.
- Review of limitations and methods that will prevent or reduce exposure including: engineering controls, workplace practices, PPE.
- Visual warnings of biohazards including signs, labels, and color coded containers

- Information on Hepatitis B Vaccinations including efficacy, safety, method of administration, benefits of the vaccination and the District free vaccination program
- Actions to take and persons to contact in an emergency involving blood or other potentially infectious materials. Including follow up reporting if an exposure incident occurs and post exposure evaluation including medical consultation to be provided.

Labels & Signs:

The biohazard labeling system is used. These labels, which are red in color, are used in conjunction with the approved red color-coded containers to warn employees of possible exposures. The following items at the school are labeled: Containers of regulated waste, sharps disposal containers, other containers used to store contaminated material.

Post Exposure and Follow-Up:

Any employee (including both personnel trained and authorized to respond to incidents and those that are not) should immediately do the following if an exposure is suspected:

1. Wash exposed skin surfaces with large amounts of soap and warm water. Exposed mucus membranes should be rinsed with large quantities of warm water
2. Report any actual or suspected exposure incident to their supervisor or the plan administrator. The employee will immediately be referred to a physician or other licensed health care provider for confidential follow-up care to be provided at no cost to the employee.
3. An investigation of the circumstance surrounding the exposure incident shall be conducted and a written report prepared within 24 hours of its occurrence. The investigation shall obtain as much information as possible including:
    - Date and time of exposure
    - Location of exposure
    - The type of potentially infectious materials (blood, urine, etc.)
    - Source of infectious materials
        - Circumstances of the exposure (type of work being conducted)
        - Cause of exposure if known (accident, equipment malfunction, etc.)
        - Was PPE worn

4. After the investigation, a written summary of the incident, its apparent causes and recommendations to avoid similar incidents in the future.
5. Follow-up shall provide exposed employee with the following confidential info:
    - Documentation regarding the routes of exposures and circumstances
    - Identification, if possible, of the source individual (unless unfeasible or prohibited by law).
    - If possible, the source individual's blood shall be tested to determine if HBV or HIV infectivity. The information obtained here shall also be provided to the exposed employee and a discussion of the applicable laws and regulations concerning disclosure of the identity and infectious status of a source individual conducted. In addition, the exposed employee shall have blood collected and tested for HBV and HIV infectivity.
    - The process is to remain confidential.
    - The healthcare professional treating the employee shall be sent all necessary documents describing exposure, any relevant employee medical records and any other pertinent information.

<u>Written Opinion:</u>

The healthcare professional shall provide DCS with a written opinion evaluating the exposed employee's situation as soon as possible. The written opinion shall contain only the following:

1. Whether Hepatitis B Vaccinations are indicated for the employee.
2. Whether the employee has received the Hepatitis B Vaccination
3. Confirmation that the employee has been informed of the result of the evaluation
4. Confirmation that the employee has been told about any medical conditions resulting from the exposure incident which require further evaluation or treatment.

A copy of this opinion shall be forwarded to the employee. After completion of these procedures, the exposed employee shall meet with the qualified healthcare professional to discuss the employee's medical status. This includes the evaluation of any reported illnesses, as well as recommended treatment. Other findings and diagnoses will remain confidential and will not be included in the written report.

All medical records concerning employees are kept confidential and will not be disclosed or reported to anyone without the written consent of that employee (except as required by law).

G. Restriction on High Intensity Active Shooter Drills

Education Code section 32282, subdivision (a)(2)(K), restricts the drill procedures that can be used to prepare students for active shooter situations. Accordingly, whenever a Lockdown or other drill is held to prepare students for responding to an active shooter, those drills shall be designed to comply with the following features:

(1) Code-Red/Lockdown drills shall not be "high-intensity" drills, meaning they shall not include simulations that mimic an actual school shooter or other armed assailant, such as by using theatrical makeup, fake blood, actors, or participation of students in acting out active resistance to an assailant.
(2) The drill shall not use real weapons, gunfire blanks, or explosions.
(3) The drill shall be designed pursuant to a trauma-informed approach, meaning:
    a. It shall be age and developmentally appropriate in content and terminology, as determined in consultation with school-based mental health professionals;
    b. Advance notice of the drill (and its expected length of time) shall be provided to parents and guardians, teachers, administrators, and school personnel;
    c. It shall offer the opportunity for parents/guardians to opt their students out of participation;
    d. An announcement of the drill shall be given before and after the drill;
    e. A notice shall be given to parents/guardians after the drill has concluded; and the school shall provide contact information for community-based resources to parents/guardians, pupils, and staff who are negatively impacted by the drills.

H. Reporting of Dangerous, Violent, or Unlawful Activities

DCS takes its role in providing a safe and trusted learning environment very seriously. If any student, family member, or member of its extended community learns of any dangerous, violent, or unlawful activity that they believe has occurred, is occurring, or may occur at the school or at or near any school-sponsored or school-related event or location, they are strongly encouraged to report that activity—anonymously if necessary—to the campus Director.

A report can be sent by a legible written note, by email, or by telephone. Reports should include place, time, the general nature of the activity being reported, whether any life-threatening activity or weapons are involved, and any other important details. Any report of activity that imminently threatens or involves an imminent potential loss of life should first be made to 9-1-1, immediately.

Any school official that becomes aware of any threat or perceived threat by a student that results in a reasonable suspicion of homicidal intent must report it to law enforcement immediately, pursuant to Education Code section 49393.

DCS shall promptly review every report received as soon as possible, shall make a record of every report received, and shall make a reasonable inquiry into each, as necessary, to ensure to the greatest reasonable extent that no dangerous, violent, or unlawful act occurs at any school-related or school-sponsored event, or on school-provided transportation to any such event. The investigatory response taken by the school and actions taken will be logged as well.

I. Cardiac or Life-Threatening Medical Incident Procedures

DCS's protocol for responding to cardiac events and similar life-threatening medical incidents is attached as Appendix A.

J. Immigration Enforcement Notification Procedures (Ed. Code § 32282(a)(2)(N))

Pursuant to SB 98 (2025), the school shall promptly notify parents/guardians, teachers, administrators, and school personnel when immigration enforcement activity is confirmed to be present on school grounds.

Definitions

- **Immigration enforcement**: Any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil or criminal immigration law. Immigration enforcement can be presumed to be occurring when carried out by any officer or agent from U.S. Immigration and Customs Enforcement (ICE), U.S. Customs and Border Protection (CBP), or other federal agency engaged in civil or criminal immigration enforcement.
- **Confirmed presence**: Presentation of valid judicial warrant, visual confirmation by staff, verbal acknowledgment by law enforcement official, or other reliable evidence.

Mandatory Notification Procedure

Upon confirmation of immigration enforcement presence at a school site, the site administrator or designee shall consider the safety and well-being of the pupils, employees, and community members associated with the school site when determining when and how to issue the notification, and issue such notification to:

- All parents/guardians
- All teachers, administrators, and school personnel

Notifications shall be sent using one or more of the following methods: automated phone call, email communication, text message, app push notification, or posting on the school website. Notifications shall not include any personally identifiable information.

Notification Content
Notifications shall be provided in English and in all languages required under Education Code § 48985 and should include:

- Confirmation that immigration enforcement activity occurred and the date and other information considering the safety and well-being of the school community
- Assurance that the school is monitoring the situation and prioritizing student safety
- Reminder that every child has the right to attend school regardless of immigration status
- Link or reference to school resources for immigrant families (if available)

Sample Notification Language (to be translated and revised to suit the particular situation):

> ***URGENT: Immigration Enforcement Activity on Campus***
> *Dear Parents/Guardians and Staff:*
>
> *This is an important update from Discovery Charter Schools. Federal immigration enforcement activity occurred on campus on [DATE].*
>
> *Our school remains open and focused on student safety and learning. No immigration enforcement actions are permitted in classrooms or student areas without a valid judicial warrant. We are monitoring the situation closely.*
>
> *If you have questions or concerns, please contact the front office or our family resource center.*
>
> *Every child has the right to a free public education regardless of immigration status.*
>
> *Thank you,*
> *[Principal Name]*

K. Response to Apparent Opioid Overdose

STEP 1: Evaluate for Signs of Overdose.

a. All employees will be trained to recognize the following signs of an opioid overdose:
   - Unconsciousness or inability to awaken;
   - Slow or shallow breathing or breathing difficulty, such as choking sounds or a gurgling/snoring noise from a person who cannot be awakened; and
   - Fingernails or lips turning blue/purple.

b. If any person is suspected of suffering an overdose, any employee shall first attempt to stimulate the person by:
   - Calling the person's name;

- Then, vigorously grinding knuckles into the sternum (breastbone) or rub knuckles on the person's upper lip.

c. If the person responds, assess whether he or she can maintain responsiveness and breathing.
d. Continue to monitor the person, including breathing and alertness, and try to keep the person awake and alert.
e. If unresponsive, call 911, consider providing rescue breathing if the person is not breathing on their own or get help from someone trained in emergency response techniques, and administer one dose of naloxone or get help from someone trained and comfortable administering a naloxone product.

STEP 2: Call 9-1-1. Calling 9-1-1 at the appropriate time is an essential step to getting someone with medical expertise to care for the person suspected of experiencing an opioid overdose. If no emergency medical services (EMS) or other trained personnel are on campus, activate the 9-1-1 emergency system immediately. All that needs to be reported is "Someone is unresponsive and not breathing" and then report the specific address and/or description of the location on the campus where the person is located. After relaying this information, follow the dispatcher's instructions. If appropriate, the 9-1-1 operator will instruct you to begin CPR and implement rescue breathing, which you may perform or have another responsible and/or trained adult perform. Follow these and all instructions given by 911 operators until emergency responders arrive.

STEP 3: Administering Naloxone. Employees will be trained on the administration of naloxone according to the instructions provided with the naloxone product maintained at the school.

a. If a person does not respond within 2-3 minutes after administering a dose of naloxone, administer a second dose of naloxone.
b. The duration of effect of naloxone depends on the dose, method of administration, and overdose symptoms. The goal of naloxone therapy should be to restore adequate spontaneous breathing, but not necessarily complete arousal.
c. More than one dose of naloxone may be needed to revive someone who is overdosing. People who have taken longer acting or more potent opioids may require additional doses or forms of naloxone therapy.
d. Comfort the person being treated, as withdrawal triggered by naloxone can feel unpleasant. Some people may become agitated or confused, which may improve by providing reassurance and explaining what is happening.

STEP 4: Support the Person's Breathing. Supporting breathing is an important intervention and may be lifesaving on its own. Rescue breathing can be very effective in supporting respiration, and chest compressions can provide ventilatory support. If

trained to perform rescue breathing and comfortable doing so, it is recommended that you administer it to someone experiencing opioid overdose symptoms if they are having difficulty breathing. If you are not trained in rescue breathing or are not comfortable administering rescue breathing, call for help from school medical personnel, if any, or other individuals who may be trained in rescue breathing or other emergency medical response techniques.

a. Rescue breathing for adults involves the following steps:
   - Be sure the person's airway is clear (check that nothing inside the person's mouth or throat is blocking the airway).
   - Place one hand on the person's chin, tilt the head back, and pinch the nose closed.
   - Place your mouth over the person's mouth to make a seal and give two slow breaths.
   - Watch for the person's chest (but not the stomach) to rise.
   - Follow up with one breath every 5 seconds.

b. Chest compressions for adults involve the following steps:
   - Place the person on his or her back.
   - Press hard and fast on the center of the chest.
   - Keep your arms extended.

STEP 5: Monitor the Person's Response. All should be monitored for recurrence of signs and symptoms of opioid toxicity for at least 4 hours from the last dose of naloxone or discontinuation of naloxone infusion. Most people respond to naloxone by returning to spontaneous breathing within 2-3 minutes of receiving a dose of naloxone. Because naloxone has a relatively short duration of effect, overdose symptoms may return, so it is essential to get the person to an emergency department or other source of medical care as quickly as possible, even if the person revives after the initial dose of naloxone and seems to feel better.

DO's and DON'T's:

DO attend to the person's breathing and cardiovascular support needs by administering oxygen or performing rescue breathing and/or chest compressions.

DO administer naloxone and utilize a second dose if no response to the first dose.

DO put the person in the "recovery position" on the side, if you must leave the person unattended for any reason.

DO stay with the person and keep them warm.

DON'T slap or forcefully try to stimulate the person; it will only cause further injury. If you cannot wake the person by shouting, rubbing your knuckles on the sternum, or light pinching, the person may be unconscious.

DON'T put the person into a cold bath or shower. This increases the risk of falling, drowning, or going into shock.

DON'T try to make the person vomit drugs that may have been swallowed. Choking or inhaling vomit into lungs can cause a fatal injury.

NOTE: all naloxone products have an expiration date, so it is important to check the expiration date and obtain replacement naloxone as needed.

Safe Ingress & Egress, Discipline, Dress Code

It is the responsibility of each school site to address ingress & egress, discipline, and dress code in the student handbook. The handbook is distributed to all students and families at the start of the academic year. The school will collect acknowledgement from the student and their family that the handbook has been read and understood as the operating principles. The DCS Family Handbook is located in the school offices and on our website.

Safety Plan Goals 2026 - 2027

Goal Statement:

By **June 2027~~6~~**, Discovery Charter School will improve overall school safety, belonging, and student engagement by reducing chronic absenteeism and disciplinary incidents, while increasing positive school climate indicators that reflect students' sense of safety and connection to the school community.

Objectives:

1. **Enhance Student Support Systems**
    - Provide comprehensive student support through access to a **school counselor, Student Support Specialist,** and ongoing **social-emotional learning (SEL)** instruction across all grade levels.
    - Implement **positive discipline practices** that emphasize restorative approaches and relationship-building.
2. **Increase Attendance and Reduce Chronic Absenteeism**
    - Launch targeted attendance initiatives and implement the SART (School Attendance Review Team) process for early identification and support of at-risk students.
    - Utilize PowerSchool to track attendance patterns and identify students in need of intervention.
3. **Refine Data Systems for Early Intervention**
    - Consistently monitor attendance, discipline, and suspension to be~~,~~ reviewed ~~-~~every six weeks.
    - Use data insights to guide student support plans, reduce repeat behavioral incidents, and strengthen engagement.

Expected Outcomes:

- Increased student attendance rates and a measurable decrease in chronic absenteeism.
- Reduction in disciplinary incidents and suspensions through proactive and restorative supports.
- Improved school climate survey results reflecting that students feel safe, supported, and connected to their school community.
- Strengthened systems for early identification and support of students with behavioral or social-emotional needs.

Goal:

By October 2026, 100% of school staff will complete Suicide Prevention Training and Run, Hide, Defend (Active Threat Response) Training to ensure all personnel are equipped with the knowledge, skills, and confidence to respond effectively to emergencies involving threats to student safety or self-harm.

Objectives:

- Provide annual suicide prevention training aligned with AB 2246 and Education Code §215 requirements.
- Conduct Run, Hide, Defend drills and staff training in collaboration with local law enforcement and emergency response partners.
- Ensure all new hires complete both trainings within 30 days of employment.
- Maintain documentation of training completion for all staff.

Expected Outcome:

All staff will be able to recognize warning signs of suicidal ideation, follow established intervention protocols, and respond appropriately to active threat situations—promoting a safe, secure, and supportive learning environment for all students.

Plot Plans

Plot Plan #1 – Assembly Area Assignments

See **APPENDIX - D**

First Aid:	Teacher
Morgue:	Representatives
Sanitation:	Teacher
Evacuation Assembly:	Representatives
Student Release Area:	Teacher Representatives Student Release Team

Plot Plan #2 – Utility Shut Off Locations and Procedures
See **APPENDIX - D**

Plot Plan #3 – Evacuation Map - See **APPENDIX - D**

APPENDIX A –

AED Cardiac Emergency Response Plan

A cardiac emergency requires immediate action. Cardiac emergencies may arise as a result of a Sudden Cardiac Arrest ("SCA") or a heart attack but can have other causes. SCA occurs when the electrical impulses of the heart malfunction resulting in sudden death.

Signs of SCA can include one or more of the following:

- Not moving, unresponsive or unconscious, or
- Not breathing normally (i.e., may have irregular breathing, gasping, or gurgling or may not be breathing at all), or
- Seizure or convulsion-like activity.

Note: Those who collapse shortly after being struck in the chest by a firm projectile/direct hit may have SCA from "commotio cordis".

The Cardiac Emergency Response Plan of Discovery Charter School shall be as follows:

1. Developing a Cardiac Emergency Response Team
   (a) The Cardiac Emergency Response Team shall be composed of those individuals who have current CPR/AED certification. It will include the office team remembers, SSS, a member of the RSP team, coaches and an administrator who will call 9-1-1 and direct EMS to the location of the SCA.
   (b) Members of the Cardiac Emergency Response Team are identified in the "Cardiac Emergency Response Team" attachment, to be updated yearly and as needed to remain current. One of the members shall be designated as the Cardiac Emergency Response Team Coordinator.
   (c) All members of the Cardiac Emergency Response Team shall receive and maintain nationally recognized CPR/AED training, which includes a certification card with an expiration date of not more than 2 years.
   (d) As many other staff members as reasonably practicable shall receive training.

2. <u>Activation of Cardiac Emergency Response Team during an identified cardiac emergency</u>

   (a) The members of the Cardiac Emergency Response Team shall be notified immediately when a cardiac emergency is suspected.

(b) The Protocol for responding to a cardiac emergency is described in Section 8 (below) and in the "Protocol for Posting" attachment.

3. Automated External Defibrillators ("AEDs") – placement and maintenance

(a) Minimum recommended number of AEDs for DCS:
   (1) Inside the school building – The number of AEDs shall be sufficient to enable the school staff or another person to retrieve an AED and deliver it to any location within the school building, ideally within two (2) minutes of being notified of a possible cardiac emergency.
   (2) Outside the school building on school grounds / athletic fields – The number of AEDs, either stationary or in the possession of an on-site athletic trainer, coach, or other qualified person, shall be sufficient to enable the delivery of an AED to any location outside of the school (on school grounds) including any athletic field, ideally within two (2)minutes of being notified of a possible cardiac emergency.
   (3) Back-up AEDs – One or more AEDs shall be held in reserve for use as a replacement for any AED which may be out-of-service for maintenance or other issues. The back-up AED(s) should also be available for use by the school's athletic teams or other groups traveling to off-site locations.

(b) Discovery Charter School will regularly check and maintain each School-owned AED in accordance with the AED's operating manual and maintain a log of the maintenance activity. The School shall designate a person who will be responsible for verifying equipment readiness and for maintaining maintenance activity.

(c) Additional Resuscitation Equipment: A resuscitation kit shall be connected to the AED carry case. The kit shall contain latex-free gloves, razor, scissors, towel antiseptic wipes and a CPR barrier mask.

(d) AEDs shall not be locked in an office or stored in a location that is not easily and quickly accessible at all times.

(e) AEDs shall be readily accessible for use in responding to a cardiac emergency, during both school-day activities and after-school activities, in accordance with this Plan. Each AED shall have one set of defibrillator electrodes connected to the device and one spare set. All AEDs should have clear AED signage so as to be easily identified. Locations of the AEDs are to be listed in the "Cardiac Emergency Response Team" attachment and in the "Protocol for Posting" attachment.

4. Communication of this Plan throughout the DCS campus

(a) The Cardiac Emergency Response Protocol shall be posted as follows:

(1) In each classroom, cafeteria, restroom, health room, faculty break room and in all school offices.
(2) Adjacent to each AED.
(3) Adjacent to each school telephone.
(4) In the gym, and in all other indoor locations where athletic activities take place.
(5) At other strategic school campus locations, including outdoor physical education and athletic areas.
(6) Attached to all portable AEDs.

(b) The Cardiac Emergency Response Protocol shall be distributed to:

(1) All staff and administrators at the start of each school year, with updates distributed as made.
(2) All office staff including the Office Manager, School Secretary, SSS and attendance clerks.
(3) All PE teachers and coaches, at the start of each school year and as applicable at the start of the season for each activity, with update distributed as made.

(c) Results and recommendations from Cardiac Emergency Response Drills performed during the school year shall be communicated to all staff and administrative personnel. See paragraph 5(b) below.

(d) A copy of this Cardiac Emergency Response Plan shall be provided to any organization using the school facilities and grounds. A signed acknowledgment of the receipt of this Plan and the Protocol by any outside organization using the school shall be kept in the school office. School administration and any outside organization using the school's facilities or grounds shall agree upon a modified Cardiac Emergency Response Plan. The modified Plan shall take into consideration the nature and extent of the use and shall meet the spirit and intent of this Plan which is to ensure that preparations are made to enable a quick and effective response to a cardiac emergency on school property.

5. Training in Cardiopulmonary Resuscitation ("CPR") and AED Use

(a) Staff Training:

(1) In addition to the PE teachers and office staff, a sufficient number of staff shall be trained in CPR and in the use of an AED to enable DCS to carry out this Plan. (It is recommended that at a minimum, at least 10% of staff, 50% of coaches, and 50% of physical education staff should have

current CPR/AED certification.) Training shall be renewed at least every two (2) years. The school shall designate the person responsible for coordinating staff training as well as the medical contact for school-based AEDs, if available.

(2) Training shall be provided by an instructor, who may be a school staff member, currently certified by a nationally recognized organization to conform to current American Heart Association guidelines for teaching CPR and/or Emergency Cardiac Care ("ECC").

(3) Training may be traditional classroom, on-line or blended instruction but should include cognitive learning, hands-on practice and testing.

(b) Cardiac Emergency Response Drills ("CERP"):
CERP Drills are an essential component of this Plan. DCS shall perform a minimum of two (2) successful CERP Drills each school year with the participation of athletic coaches and PE teachers, athletic training students, team and consulting physicians, coaches, campus safety officials and other targeted responders. A successful CERP Drill is defined as full and successful completion of the Drill in five (5) minutes or less. DCS shall prepare and maintain a CERP Drill Report for each Drill. (See "Conducting Drills" attachment.) These reports shall be maintained for a minimum of five

(4) years with other safety documents. The reports shall include an evaluation of the Drill and shall include recommendations for the modification of the CERP if needed.

6. <u>Local Emergency Medical Services ("EMS") integration with the school's plan</u>

(a) Discovery Charter School shall provide a copy of this Plan to local emergency response and dispatch agencies (e.g., the 9-1-1 response system), which may include local police and fire departments and local Emergency Medical Services ("EMS").

(b) The development and implementation of the CERP shall be coordinated with the local EMS Agency, campus safety officials, on-site first responders, administrators, athletic trainers, school nurses and other members of the school and/or community medical team.

(c) DCS shall work with local emergency response agencies to 1) coordinate this Plan with the local emergency response system; and 2) to inform the local emergency response system of the number and location of on-site AEDs.

7. <u>Annual review and evaluation of the Plan</u>

DCS shall conduct an annual internal review of the school's Plan. The annual review should focus on ways to improve the schools response process, to include:

(a) A post-event review following an event. This includes review of existing

school-based documentation for any identified cardiac emergency that occurred on the school campus or at any off-campus school-sanctioned function. The school shall designate the person who will be responsible for establishing the documentation process.

Post-event documentation and action shall include the following:

(1) A contact list of individuals to be notified in case of a cardiac emergency.
(2) Determine the procedures for the release of information regarding the cardiac emergency.
(3) Date, time and location of the cardiac emergency and the steps taken to respond to the cardiac emergency.
(4) The identification of the person(s) who responded to the emergency.
(5) The outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.
(6) An evaluation of whether the Plan was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements in the Plan and in its implementation if the Plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel (ideally through the school's medical counsel) to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.
(7) An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including aftercare services and crisis counselors.
(b) A review of the documentation for all CERP Drills performed during the school year. Consider pre-established Drill report forms to be completed by all responders.
(c) A determination, at least annually, as to whether or not additions, changes or modifications to the Plan are needed. Reasons for a change in the Plan may result from a change in established guidelines, an internal review following an actual cardiac emergency, or from changes in school facilities, equipment, processes, technology, administration, or personnel.

8. <u>Protocol for School Cardiac Emergency Responders</u>

Discovery Charter School Cardiac Emergency Response Team PROTOCOL For All Schools

Sudden cardiac arrest events can vary greatly. Faculty, staff and Cardiac Emergency Response Team ("CERT") members must be prepared to perform the duties outlined below. Immediate action is crucial in order to successfully respond to a cardiac emergency. Consideration should be given to obtaining on-site ambulance coverage for high-risk athletic events. The school should also identify the closest appropriate medical facility that is equipped in advanced cardiac care.

Follow these steps in responding to a suspected cardiac emergency:

(a) Recognize the following signs of sudden cardiac arrest and take action in the event of one or more of the following:

- The person is not moving, or is unresponsive, or appears to be unconscious.
- The person is not breathing normally (has irregular breaths, gasping or gurgling, or is not breathing at all).
- The person appears to be having a seizure or is experiencing convulsion-like activity. (Cardiac arrest victims commonly appear to be having convulsions).
- Note: If the person received a blunt blow to the chest, this can cause cardiac arrest, a condition called commotio cordis. The person may have the signs of cardiac arrest described above and is treated the same.

(b) Facilitate immediate access to professional medical help:

- Call 9-1-1 as soon as you suspect a sudden cardiac arrest. Provide the school address, cross streets, and patient condition. Remain on the phone with 9-1-1. (Bring your mobile phone to the patient's side, if possible.) Give the exact location and provide the recommended route for ambulances to enter and exit. Facilitate access to the victim for arriving Emergency Medical Service (EMS) personnel.
- Immediately contact the members of the Cardiac Emergency Response Team.
  - Give the exact location of the emergency. ("Mr. /Ms. Classroom, Room # , gym, football field, cafeteria, etc."). Be sure to let EMS know which door to enter. Assign someone to go to that door to wait for and flag down EMS responders and escort them to the exact location of the patient.
- If you are a CERT member, proceed immediately to the scene of the cardiac emergency.
  - The closest team member should retrieve the automated external defibrillator (AED) en route to the scene and leave the AED cabinet door open; the alarm typically signals the AED was taken for use.

- Acquire AED supplies such as scissors, a razor and a towel and consider an extra set of AED pads.

(c) Start CPR:

- Begin continuous chest compressions and have someone retrieve the AED.
- Here's how:
  - Press hard and fast in the center of the chest. Goal is 100 compressions per minute. (Faster than once per second, but slower than twice per second.)
  - Use 2 hands: The heel of one hand and the other hand on top (or one hand for children under 8 years old), pushing to a depth of 2 inches (or 1/3rd the depth of the chest for children under 8 years old.
  - Follow the 9-1-1 dispatcher's instructions, if provided.

(d) Use the nearest AED:

- When the AED is brought to the patient's side, press the power-on button, and attach the pads to the patient as shown in the diagram on the pads. Then follow the AEDs audio and visual instructions. If the person needs to be shocked to restore a normal heart rhythm, the AED will deliver one or more shocks.
  - Note: The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered.
- Continue CPR until the patient is responsive or a professional responder arrives and takes over.

(e) Transition care to EMS:

- Transition care to EMS upon arrival so that they can provide advanced life support.

(f) Action to be taken by Office / Administrative Staff:

- Confirm the exact location and the condition of the patient.
- Activate the Cardiac Emergency Response Team and give the exact location if not already done.
- Confirm that the Cardiac Emergency Response Team has responded.
- Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
- Assign a staff member to direct EMS to the scene.
- Perform "Crowd Control" – directing others away from the scene.
- Notify other staff: athletic trainer, athletic director, etc.

- Ensure that medical coverage continues to be provided at the athletic event if on-site medical staff accompanies the victim to the hospital.
- Consider delaying class dismissal, recess, or other changes to facilitate CPR and EMS functions.
- Designate people to cover the duties of the CPR responders.
- Copy the patient's emergency information for EMS.
- Notify the patient's emergency contact (parent/guardian, spouse, etc.).
- Notify staff and students when to return to the normal schedule.
- Contact school district administration.

Building Location Information
School Name & Address:
Discovery Falcon, 762 Sunset Glen Dr. San Jose, CA 95123

School Phone#: (408)300-1358

Cross Streets: Santa Teresa/Chesbro

AED Location Office Hallway

School Name & Address:
Discovery Phoenix, 4021 Teale Ave. San Jose, CA 95117

School Phone#: (408)243-9800

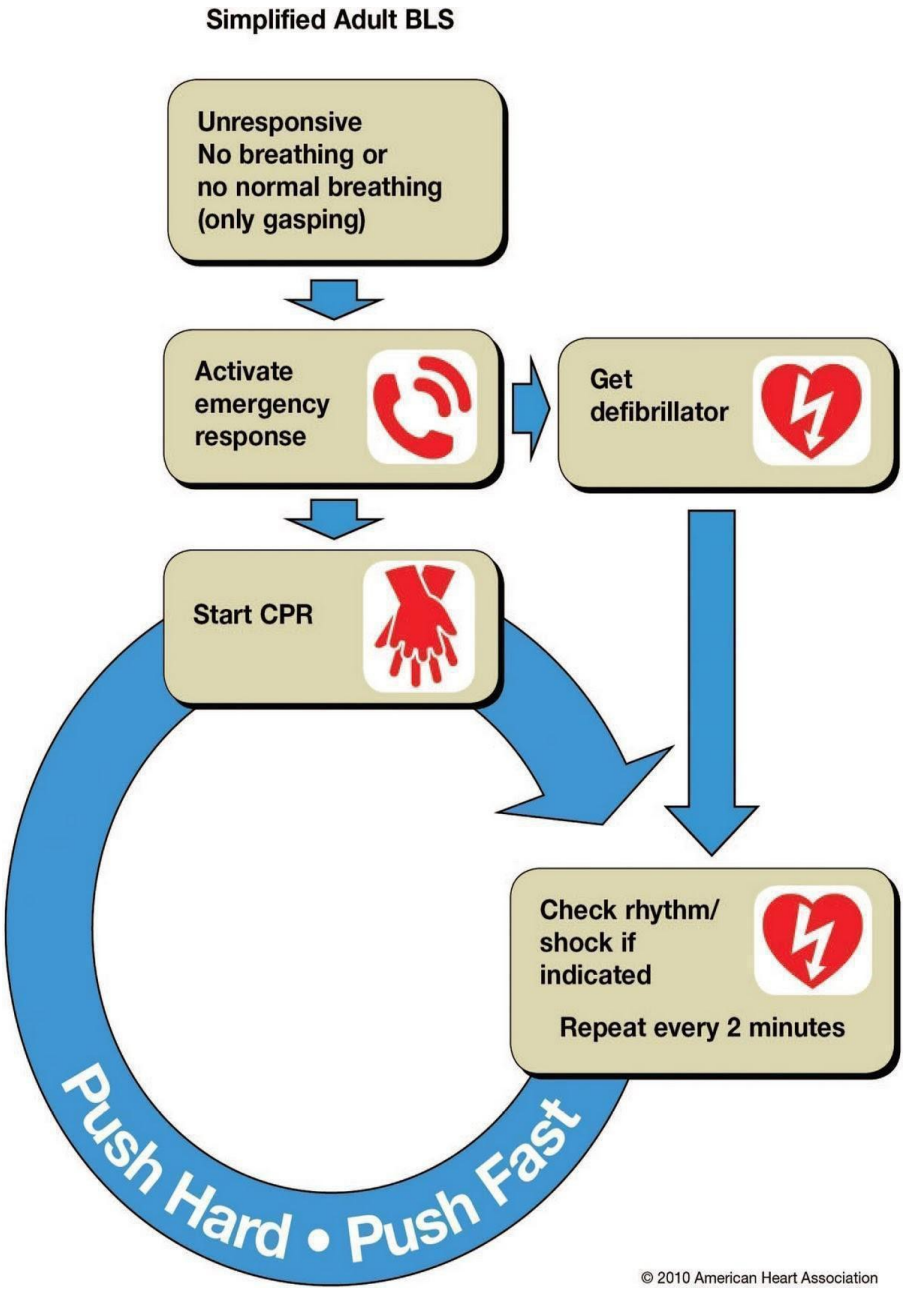
Cross Streets: Payne/Saratoga

AED Location: RM 2 & RM 21

Discovery Charter School

Appendix A1

CARDIAC EMERGENCY RESPONSE TEAM PROTOCOL



APPENDIX B –

Instructional Continuity Plan

APPENDIX C –

Suspension and Expulsion Policy and Procedures

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING COMPLAINT FORM

Your Name: Date:

Date of Alleged Incident(s):

Name of Person(s) you have a complaint against:

List any witnesses that were present:

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements;, etc.) (Attach additional pages, if needed):

I hereby authorize DCS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from the Charter School.

Date:

Signature of Complainant

Print Name

To be completed by the Charter School:

Received by: Date:

Follow-up Meeting with Complainant held on:

4920-6098-3071, v1

Assessment of School Safety and a Healthy School Climate

DCS provides compiled school crime information for the California Safe School Assessment as mandated by the state of California. This information is forwarded to the Santa Clara County Office of Education, which collects such information from all school sites. This information is analyzed at each school site to determine what steps may be taken to reduce incidents of crime.

Data sources reviewed:

- Local law enforcement crime data
- Suspension/Expulsion data found in the California Longitudinal Pupil Achievement Data System
- Attendance rates
- Local Control and Accountability Plan (LCAP)
- Local Educational Agency (LEA) Plan

	Suspensions	Chronic Absence Rate
2022-23	0.9%	19.8%
2023-24	1.1%	16.8%
2024-25	1.7%	12.95%

Suicide Prevention Policy

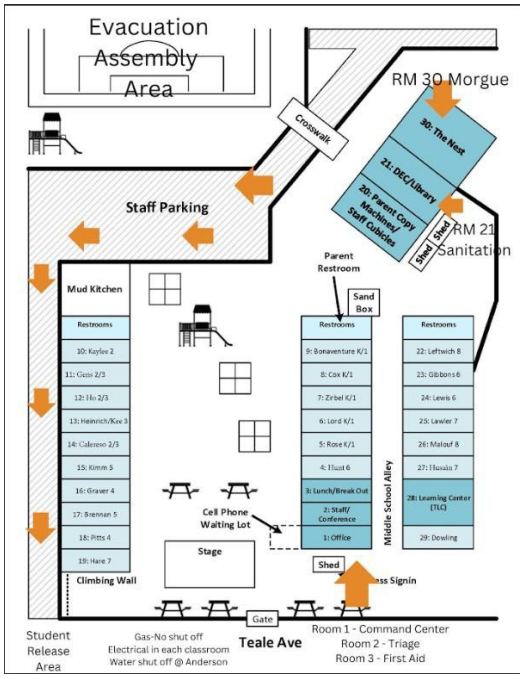
DCS Workplace Violence Prevention Plan

Appendix D-

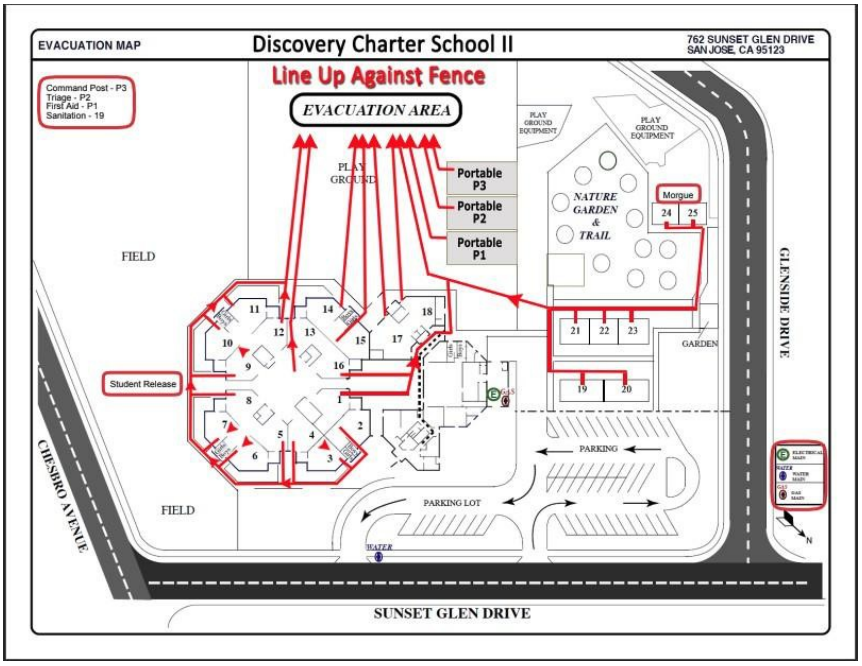
Plot Plan #3

Evacuation Map

DCS, Phoenix - 4021 Teale Ave.



DCS, Falcon – 762 Sunset Glen Dr.



APPENDIX E –

Ingress & Egress Procedure Maps

Phoenix DROP OFF AND PICK UP Procedures

To ensure the safety of all students and keep the flow of traffic moving smoothly, please follow the guidelines below:

- The DROP OFF / PICK UP AREA is called the LOADING ZONE. Greeters will direct cars, direct students onto campus at drop off, and call out student names at pick up, if able.
- When crossing Teale Avenue, use the crosswalk at Teale and Barrymore.
- Please NEVER call your child across Teale Avenue. It creates a very dangerous situation.
- Please do NOT double park to load / unload children. If there is no space available at the curb, please practice “airport loading” and circle the block.
- Please DO NOT hold conversations with parents or teachers at the curb, even for just a minute. It holds up traffic! If you would like to speak with someone, please park and walk in.

BE GOOD NEIGHBORS:

- Please do not block driveways to drop off your children.
- Please do not pull into or park in a driveway (even for a minute) to drop off your child(ren).
- Please do not make U-turns on Teale Avenue near campus, it disrupts traffic.
- As a courtesy to our neighbors, please leave a 1-2 foot buffer between the end of your vehicle and the driveway.

ENTERING THE DROP OFF/PICK UP ZONE:

- Give the right of way to cars exiting the Drop Off/Pick Up Zone.
- Only pull around unloading cars when waved forward by a greeter. Please note: you may need to wait a short period of time until the Loading zone is clear of cars before you may pull forward.
- Please pull as far forward as possible in the Loading Zone, even if there are no cars immediately behind your vehicle or if your child is waiting near the gate.

  EXITING THE LOADING ZONE:
- Please give the right of way to vehicles in front of you and/or cars driving down the street.

- Please use your turn signal to indicate your intention to pull out.

AFTERNOON PICK UP:

- Cars may wait a maximum of 3-5 minutes for their child. If your child is not available for pick up, please circle around the block via Freed Avenue.

DRIVEWAY AND PARKING LOTS

Please DO NOT ENTER the Anderson Staff Parking Lot! **The driveway and lot are for authorized vehicles only.**

There is absolutely NO DROP OFF / PICK UP from the Anderson Staff Lot.

Traffic Flow: Drop off and Pick Up Procedures

Our goal is to ensure the safety of every child. Your cooperation and support is critical to assure that student drop off and pick up works to assure this goal. Please follow the procedures outlined on this enclosure. It is our expectation that all parents will follow the procedures established as part of their commitment to Discovery Charter School. You will need to follow a few simple rules to ensure the safety of our students, and to help the drop-off and pick-up traffic move as smoothly as possible:

In all cases, drivers are to use **Topaz Ave.** and enter onto Teale Ave. from Freed in a one-way direction (east to west).

If you are coming from Payne Ave. (south of campus): enter onto Topaz Ave., then make an immediate left turn onto Freed Ave., and then turn right onto Teale Ave. The street will then turn left and you will see a school ahead on your right.

If you are coming from Rhoda Ave., (north of campus): Proceed south on Topaz, turn right onto Freed Ave., then right again onto Teale Ave. The street will then turn left and you will see the school ahead on your right.

Drop off your children in front of the school in the designated Loading Zone only. Staff greeters will be available to direct students to classrooms. Traffic will exit from campus by continuing west on Teale Ave., then turning left onto Rosalia Ave., and continue to Payne. Please try to make right turns exiting onto Payne Ave. as to not hold up the traffic flow.

(See map below for clarification.)

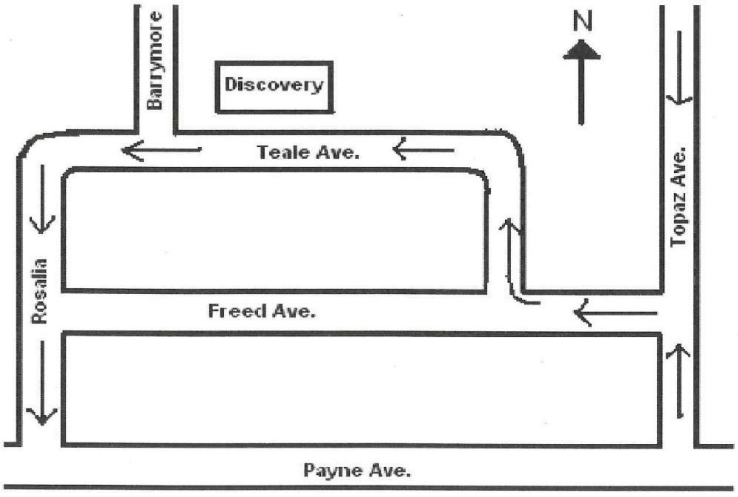
Do not drop off students on the opposite side of Teale Ave. as they will have to walk across traffic. All students are to be dropped off on the school-side of the street only. **Also, all walking students and families should cross in the designated crosswalks only.**

Gates will be opened at 8:15 a.m. for student temperature check prior to being directed to class.

Pick up traffic flow should follow the same pattern. **If your child is not at the curb ready to be picked up, you will need to circle the block and come back around. Do not block the flow of traffic** by parking your vehicle and waiting for your child.

To facilitate the pick up process and help it run smoother, place a notebook size white sign in the passenger side of your windshield with the first and last name of each child that you are picking up, written in large block letters. The adults helping can then call the names of children so that they can come out to their ride. **The goal is to have your children waiting for you, not to have you waiting for your children.**

Parking in the Loading Zone along the north side of Teale Ave. is strictly prohibited from 8:00 to 8:45 am. and from 11:45-1:00pm. Thank you for your cooperation.



Falcon DROP OFF AND PICK UP Procedures

‘Quick Drop Off Zones’ are for families that wish to safely pull over and allow their student to exit the vehicle quickly without having to find a parking space. The zones will be marked and volunteers will be available to open your car door and help your student get out of the vehicle. We ask that parents using the Quick Drop Off Zone please remain in the vehicle to keep the flow of traffic moving along. Once your student is safely out of the vehicle, please pull forward with the flow of traffic. U-Turns are not permitted.

The Primary drop off zone is on the School side corner of Chesbro Ave and will be set up until 8:45am.

The Middle School drop off zone is on the School side of Glenside near the Middle School gate and will be set up until 8:30am.

All gates are locked at 8:30am. The front office is the only point of entry and exit during the school day.

- The loop at the front of the school is NOT a drop off or pickup zone and is NOT a turnaround zone.
- The parking lot is for staff members only. All spaces are assigned. Even if there is an empty space, please do not park there. The staff member might be on their way!
- For your safety and the safety of others, please do not double park.
- Continue with the flow of traffic. Do not make U-turns. Do not make 3 point turns. Do not use our neighbors' driveways to turn around.
- You may park and walk your child to class. Please park on the school side of the street OR throughout the surrounding neighborhood in a LEGAL parking space. The parking lot is for STAFF ONLY.
- If you are tardy, please park and walk your student in. Please park in a legal parking space on the street and walk your student to the office. DO NOT PARK IN THE LOOP IN FRONT OF THE OFFICE. DO NOT PARK IN THE STAFF LOT. DO NOT BLOCK DRIVEWAYS
- You may only DROP OFF at the drop off zones if you are not parking. Please do not drop off at any other area or gate besides the drop off zone. The drop off zone on Chesbro is set up until 8:45am - even if you are tardy, if you arrive before 8:45 and plan to drop off your student, use this designated zone. THE LOOP AT THE FRONT OF THE SCHOOL IS NOT A DROP OFF ZONE EVEN IF YOU ARE TARDY.
- You may follow the flow of traffic after dropping off your student or leaving your parking space. Follow the flow of traffic around the block to exit the school area.

Safety trumps convenience. Be safe, drive slowly and be patient.

Getting to school early before 8:25am will help.

Your cooperation and support are appreciated. Repeat violators will be contacted.

PICK UP

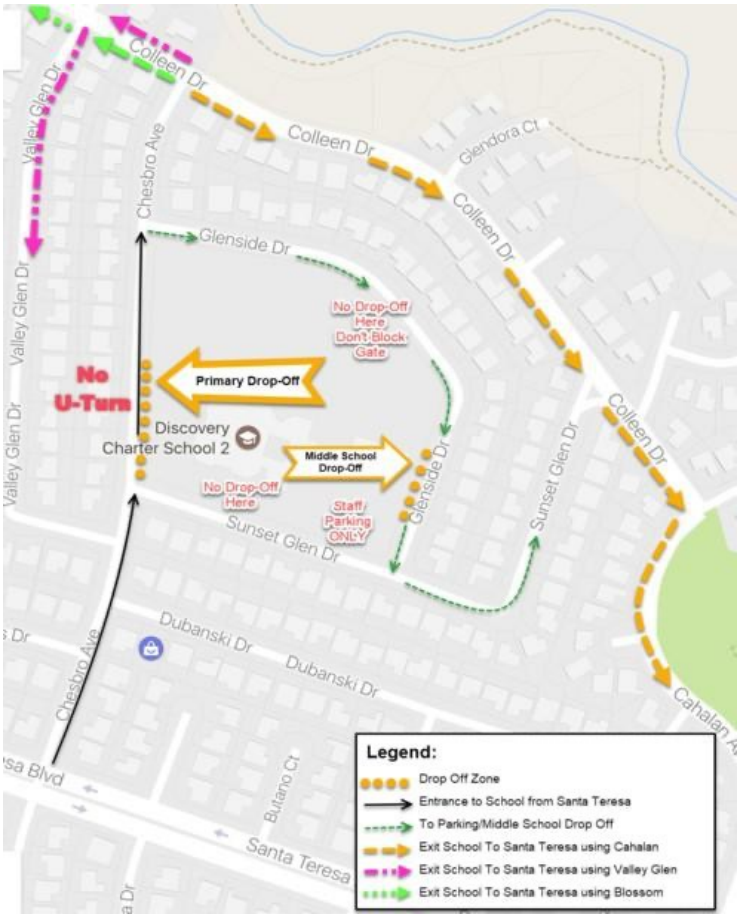
We do not offer a quick pick up zone for the end of the day. When picking up your student, please safely park in a legal parking space on the street. You can walk to the front of the school or to the classroom once the bell rings. The gates are locked until the dismissal bell rings. We recommend establishing a meeting point with your student(s) to find you and for you to find them at the end of the day - whether that is at the classroom door or another area is up to you. We do not recommend waiting in the car for your student to find you.

DO NOT PART IN FRONT OF DRIVEWAYS. DO NOT PARK IN DRIVEWAYS.

DO NOT DOUBLE PARK.

DO NOT USE THE STAFF PARKING LOT.

DO NOT USE THE LOOP IN FRONT OF THE SCHOOL TO PICK UP.



~~Renewal Charter Petition~~¶

DISCOVERY CHARTER SCHOOLS
Education Outside the Box

Discovery Charter - Phoenix

~~Discovery Charter School~~ 4021 Teale Ave.
~~San Jose, CA 95117 Approved by the Santa Clara County Board of Directors on April 3, 2019~~
~~For the term July 1, 2019 through June 30, 2024~~¶
~~I.~~¶

San Jose, California 95117

Submitted to the Santa Clara County Board of Education ~~a renewal of the charter at any time. The Santa Clara County Board of Education~~
November 6, 2026

For the term:
July 1, 2027 – June 30, 2032

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~~XIX. ATTACHMENTS The following attachments~~ 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.~~

1. Articles of Incorporation
2. 501c3 Letter
3. Discovery Charter School Bylaws
4. Conflict of Interest Code
5. Discovery Charter School Multi-Year Financial Projections
6. LCAP

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~~ Education Code Section 47601 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) ~~(a)~~ Improve pupil learning.
(b) ~~(b)~~ Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as academically low achieving.
(c) ~~(c)~~ Encourage the use of different and innovative teaching methods.
(d) ~~(d)~~ Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site.
(e) ~~(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~~
(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~~ Section 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~~ meet the requirements of a charter petition as required by Education Code Section 47605 of the Act.

~~II.¶~~
~~AFFIRMATIONS AND DECLARATION¶~~

Affirmations/Declaration

~~Discovery Charter School ("Discovery" or the "Charter School"),~~ As the authorized lead petitioner, I, Lety Villa, hereby certify that the information submitted in this petition for renewal of a California public charter school named Discovery Charter - Phoenix[1] ("Discovery Phoenix," "Discovery Charter School," or the "Charter School"), operated by Discovery Charter School, a nonprofit public benefit corporation, located within the boundaries of the Moreland School District ("Moreland" or ~~"District")~~ the "District"), and authorized by the Santa Clara County Board of Education ~~("County"),~~ ("SCCBOE" or "County Board") with oversight by the Santa Clara County Office of Education ("SCCOE" or the "County Office") (collectively, the "County") hereby certifies that the information submitted in this petition for renewal is true to the best of my knowledge and belief; and further, I understand that if the charter is renewed, the Charter School 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)]~~ 47605(d)(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.~~ Act ("EERA"). [Ref. Education Code Section 47605(c)(6)]. Discovery Charter School recognizes the employees' rights under the EERA provisions to organize for collective bargaining.

~~47605(b)(6)]¶~~

- ~~•~~ The Charter School shall be ~~non-sectarian~~ nonsectarian in its programs, ~~admissions~~ admission policies, employment practices, and all other operations. [Ref. Education Code Section ~~47605(d)(1)]~~ 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- ~~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),~~ Sections 47605(e)(2) and 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or ~~his or her parents~~ of that student's parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section ~~47605(d)(2)(B)(i)-(iv).~~ 47605(e)(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).~~ 47605(e)(2)(C). [Ref. Education Code Section ~~47605(d)(2)(A)-(C)] The Charter School shall not~~ 47605(e)(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,

[1] As of this charter renewal, Discovery Charter will formally change its name to Discovery Charter - Phoenix.

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~~ Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section ~~47605(d)(1)~~ 47605(e)(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,~~ 1973 ("Section 504"), Title II of the Americans with Disabilities Act of ~~1990,~~ 1990 ("ADA"), 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~~ 2004 ("IDEA").
- 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~~ the Commission on Teacher Credentialing ("CTC") 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 noncore, non-college~~ required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. [Ref. Education Code Section 47605(l)(1)]

~~preparatory teachers. [Ref. Education Code Section 47605(l)]~~

- ~~The~~ 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~~ 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(e)(3)]
- ~~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 adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or

transfer to another school for any reason; and (D) providing a copy of the California Department of Education ("CDE") notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]

- 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~~ parents, legal guardians, and teachers regarding the Charter School's ~~education~~ educational programs. [Ref. Education Code Section ~~47605(c)~~] 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the ~~location~~ locations 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 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~~ The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 ("FERPA").
- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* ("CPRA").
- ~~Ralph M. Brown Act. (See Attachment 1: Compliance with the Brown Act and~~ The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* ("Brown Act").

~~the Public Records Act.)~~

- ~~The~~ The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 ("Section 1090").
- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* ("PRA").
- 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.~~ 51744, et seq. related to independent study, as applicable.

~~Debby~~

- ~~The~~ The Charter School shall comply with the financial audit requirements of Education Code Section 41020, as mandated by AB 126 (2026). [Ref. Education Code Section 47605(m)]

Lety Villa, Executive Director
~~Perry, Superintendent/Executive Director~~ Lead Petitioner

Date

~~Date:~~ _____

~~III.~~

Introduction

School ~~Founding~~ 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~~ 2014, and 2019. 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~~ Renewal. The Petitioners request to renew the charter for Discovery Charter – Phoenix pursuant to Education Code Section ~~47607~~ 47607.2 for a term of five years from July 1, ~~2019~~ 2027 through June 30, ~~2024.~~ 2032.
~~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 attend school 180 days per year, and are in attendance for more than the required minutes each year. See attachment 32: 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.¶~~

Students to Be Served. The Charter School serves students in Transitional Kindergarten ("TK") through grade eight.

~~Facilities~~ 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~~ Team. The leadership team is ~~comprised~~ composed 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,~~ Site Director, to represent staff interests and employee relations, to provide input to the school budget, and to facilitate the execution of the Local Control and Accountability Plan ("LCAP") for the ~~school. For more information refer to Attachment 4: Leadership Team. *Notes:~~ Charter School.
~~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¶

SUCCESSES 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.¶

Academic Criteria for Charter Renewal

~~CHARTER RENEWAL CRITERIA~~ Evidence of Meeting Charter Renewal ~~Standards~~ Criteria Pursuant to Education Code Section ~~47607(b) and the California Code of Regulations,~~ 47607.2(b) (middle performing).

~~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¶~~

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard ("Dashboard"), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria unless the chartering authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).
- Middle Performing – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of the students, evaluated using the Dashboard and Education Code Section 47607.2(b).

The CDE has published a list of high-, middle-, and low-performing charter schools. Discovery Charter - Phoenix is pleased to have been deemed a middle-performing school by the CDE and is thus entitled to a default renewal standard, for a five-year term.

The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only
- Academic: grades three through eight and grade eleven – English language arts/literacy and Mathematics

Legal Standard for Middle Tier Renewal

As a middle performing school, renewal of Discovery Charter is governed by Education Code Section 47607.2(b), which provides that the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the Charter School on the Dashboard state and local indicators. Further, the chartering authority shall provide **greater weight to performance on measurements of academic performance** in determining whether to grant a charter renewal.

In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

(A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.
(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

Clear and convincing evidence will be analyzed via verified data, which means data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced. Verified data shall include measures of postsecondary outcomes.

The relevant question is whether the full record supports renewal under the middle performing standard.

Discovery Charter documents its performance on the Dashboard and through verified data, in support of approval of its charter renewal petition, below:

CA School Dashboard State and Local Indicators

The following charts reflect Discovery Charter's 2024 and 2025 Dashboard performance indicator colors for all students and for comparison purposes, the State's. Dashboard colors reflect both status and change in status from the prior year. AB 1505 defines charter renewal criterion one as all schools with two consecutive years of all red and orange or all blue and green colors being low or high performing for renewal, respectively. By this criterion, Discovery Charter is neither high nor low performing and moves to the second criterion for renewal.

Discovery Charter has had a mix of indicator colors over the past two years, with at least three indicators blue or green each year.

2024 and 2025 Dashboard Performance Indicator Colors

	2024		2025	
Indicator	~~In this case Discovery Charter School resides within~~ Discovery Charter	State	Discovery Charter	State
ELA (academic)	Green	Orange	Green	Yellow
Math (academic)	Blue	Orange	Blue	Yellow
Science (academic)			Green	Yellow
ELPI (academic)	Green	Orange	Red	Yellow
Chronic Absenteeism	Yellow	Yellow	Yellow	Yellow
Suspension Rate	Blue	Green	Yellow	Green

~~the Moreland School District and is demographically comparable to those schools.¶~~
~~Source: https://caaspp.edc.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 52¶~~
~~2017 53¶~~
~~2016 49¶~~
~~2015 52¶~~
~~This chart reflects the performance of Discovery students with disabilities on the CAASPP test over 4 years.¶~~
~~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.¶~~
~~2017-2018 2017-2018 2018-2019 2018-2019 2014-2015 2015-2016 2016-2017 CELDT ELPAC ELPAC ELPAC CELDT CELDT CELDT Initial Summative Initial 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¶~~
~~Analysis of RFEP student performance on the 2018 CAASPP test.¶~~
~~EDS American Indian or Alaskan Native Asian Black or African American Filipio Hipanic or Latino Native Hawaiian or Pacific Islander None reported Two or More Races White Total Enrollment¶~~
~~MM¶~~
~~Payne¶~~
~~Baker¶~~

Anderson¶
2 0.2% 355 37.0%¶
8 0.9% 3 0.5% 246 24.9% 159 26.1%¶
3 0.4% 270 40.2%¶
9 2.2% 27 6.6%¶
2 108¶
0.4% 19.7%¶
5 312¶
0.8% 50.1%¶
7 209¶
1.2% 35.5%¶
19 2.0% 15 1.6% 205 21.4%¶
24 2.4% 24 3.9% 39 4.0% 22 3.6% 361 36.6% 191 31.4%¶
13 1.9% 16 3.9% 6 0.9% 5 1.2% 133 19.8% 329 80.2%¶
14 24 212¶
2.6% 4.4% 38.8%¶
14 20 68¶
2.2% 3.2% 10.9%¶
28 4 78¶
4.8% 0.7% 13.3%¶
3 0.3% 1 0.1% 58 6.0% 301 31.4% 959¶
5 0.5% 1 0.2% 0 0.0% 0 0.0% 77 7.8% 59 9.7% 226 22.9% 150 24.6% 986 609¶
1 0.1% 3 2 0.3% 1 48 7.2% 8 195 29.1% 12 671 410¶
3 4 40 140 547¶
0.5% 0.7% 7.3% 25.6%¶
0 2 25 177 623¶
0.0% 0.3% 4.0% 28.4%¶
23 0 35 204 588¶
3.9% 0.0% 6.0% 34.7%¶
0.7% 0.2% 2.0% 3.0%¶
Latimer¶
Country Lane Discovery¶
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¶~~

CA School Dashboard indicator colors for All Students from 2024 and 2025 compared to District and State

The following charts provide evidence for Discovery Charter being middle performing for renewal following criterion two, which compares school performance Dashboard academic indicators to the state's performance for two consecutive years. Performance is evaluated for all students, and for all student subgroups with thirty or more students at the charter school in the given indicator who, at the state level, perform below the state average. For Discovery Charter, these students groups are English learners ("EL"), socioeconomically disadvantaged ("SED") students, students with disabilities ("SWD"), African American ("AA") students, and Hispanic/Latino ("Hisp") students. For a school to be high performing by criterion two, all students and a majority of qualifying student groups must be above the state performance for all academic indicators for two years. Following this criterion, Discovery Charter is middle performing for renewal.

The below table reflects Discovery Charter's 2024 and 2025 Dashboard indicator status for all students and the aforementioned student groups on the academic indicators: ELA distance from standard (DFS), mathematics DFS, ELPI percent making progress, and Science points earned. Instances where Discovery Charter exceeded the statewide average are highlighted in green. Discovery Charter has been above the state schoolwide and across student groups in ELA and Math for most or all student groups.

2024 & 2025 CA School Dashboard Scores for Academic Indicators compared to State

	ELA		~~math,~~ Math		ELPI		~~science,~~ Science
	2024	2025	2024	2025	2024	2025	2025
All	32.1 DFS (45.3 pts higher)	34.8 DFS (42.9 pts higher)	38.1 DFS (85.7 pts higher)	38.1 DFS (80.5 pts higher)			63% (10.4% higher)

EL	-47.9 DFS (19.7 pts higher)	-32.8 DFS (27.1 pts higher)	-25.5 DFS (67.9 pts higher)	-12.5 DFS (73.6 pts higher)	63.3% (17.6% higher)	41.7% (4.7% lower)	
SED	-21.7 DFS (19.2 pts higher)	-46.3 DFS (11 pts lower)	-32.2 DFS (46 pts higher)	-40.4 DFS (32.5 pts higher)			
SWD	-62.9 DFS (32.7 pts higher)	-79.4 DFS (10 pts higher)	-82.4 DFS (41.9 pts higher)	-104.7 DFS (16 pts higher)			
AA		-19.9 DFS (31.4 pts higher)		-21.9 DFS (73.9 pts higher)			
Hisp	-10.1 DFS (29.2 pts higher)	-15.9 DFS (17.8 pts higher)	-47 DFS (32.2 pts higher)	-48 DFS (25.6 pts higher)			

CA School Dashboard status scores for All Students and significant student groups in 2024 and 2025 with comparison to State score in parentheses

The Charter School also met all its local indicators on the Dashboard in both 2024 and 2025.

	2024 Dashboard	2025 Dashboard
BASICS: Teachers, Instructional Materials, Facilities	STANDARD MET	STANDARD MET
Implementation of Academic Standards	STANDARD MET	STANDARD MET
Parent and Family Engagement	STANDARD MET	STANDARD MET
Local Climate Survey	STANDARD MET	STANDARD MET
Access to a Broad Course of Study	STANDARD MET	STANDARD MET

Verified Data: i-Ready by Curriculum Associates

i-Ready measures Typical Growth to show the annual growth of an average student at a given placement to show how students are growing relative to comparable peers. i-Ready provides separate criteria to determine one year's growth for K-8 and 9-12 programs.

i-Ready K-8: According to i-Ready guidance for CA charter renewals, "Schools that meet or exceed the following amounts of median Typical Growth from the fall to the spring can be said to have achieved sufficient growth during the year:"

Table 1: Median Progress to Typical Growth Targets to Identify Schools as Having Met California Charter School Growth Expectations

	Grades K–5	Grades 6–8
Math	80%	60%
Reading	75%	45%

The table below shows the median percent progress to typical growth schoolwide and by grade level. The green highlights indicate the years the charter met one year's growth in each tested subject.

Since the growth expectations provided by i-Ready are by grade band and the student group percentages span all grade levels tested, the green highlights for schoolwide performance are based on whether students met the K-5 growth target; the higher of the two targets.

MATH K-8: I-READY MEDIAN PERCENT PROGRESS TO TYPICAL GROWTH			
Student Grade	2023-2024	2024-2025	2025-2026
All Grades	**111%**	**113%**	**119%**
K	113%	115%	118%
1st	100%	94%	97%
2nd	135%	105%	119%
3rd	100%	92%	90%
4th	89%	100%	104%
5th	97%	129%	128%
6th	150%	163%	139%
7th	121%	122%	180%
8th	133%	139%	156%

READING K-8: I-READY MEDIAN PERCENT PROGRESS TO TYPICAL GROWTH			
Student Grade	2023-2024	2024-2025	2025-2026
All Grades	**123%**	**129%**	**140%**
K	94%	107%	106%
1st	117%	99%	96%
2nd	114%	133%	121%
3rd	123%	169%	112%
4th	153%	150%	92%
5th	137%	162%	186%
6th	147%	275%	186%
7th	150%	180%	201%
8th	178%	0%	200%

i-Ready Diagnostic Growth Report Median Percent Progress to Typical Growth

Over the past three years, the targets for one year's growth have been met in Math and ELA schoolwide and for every grade level or all but one grade level.

The tables below show the count of Students Assessed and the Total Enrollment from i-Ready's Diagnostic Growth Report. Those counts were used to produce the participation rate below.

The green highlights below indicate the years the charter met the 95% participation rate criteria schoolwide.

MATH K-8: PARTICIPATION RATE						
Student Grade / Group	2023-2024		2024-2025		2025-2026	
	#	%	#	%	#	%

All Grades	541/587	92%	542/571	95%	544/566	96%
K	48/58	83%	44/55	80%	50/55	91%
1st	54/57	95%	58/60	97%	53/55	96%
2nd	54/57	95%	56/59	95%	58/58	100%
3rd	55/56	98%	58/59	98%	54/56	96%
4th	56/56	100%	55/57	96%	57/58	98%
5th	56/56	100%	55/55	100%	55/56	98%
6th	76/90	84%	74/79	94%	82/85	96%
7th	64/73	88%	76/78	97%	66/68	97%
8th	78/84	93%	66/69	96%	69/75	92%

Student Grade / Group	READING: PARTICIPATION RATE 2023-2024		2024-2025		2025-2026	
	#	%	#	%	#	%
All Grades	**541/586**	**92%**	**542/571**	**95%**	**544/566**	**96%**
K	49/58	84%	45/55	82%	49/55	89%
1st	53/56	95%	56/60	93%	53/55	96%
2nd	54/57	95%	56/59	95%	58/58	100%
3rd	55/56	98%	58/59	98%	54/56	96%
4th	56/56	100%	55/57	96%	57/58	98%
5th	56/56	100%	55/55	100%	56/56	100%
6th	80/90	89%	74/79	94%	82/85	96%
7th	67/73	92%	77/78	99%	66/68	97%
8th	71/84	85%	66/69	96%	69/75	92%

i-Ready participation rate based on Students Assessed out of Total on Diagnostic Growth Report

Comparison Analysis with Local Schools

To demonstrate how Discovery Charter serves its community well, it is compared to local schools, identified as all schools serving overlapping grade levels as Discovery Charter, within 2.5 miles, and with socioeconomically disadvantaged and English learner students within 10% of Discovery Charter's population in 2025, according to DataQuest.

The table below contains Discovery Charter's 2025 Census day demographics alongside the demographics of its comparison schools for all student groups that were counted for renewal in criterion two.

~~windows through the school year. The IA~~ School	~~administered individually. In grades~~ Grades	~~positive self-esteem. Each "EL"~~ ~~is expected to~~ EL %	SED %	SWD %	AA %	Hisp %
Discovery Charter	K-8	16%	22%	13%	~~8~~8%	22%

Christa McAuliffe	K-8	~~See Attachment 11: Board Policy on~~ 11%	~~15.~~ 15%	18%	0%	7%
D. J. Sedgwick Elementary	P-5	~~22. Employee Development Plan.~~ 22%	~~strategy (see Attachment 26. Discovery Charter School~~ 26%	12%	0%	8%
Dwight D. Eisenhower Elementary	K-5	~~25. Enrollment and Admission~~ 25%	29%	12%	~~1)~~ 1%	12%
Forest Hill Elementary	K-5	~~15.~~ 15%	16%	12%	~~3.~~ 3%	10%
Gussie M. Baker Elementary	K-5	22%	20%	12%	3%	23%
Joaquin Miller Middle	6-8	7%	17%	~~4.~~ 4%	0%	~~2.~~ 2%
Moreland Middle	6-8	23%	32%	15%	2%	45%
Nelson S. Dilworth Elementary	K-5	22%	18%	6%	~~1.~~ 1%	4%
Sutter Elementary	P-5	14%	14%	17%	2%	21%
Warren E. Hyde Middle	6-8	13%	28%	8%	1%	12%

~~Procedures.¶~~

~~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¶~~

~~504 Compliance.¶~~

~~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.¶~~

~~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.~~

~~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~~

Charter and Comparison Schools Demographics, according to DataQuest 2025 Enrollment Data

Academic Performance at Discovery Charter and Comparison Schools: English Language Arts and Mathematics

Discovery Charter compares its academic results to its comparison schools using data from the Dashboard, measured as Distance from Standard (DFS). DFS evaluates performance on the CAASPP exams by the average difference between each student's score and the score required for an achievement level of "Standard Met" on the ELA and Math exams.

The table below contains the ELA and Math performance on the dashboard over the past three years and by student subgroup at Discovery Charter and its comparison schools. Instances where a comparison school had a lower DFS than Discovery Charter are in red.

ELA Dashboard Performance 2023						
School	**All**	**EL**	**SED**	**SWD**	**AA**	**Hisp**
Discovery Charter	37.4	-34.8	-10.8	-59.0		-1.4
Christa McAuliffe	-21.3	-26.1	-63.9	-156.1		-160.3
D. J. Sedgwick Elementary	56.5	39.2	4.1	-46.3		-48.9
Dwight D. Eisenhower Elementary	55.9	9.6	23.6	-12.5		-4.1
Forest Hill Elementary	80.6	36.8	44.8	-6.7		35.8
Gussie M. Baker Elementary	59.4	37.7	-36.8	-94.1		-52.3
Joaquin Miller Middle	113.3	47.8	70.1	-12.8		-26.4
Moreland Middle	17.5	-82.9	-47.5	-96.5		-57.4
Nelson S. Dilworth Elementary	86.8	55.6	33.6	4.6		-17.1
Sutter Elementary	52.2	4.1	-21.9	-18		-37.1
Warren E. Hyde Middle	83.6	5.8	7.2	-47.1		-33.6
2024						
School	**All**	**EL**	**SED**	**SWD**	**AA**	**Hisp**
Discovery Charter	32.1	-47.9	-21.7	-62.9		-10.1
Christa McAuliffe	2.3	20.4	-59.2	-140.7		-74.1
D. J. Sedgwick Elementary	70.7	45.1	22.3	-39.4		-19.1
Dwight D. Eisenhower Elementary	50.1	19.4	4.1	-43.4		-37.4
Forest Hill Elementary	81.7	47.6	13.7	-12.7		30.9
Gussie M. Baker Elementary	44.5	-8.1	-59.1	-89.5		-52.3

Joaquin Miller Middle	112.5	38.1	61.8	-15.3		-13.9
Moreland Middle	14.7	-90.9	-51.6	-104.2		-59.6
Nelson S. Dilworth Elementary	92.2	47.9	52.3	8.9		
Sutter Elementary	44.3	1.6	-19.5	-19.3		-56.2
Warren E. Hyde Middle	81.3	11.9	21.0	-27.2		-44.8
2025						
School	**All**	**EL**	**SED**	**SWD**	**AA**	**Hisp**
Discovery Charter	34.8	-32.8	-46.3	-79.4	-19.9	-15.9
Christa McAuliffe	-17.1	-7.4	-75.1	-119.5		-143.2
D. J. Sedgwick Elementary	59.3	22.4	3.7	-60.1		-47.9
Dwight D. Eisenhower Elementary	36.9	4.6	-8.3	-28.4		-16.4
Forest Hill Elementary	75.9	61.0	2.0	-42.3		26.0
Gussie M. Baker Elementary	38.3	0.3	-55.8	-104.7		-59.7
Joaquin Miller Middle	109.0	36.0	53.7	3.1		-17.8
Moreland Middle	24.7	-65.7	-46.8	-96.6	-23.6	-53.9
Nelson S. Dilworth Elementary	97.5	61.5	48.8	21.4		-43.9
Sutter Elementary	36.9	-19.4	-29.9	-39.2		-57.4
Warren E. Hyde Middle	89.3	27.7	26.3	-46.4		-30.2

Math Dashboard Performance						
2023						
School	**All**	**EL**	**SED**	**SWD**	**AA**	**Hisp**
Discovery Charter	**36.0**	**-16.0**	**-8.1**	**-80.4**		**-38.7**
Christa McAuliffe	-25.5	-11.9	-65.0	-152.6		-173.8
D. J. Sedgwick Elementary	59.6	55.0	14.5	-41.8		-46.4
Dwight D. Eisenhower Elementary	63.8	44.9	17.4	-22.3		-35.6
Forest Hill Elementary	78.3	60.6	28.5	3.4		46.7
Gussie M. Baker Elementary	48	29.2	-77.3	-120.6		-77.1
Joaquin Miller Middle	147.8	71.4	92.3	-28.7		-86.8
Moreland Middle	-18.8	-112.1	-96.1	-131.9		-109.8
Nelson S. Dilworth Elementary	99.5	85.9	48.6	8.5		-45.0
Sutter Elementary	49.9	26.8	-20.8	13.1		-25.3
Warren E. Hyde Middle	93.8	20.9	-7.3	-84.2		-86.0
2024						
School	**All**	**EL**	**SED**	**SWD**	**AA**	**Hisp**
Discovery Charter	**38.1**	**-25.5**	**-32.2**	**-82.4**		**-47.0**
Christa McAuliffe	5.0	31.2	-70.3	-137.7		-58.2
D. J. Sedgwick Elementary	64.5	38.1	11.4	-34.2		-15.8
Dwight D. Eisenhower Elementary	58.6	48.6	6.3	-25.2		-45.0
Forest Hill Elementary	87.2	67.6	-2.9	-20.2		0.9
Gussie M. Baker Elementary	33.0	-11.5	-84.4	-119.4		-81.2
Joaquin Miller Middle	143.5	73.3	80.1	-12.1		-47.4
Moreland Middle	-21.5	-116.1	-93.8	-150.5		-114.1

Nelson S. Dilworth Elementary	104.3	80.1	73.1	2.7		
Sutter Elementary	46.0	15.4	-10.7	11.4		-36.7
Warren E. Hyde Middle	91.1	23.3	5.8	-79.3		-90.4
2025						
School	**All**	**EL**	**SED**	**SWD**	**AA**	**Hisp**
Discovery Charter	**38.1**	**-12.5**	**-40.4**	**-104.7**	**-21.9**	**-48.0**
Christa McAuliffe	-1.5	38.2	-57.5	-105.3		-126.6
D. J. Sedgwick Elementary	59.4	31.0	2.6	-50.6		-49.3
Dwight D. Eisenhower Elementary	52.2	32.6	-2.9	-19.4		-35.7
Forest Hill Elementary	73.6	76.0	6.4	-45.5		6.1
Gussie M. Baker Elementary	29.9	-10.3	-61.4	-107.9		-87.5
Joaquin Miller Middle	144.4	88.1	87.6	18.1		15.3
Moreland Middle	-3.4	-94.5	-87.4	-144.7	-102.7	-95.6
Nelson S. Dilworth Elementary	105.2	75.6	59.3	16.5		-73.8
Sutter Elementary	35.8	7.2	-42.1	-11.7		-68.3
Warren E. Hyde Middle	96.9	39.0	10.0	-88.6		-83.4

Charter and Comparison Schools Dashboard ELA and Math performance by school year and student group

Comparative data shows that Discovery Charter is consistently performing above its comparison schools for Hispanic students in both ELA and Math, and is above multiple comparison schools among socioeconomically disadvantaged students and students with disabilities.

Academic Performance at Discover Charter and Comparison Schools: English Learner Progress Indicator and Reclassification Rate

Discovery Charter compares its English Learner progress to comparison schools using the dashboard indicator, English Learner Progress and CDE DataQuest's reclassification rate. ELPI measures the percentage of students making progress on the English Language Proficiency Assessments for California ("ELPAC") and reclassification rate measures the percentage of English learners who reclassify as English proficient. Discovery Charter's ELPI rate was above many its comparisons in 2024 and reclassification rate was above all of its comparisons in 2025, the only recent year for which reclassification rate has been published. Discovery Charter's ELPI in 2025 was lower than its comparisons, driven students not completing on time and the high reclassification rate of the previous year.

The below tables contain ELPI and reclassification rates according to the Dashboard for Discovery Charter and its comparison schools. Instances where a comparison school had lower performance than Discovery Charter are in red.

ELPI Dashboard Performance			
School	**2023**	**2024**	**2025**
Discovery Charter	55.6%	63.3%	41.7%
Christa McAuliffe	68.2%	60.0%	78.8%
D. J. Sedgwick Elementary	69.4%	47.7%	62.3%
Dwight D. Eisenhower Elementary	76.2%	67.8%	57.1%
Forest Hill Elementary	60.0%	67.3%	55.3%

Gussie M. Baker Elementary	52.3%	46.6%	48.3%
Joaquin Miller Middle	78.8%	72.7%	79.7%
Moreland Middle	62.7%	66.4%	52.6%
Nelson S. Dilworth Elementary	61.1%	75.6%	56.3%
Sutter Elementary	63.6%	36.4%	45.5%
Warren E. Hyde Middle	74.3%	68.9%	60.3%

Charter and Comparison Schools Dashboard ELPI performance by school year

English Learner Reclassification Rate	
School	**2025**
Discovery Charter	25.7%
Christa McAuliffe	7.0%
D. J. Sedgwick Elementary	8.6%
Dwight D. Eisenhower Elementary	7.4%
Forest Hill Elementary	21.7%
Gussie M. Baker Elementary	9.7%
Joaquin Miller Middle	23.6%
Moreland Middle	20.2%
Nelson S. Dilworth Elementary	13.2%
Sutter Elementary	24.0%
Warren E. Hyde Middle	21.3%

Charter and Comparison Schools Reclassification Rate, according to DataQuest 2025 Data

ELEMENT 1: EDUCATIONAL 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~~ that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong ~~learners." California~~ learners." – Education Code Section ~~47605(b)(5)(A)(i)~~ 47605(c)(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)~~ 47605(c)(5)(A)(ii)

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, ~~projectbased~~ project-based learning, and respect for individual learning styles and developmental readiness. ~~Discovery is committed to:~~
Discovery Phoenix 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,~~ with staff, students, families, 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.

Targeted Student Population

Discovery Charter - Phoenix seeks to educate students in grades TK-8 who thrive in a developmental, inquiry-based, and personalized environment. The Charter School is designed for families who value a strong home-school partnership and who seek innovative alternatives grounded in project-based learning, looping classrooms, and differentiated instruction. Discovery Phoenix is particularly committed to serving historically underserved populations, including English Learners, socioeconomically disadvantaged students, and students with disabilities.

Discovery Charter - Phoenix serves a student population that is representative of the Moreland School District where the Charter School is located.

	Discovery – Phoenix (556 total enrollment)	Moreland School District (3,738 total enrollment)
English Learners	16.2%	28.5%
Homeless Youth	3.1%	4.4%
Students with Disabilities	12.6%	14.9%
Socioeconomically Disadvantaged	21.6%	30.6%
African American	8.5%	2.9%
~~or Alaska Native Asian Native Hawaiian/Other Pacific~~ Asian	32.2%	28.5%
Filipino	2.5%	2.4%
~~Islander Hispanic or~~ Hispanic	22.1%	36.7%
White	24.5%	16.2%
Two or More Races	9.7%	7.6%

The instructional model emphasizes collaboration, critical thinking, and self-directed learning. Students are provided multiple opportunities to demonstrate mastery through hands-on projects, thematic units, and technology integration. This approach ensures that all learners, including those who may struggle in traditional settings, especially neurodivergent students, have access to rigorous academic expectations in a supportive, inclusive community.

Age, Grade, and Student Enrollment

Discovery Charter - Phoenix serves students in TK-8, ages 4 through 14 years old. In the 2025-26 academic year, the Charter School served 556 students.

Average Number of Students per Class

Transitional Kindergarten: 20; Kindergarten-3rd grade: 22; 4th-8th grade: 26.

~~have preference in admission to Discovery with remaining openings available to any student in the State of California (See Admissions Section XI). Discovery~~ Discovery Phoenix is located within Moreland School District, an area where families consistently express demand for diverse educational options. Discovery Phoenix attracts those who are seeking an alternative to their current educational system, desire an innovative approach, and share the vision of ~~Discovery~~ Discovery Charter Schools. Since its founding, Discovery Phoenix has maintained strong enrollment with waitlists, demonstrating community demand for its model.

Attendance Requirements

Discovery Phoenix will offer annually, at a minimum, the number of minutes of instruction set forth in Education Code Section 47612.5 as follows:

- Transitional Kindergarten and Kindergarten – 36,000 minutes
- Grades 1 to 3 – 50,400 minutes
- Grades 4 to 8 – 54,000 minutes

In addition, the Charter School will offer a minimum of 175 school days in alignment with Title 5, California Code of Regulations, Section 11960.

Discovery Phoenix shall maintain accurate and contemporaneous written records using a student information system that complies with state law and documents all pupil attendance to ensure contemporaneous record keeping, supports state average daily attendance claims, and satisfies audits and inspections related to attendance that may be conducted.

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

Technology continues to transform nearly every aspect of our lives, shaping how we communicate, learn, work, and interact with the world around us. Today's students are growing up in an increasingly connected digital environment where artificial intelligence, social media, online communities, and emerging technologies are woven into their everyday experiences. They have unprecedented access to information and opportunities, but they also face new challenges related to privacy, misinformation, digital wellness, and ethical decision-making.

As educators, we have a responsibility to prepare students not only to use technology effectively, but also to understand its impact and navigate it responsibly. Developing strong digital citizenship skills—including critical thinking, responsible online behavior, media literacy, and an understanding of the role and limitations of artificial intelligence—is essential. By equipping students with these skills, we empower them to become informed, ethical, and engaged participants in a rapidly evolving digital world.

~~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¶~~

How Learning Best Occurs

~~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.

At the K/1 and 2/3 levels,we still utilize a multi-age approach. 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 an 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).¶~~

Teachers utilize flexible grouping, small-group instruction, and a variety of instructional approaches to meet students where they are and support their academic, social, and emotional growth. By fostering an inclusive learning environment that values the strengths and perspectives of every child, Discovery ensures that all students are challenged, supported, and empowered to achieve their fullest potential.

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".~~ 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¶~~

Educational Philosophy & Instructional Design

~~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.~~ Standards, Next Generation Science Standards, History-Social Science Framework, English Language Development ("ELD") Standards, and the remaining State Content Standards (collectively referred to herein as the "State Standards."

There are various instructional models:

- **Primary classes** are ~~multi-age,~~ developmental, hands-on, student-centered, and ~~themebased~~ theme-based to accommodate individual learning styles and achievement levels.
- **Some primary** and all middle school classes blend several instructional models – ~~multiage,~~ multi-age, looping (students stay with their teacher for 2 years) and self-contained core classrooms – to meet individual learning styles. ~~Looping~~ 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~~ the 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~~ Electives** 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.¶~~

Learning Environment

~~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~~ Currently, our K/1 classrooms, as well as one of our 2/3 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.~~ structure. 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~~ are.: At Discovery, we believe that strong relationships are the foundation of student success. To foster these meaningful connections, all Kindergarten through 7th grade classes utilize a looping model in which students remain with the same teacher and classmates for two consecutive years. This continuity allows teachers to develop a deep understanding of each child's strengths, interests, and learning needs, while students benefit from the security and confidence that come from being known and supported.

Looping strengthens the bonds between students, teachers, and families, creating a close-knit learning community where trust, collaboration, and academic growth flourish. By building on established relationships from year to year, teachers are able to maximize instructional time, personalize learning, and support students socially, emotionally, and academically. The result is a stronger sense of belonging, deeper engagement in learning, and a lasting connection to the Discovery community.

~~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~~ curriculum, along with the instructional strategies outlined ~~here~~ here, are designed to maximize ~~the learning opportunities of~~ learning opportunities for all students across a broad ~~spectrum of abilities and allows for small group instruction to address the multiple intelligences of all of our students.~~ range of abilities, backgrounds, and learning needs. Our program is grounded in research-based best practices, including differentiated instruction, Universal Design for Learning (UDL), and inclusive teaching practices that provide multiple pathways for students to access content, engage in learning, and demonstrate understanding.

Teachers utilize flexible grouping, small-group instruction, and a variety of instructional approaches to meet students where they are and support their academic, social, and emotional growth. By fostering an inclusive learning environment that values the strengths and perspectives of every child, Discovery ensures that all students are challenged, supported, and empowered to achieve their fullest potential.

Curriculum

~~D. Curriculum~~ Discovery focuses on the education of the whole child through a core curriculum of ~~Englishlanguage~~ 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.~~ and social justice is embedded into instruction. See Attachment 8: Sample Curriculum.

Language arts is integrated across all curricular areas and offers a rich diversity of activities and resources. The comprehensive language arts 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. Reading instruction focuses on the five essential components: phonological awareness, phonics, fluency, vocabulary and comprehension. Writing is taught through a trait-based approach that helps students understand the qualities of strong writing and develop their skills as authors. Both reading and writing 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 incoming kindergarten students receive universal screening for reading difficulties, including dyslexia, utilizing state approved assessment tools. This screening continues, annually, for all students through the second grade.

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,~~ Math) 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~~ State 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. In addition, we are currently working to identify a new Common Core State Standards aligned math curriculum for our K-5 program that reinforces the practices of mathematical thinking and connects to our hands on approach to learning. We hope to adopt a new curriculum by the Spring of 2027.

~~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 reallife 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¶~~

The science program at Discovery is guided by the Next Generation Science Standards and emphasizes hands-on, inquiry-based instruction. Students explore earth, physical, and life sciences through essential questions, investigations, labs, and real-world experiences that encourage curiosity and deeper understanding. Discovery utilizes a variety of curriculum resources, including Mystery Science, TCI, and Great Explorations in Math and Science ("GEMS"), to support engaging and meaningful science instruction. Students are encouraged to think critically and scientifically by asking questions, developing hypotheses, conducting investigations, and using evidence and scientific reasoning to explain their thinking. Science learning at Discovery extends beyond the classroom through lab experiences, problem-solving activities, gardening, cooking, and field trips that connect directly to classroom units. These experiences help students apply scientific concepts in authentic ways and build a strong foundation for understanding the world around them.

The social studies program at Discovery is integrated closely with language arts, providing students with meaningful opportunities to read, write, discuss, and think critically about history and the world around them. Guided by the History-Social Science Framework and State Standards, students explore historical events, cultures, and civic ideals through a variety of engaging resources and experiences. Discovery utilizes programs such as History Alive!, historical simulations, primary source documents, and rich literature to bring history to life. Through stories, biographies, and historical fiction, students connect with the lived experiences of people from diverse backgrounds and develop empathy and a deeper understanding of multiple perspectives. Instruction is guided by a social justice lens that encourages students to examine issues of equity, fairness, and civic responsibility while learning how the past shapes our present and future. Students actively engage in inquiry, asking questions, analyzing evidence, and communicating their ideas through reading, writing, discussion, and projects. Learning extends beyond the classroom through field trips and community experiences that connect historical concepts to the real world, helping students become informed, thoughtful, and engaged citizens.

~~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,~~ skills and respect the ideas and skills of others. Students at every grade level ~~participate in service learning projects, which~~ have opportunities to participate in service-learning projects and are empowered to think about ways to give back to our community. Such opportunities 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.~~ arts, as well as enrichment activities such as foreign language, cooking, and gardening. Technology is used as a tool for teaching and learning. Older 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.~~ collaboratively.

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.

Academic Calendar and Bell Schedule

2026-2027 Phoenix Academic Calendar

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	

August

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

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

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

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

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

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

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

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

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

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

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			

*** Holidays - No School**

July 3- Independence Day
September 7-Labor Day
October 2- October Break
November 11- Veteran's Day
November 23-27- Thanksgiving
Dec. 21 -January 8 - Winter Break
Jan. 18 - Martin Luther King, Jr.'s Birthday
Feb.15-19 President's Break
April 12-16- Spring Break
May 31 - Memorial Day
June 18- Juneteenth

✓ Staff Dev. -No School for Students

August 10-11
October 1
March 12
June 11

✪ First Day of School: August 12th
✪ Last Day of School: June 10th

180 Days - Instruction
185 Days - Teacher Work Year

Early Dismissal +

August 12-14
February 12
December 18
June 4-10 Field Day
June 7-10
All Wednesdays - Early Dismissal
🏫 Conferences - Early Dismissal

Discovery Charter School Phoenix 2026-2027 Bell Schedule

Elementary School

Grade	School Begins	Brunch/Recess	Lunch/Recess	Dismissal
TK	8:30	10:10-10:40	12:15-12:35	12:35
Kindergarten	8:30	10:20-10:50	12:25-12:45	12:45
1st	8:30	10:20-10:50	12:25-1:05	3:05
2/3	8:30	10:30-10:50	12:35-1:15	3:05
4/5	8:30	10:35-10:55	12:45-1:25	3:15

Middle School

Grade	Homeroom	Period 1	Period 2	Brunch/Recess	Period 3	Period 4	Lunch/Recess	A Period	B Period
6-8	8:35-8:45	8:45-9:41	9:44-10:40	10:40-11:00	11:00-11:56	11:59-12:55	12:55-1:35	1:35-2:26	2:29-3:20

Minimum Day and Wednesday Schedule

Grade	Breakfast Served	School Begins	Lunch/Recess	Dismissal
TK	8:10	8:30	10:10-10:40	12:35
K/1	8:10	8:30	10:20-10:50	12:45
2/3	8:10	8:30	10:30-10:50	12:45
4/5	8:10	8:30	10:35-10:55	12:45
6 - 8	8:10	8:35	10:40-11:00	12:55

Independent Study

Short-term

Discovery Charter - Phoenix may offer independent study to meet the short-term educational needs of pupils enrolled in the Charter School. Independent study is an optional educational alternative for any student in the Charter School who will be absent for a minimum of three (3) days to a maximum of 15 cumulative school days per year. Independent study is designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully.

Transitional Kindergarten

Discovery Charter - Phoenix implements a high-quality two-year kindergarten program beginning with Transitional Kindergarten.

This program is intentionally designed as a bridge between preschool and kindergarten, providing young learners with the time, support, and foundation they need for long-term academic and social success. Our program is structured around a play-based, developmentally appropriate course of study based on best practices in the classroom. These include creating an appropriate curriculum with both guided and free-choice activities, building a positive and predictable classroom environment, and using a variety of instructional settings like whole-group, small-group, and one-on-one. Our approach is intentional, purposeful, and reflective of our students' developmental continuum. This is rooted in our core classroom philosophy, which is built on the understanding that social-emotional development is

foundational to academic learning. Our program aims to bridge variations in students' early experiences by providing extended opportunities for learning and socialization.

~~confirming that~~ The Charter School ~~meets the statutory criteria required for renewal~~ shall adhere to the classroom size, adult to student ratio, and teacher qualification requirements for TK, as set forth in Education Code Section ~~47607(b)(4).~~ 48000(g).

~~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¶~~

Key Strategies

- Universal Design for Learning: The classroom is proactively designed using UDL principles to be accessible to all learners. This involves providing multiple means of engagement, multiple means of representation, and multiple means of expression. For instance, concepts are represented through graphic images, real pictures, and three-dimensional objects.
- Project-Based Learning experiences: Students engage in an inquiry-based course of study 3 times a year. This study is student-centered, involves real-world applications, and requires students to engage in a sustained, collaborative inquiry to develop practical solutions. Our most recent PBL was entitled "How do we create a classroom community?"
- Reggio-Inspired Aesthetic and Organized Space: The classroom is aesthetically pleasing, organized, and clutter-free, fostering exploration and supporting classroom management. Materials and visuals are placed at the students' eye level.
- Learning Areas (Centers): The classroom is divided into designated learning areas, such as Language and Literacy, Art, Science and Discovery, and Dramatic Play. These spaces are stocked with a variety of open-ended materials (e.g., art supplies, blocks) that focus on the process of discovery and creativity, alongside close-ended materials (e.g., puzzles,

matching games) with specific outcomes, promoting conceptual development through guided experiences.

- Literacy-Rich Environment: The classroom is intentionally print-rich, displaying charts, labels (including student-dictated text), alphabet materials, and printed materials throughout areas like dramatic play and blocks to reinforce the meaning and purpose of print.
- Flexibility and Work-in-Progress: The arrangement is flexible, permitting movement and easy scanning by the teacher to identify students needing support. The school respects student dedication by providing a space to save and return to "work in progress" projects, such as elaborate block structures, allowing for long-term exploration.
- Outdoor Learning/Field Trips: Learning is extended to the outdoor environment to engage students in gross-motor activities, real science, and student-initiated movement and exploration.

Instruction and Curriculum

Instruction is delivered using a balanced approach that integrates content across subject matters. The curriculum is modeled on a modified kindergarten curriculum that is age and developmentally appropriate.

Instructional Strategies:

- Play-Based Instruction: Active learning through purposeful play is maximized, as it is seen as important for developing the child's brain and fostering skills like independence, perseverance, and problem-solving. Instructional time is balanced between teacher-directed learning and student-initiated work. The daily routine incorporates approximately 30 minutes of choice time.
- Oral Language and Vocabulary: Teachers prioritize oral language development in all content areas. They explicitly teach rich and specific vocabulary routines (e.g., giving a child-friendly explanation, sharing examples and non-examples) and provide multiple opportunities for children to use these new words in context.
- Scaffolding: Teachers use scaffolding to provide temporary support to help children advance toward skills that lie just beyond their current independent level, gradually reducing support as the child gains competence.
- Think-Alouds: Teachers use think-alouds to model thoughtful reflection and strategies for dealing with challenges, such as addressing difficult vocabulary in a book or managing social conflicts.
- Routines and Transitions: Daily routines are predictable and consistent, using both auditory and visual cues (like visual schedules posted at eye level) to guide students through transitions and promote self-regulation.

Inclusion and SEL Strategies:

- Positive Interactions: To cultivate a positive classroom environment, teachers aim to provide positive statements or redirection statements based on the *Positive Discipline* philosophy. They foster positive teacher-student relationships by focusing on attentive commitment, detailed commentary, and asking open-ended questions that value students' thoughts and opinions.

- Social-Emotional Instruction: The curriculum employs explicit teaching strategies for promoting social-emotional development, including training in relationships, conflict negotiation (problem solving), and child regulation of emotions and behaviors.
- Inclusionary Practice for Disabilities (LRE): The Charter School's approach is inclusionary, ensuring students with disabilities receive instruction in the Least Restrictive Environment (LRE). That instruction is specifically aligned with and supportive of the student's Individualized Education Program (IEP). UDL principles reduce the need for specific adaptations, but teachers utilize accommodations (e.g., individual visual schedules, adapted tools) as needed to support individual challenges.

Assessment and Family Partnerships

Continuous monitoring and responsiveness to student and family needs are essential to support our classroom communities. These include:

- Authentic Assessment: Teachers conduct ongoing assessment using multiple measures collected over time and in a variety of contexts, emphasizing tools that are authentic, informal, and strength-based. These documents focus on social-emotional and academic goals through observation and work samples embedded in the daily routine.
- Differentiation using Data: Assessment data is continuously reviewed and used to differentiate instruction. Teachers employ flexible grouping (homogeneous or heterogeneous small groups) to provide targeted support or extended learning opportunities. They adjust the pace, content complexity, and questioning strategies to meet the assessed readiness level of each child.
- Family and Community Engagement: The school cultivates authentic partnerships with families, viewing them as valued partners and recognizing the parent as the child's first teacher. Communication is two-way and ongoing, utilizing informal opportunities (e.g., newsletters, conversations at drop-off/pick-up, messages, and emails) and formal meetings (e.g., parent-teacher conferences) to share progress and gather input. Families also plan and implement activities (e.g., Ceramics, Gardening, Cooking) that enrich the students' experiences and allow them to further develop real-life experiences.

Interventions

Multi-Tiered System of Supports (MTSS). At Discovery, Multi-Tiered System of Supports includes a comprehensive, data-driven framework designed to provide academic, behavioral, and social-emotional support to all students based on their individual needs. MTSS integrates assessment, intervention, and progress monitoring to ensure that students receive timely, evidence-based instruction and interventions matched to their level of need. Our goal is to provide a structured, data-driven system that identifies student needs early, aligns resources, and engages educators and families as partners in problem-solving.

Tier 1: Universal Supports – High-Quality Core Instruction

Data-Driven Core

- We conduct data deep dives three times a year (Beginning, Middle, and End of Year) using i-Ready universal screeners and teacher-collected assessments.

- The Tier 1 Data Analysis Template guides teachers to analyze class performance, identify trends (e.g., phonics, comprehension, number sense), and implement supplements to the core instruction that are directly aligned to data trends.
- We use data to regularly analyze the quality of our core instruction and to make sure we are meeting the needs of our student population in all areas of academics, as well as behavior and social-emotional development.

Enhancing Core Curriculum

- All teachers use evidence-based and research-validated instructional practices and curriculum.
- Teachers embed Universal Design for Learning and Restorative Practices to make learning accessible and engaging for all students.
- Core instruction includes:
    - Differentiated lessons and scaffolded supports.
    - Consistent "What I Need" (WIN) time across all grade levels, where teachers reteach, enrich, and target foundational skills.
    - Daily SEL routines such as Zones of Regulation and Morning Meetings.
- Our core curriculum is further strengthened through the integration of Guided Language Acquisition Design (GLAD) strategies, which support language development, academic discourse, and access to rigorous content for all learners, including English Language Learners.
- The core curriculum is grounded in Project-Based Learning (PBL), engaging students in authentic, hands-on inquiries that foster critical thinking, collaboration, and real-world application of knowledge across disciplines.

Progress Monitoring

- Staff document goals and use formative assessments every 4–6 weeks to determine growth and adjust instruction.

Tier 2: Targeted Supports – Small-Group Interventions

Identification

- Students who demonstrate "Some Risk" on universal screeners are flagged in the Tier 2 Data Analysis Template.
- Interventionists and teachers review the Data Informed Instruction: Tier 2 Template to group students based on specific skill domains such as phonics, fluency, or problem solving.

Implementation

- Small-group sessions (15–20 minutes, 3–5 × per week) emphasize:
    - Evidence-based and research-validated curriculum and instructional practices
    - Explicit skill instruction.
    - Guided practice with manipulatives and visuals.
    - Frequent progress checks and flexible regrouping.

- WIN time serves as the delivery structure for these supports campus wide.

Collaboration

- Grade-level and intervention teams meet to review data stories—translating trends into actionable next steps.
- When growth is limited, students are referred to SST (Student Success Team) for additional analysis and Tier 3 consideration. SST is an integral part of our pre-/Child Find process

Tier 3: Intensive Supports – Individualized Interventions

Individualized Academic and Behavioral Plans

- Tier 3 supports include enhanced 504 plans, specialized instruction, and SPED programming.
- Phoenix is in the planning initial planning phase of introducing FLIP—Phoenix Learning Inclusion Program—at the school site.
- Behavior Intervention Plans (BIP) may be developed and implemented using data and Functional Behavior Analysis. BIPs include environmental supports, teaching strategies, and data collection designed to develop individual students' skills so that they may engage in prosocial behavior.
- Progress toward goals is closely monitored through data collection, student self-reflections, and staff input.
- Students participate in goal-setting and reflection processes, helping to identify strategies that best support their learning, regulation, and well-being. This empowers students to take ownership of their growth and reinforces self-advocacy skills.

Multidisciplinary Collaboration

- Teachers, interventionists, specialists, the site director, the school psychologist, the counselor, and the Dean of Students meet regularly to align supports.
- The counselor delivers individualized, school-related counseling services to students through a referral process or as outlined in their IEP to address school-related social-emotional, behavioral, or academic needs.
- Intervention data, goal tracking, and SEL reflections are integrated to ensure each student's plan is holistic and responsive.
- Families are engaged as partners in Tier 2 planning through regular communication, collaborative meetings, and opportunities to contribute to intervention strategies that align home and school supports.
- For students with chronic absenteeism, individualized attendance meetings are held with families to identify barriers and develop improvement plans. These meetings often include administrators, teachers, and other staff members, and may result in a coordinated support plan or SARB referral when necessary.

Crisis and Safety Supports

- There is a Crisis Intervention Team that can conduct suicide risk assessments and safety planning (Resiliency Plans).

- Re-entry meetings are held after a suspension and hospitalization to help rebuild relationships by identifying appropriate supports and setting attainable goals for the student.
- Offering de-escalation support and access to a safe space to co-regulate with students or help them regulate by identifying individualized steps and support.
- When appropriate, the school partners with community-based mental health providers and social service agencies to provide wraparound support that addresses factors beyond the classroom impacting the student's success.

Social-Emotional Learning (SEL) Integration

SEL is embedded across all tiers:

- Tier 1: Daily SEL lessons, restorative circles, and acknowledgment systems that build belonging.
- Tier 2: Small-group social-skills lessons, check-in/check-out systems, and behavior contracts.
- Tier 3: Individualized wellness and resiliency plans with counselor referrals and trauma-informed practices

Summary

At Discovery Phoenix, MTSS is not a program—it's how we do school. We use data to tell the story of each learner, strengthen our Tier 1 core, and provide targeted Tier 2 and Tier 3 supports through collaboration, compassion, and consistency. Every Discovery Phoenix student receives what they need to thrive—academically, socially, and emotionally.

Professional Development

Professional development at Discovery Phoenix is a foundational element of our educational model. It is intentionally designed to ensure alignment with the Charter School's mission, vision, and educational philosophy, while also supporting continuous improvement in instructional practices. Our approach reflects the belief that educators must be lifelong learners, just as we strive to develop that same mindset in our students.

Discovery Phoenix's philosophy is rooted in developmentally based, experiential learning. As such, our professional development emphasizes instructional strategies that are aligned with current research, child development principles, and the needs of the whole child—cognitively, socially, emotionally, and physically. Teachers engage in training and collaborative planning that supports personalized learning, project-based learning, differentiated instruction, and culturally responsive pedagogy.

Professional development is both proactive and responsive:

Proactive, in that it ensures ongoing alignment with Discovery Phoenix's vision and best practices in education.

Responsive, in that it reflects input from a variety of stakeholders, including feedback from staff, families, and students through surveys, the LCAP, and guidance from the County.

We provide five full professional development days annually, in addition to monthly Wednesday sessions dedicated to collaborative planning and professional learning. These sessions focus on:

- Designing learning experiences aligned with developmental readiness and individual student needs
- Analyzing assessment data to inform instruction
- Strengthening thematic units and project-based learning implementation
- Meeting the needs of diverse learners, including English Learners and students with IEPs
- Integrating social-emotional learning and trauma-informed practices
- Enhancing collaborative teaching models and team-based instructional design

Our teachers work in close partnership across grade levels and subject areas. Collaborative time is used to co-plan, analyze student work, review and revise curriculum, and ensure consistency in expectations and outcomes. Discovery Phoenix's model prioritizes shared responsibility for student success, and our professional development structure ensures that educators are equipped to deliver a cohesive, rigorous, and child-centered program.

By cultivating reflective practice and professional collaboration, Discovery Phoenix's professional development ensures that teachers remain responsive to students, committed to continuous improvement, and empowered to innovate—thus fulfilling our mission to prepare lifelong learners who are self-motivated, socially responsible, and ready to meet the challenges of the future.

Meeting the Needs of All Students

~~***E. Plan for Serving*** *Students who are Academically Low-Achieving At Discovery,*~~

At Discovery Phoenix, 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~~ fall below the 50th percentile on the adopted standardized test and/or fall below learning behavior, language acquisition, and fine and gross motor skills on a developmental continuum. At ~~Discovery, atrisk 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~~ Discovery Phoenix, at-promise students are students who achieve at or below the 40th percentile on adopted state tests who may or may not qualify for special education ~~services.~~ services, and whose achievement potential is not being realized.

When parents volunteer to help in the classroom, ~~they~~ their 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~~ at-promise 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,~~ Discovery Phoenix we assess students ~~who~~ whom teachers have identified as struggling with learning to read using programs like the Comprehensive Test of Phonological ~~Processing ("CTOPP").~~ Processing. 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~~ small group or individual intervention tutoring using a program like 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,~~ Additionally, online platforms such as Lexia may be used to enhance reading practice and development. In math we also assess struggling students as early as possible ~~and provide~~ through differentiated instruction and provide leveled math centers, additional small group instruction and 1:1 tutoring under the ~~Response to Intervention model. Interventions may~~ MTSS model. Additionally, the online platforms such as i-Ready Personalized Learning may be used to enhance math learning development. Interventions may also 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~~ at-promise 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~~ Differentiation across grade levels, particularly in mathematics, allows students to work at an instructional level with others possessing ~~similar~~ the same 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~~ This allows at-promise 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~~ at-promise 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~~ at-promise students opportunities to learn in a variety of modalities, helping them ~~eventually to~~ to eventually develop the learning strategies that work best for them.

Parents of ~~at-risk~~ at-promise 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").~~ cross-age tutoring and student study teams.

~~*See Attachment 9: Plan for*~~ *Serving Students who are Academically High* ~~*Achieving.*~~ *Achieving*

~~F. Plan for Students Who Are Academically High-Achieving At Discovery, students who are high achieving~~ At Discovery Phoenix, students achieving above grade level in any academic ~~area, are intellectually gifted, or possess leadership ability,~~ area and/or possessing superior intellectual or 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 Phoenix strives to provide differentiated educational experiences that maintain the interest and intrinsic motivation of gifted ~~students,~~ students in order to nurture their ~~self-esteem, and their~~ self-esteem and 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~~ opportunities 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 Charter 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.¶~~

English Learner Services

Discovery Phoenix shall meet all legal requirements for English Learners ~~relative~~ (ELs), including long-term English Language or English Learners at risk of becoming long-term English Learners, as they pertain 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~~ Phoenix shall implement policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of parents and pupils. A Roadmap for English Learners has been developed. A Teacher on Special Assignment may be available to support the implementation. Staff has been trained in Guided Language Acquisition Design and is implementing GLAD strategies in the classrooms.

Home Language Survey

The Home Language Survey ("HLS") is administered upon a student's initial enrollment into a California public ~~school. If Discovery~~ school (on enrollment forms). If Discovery Phoenix is not a student's first California public school, then Discovery Phoenix 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)~~ Discovery Phoenix shall follow all 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¶~~

The IA testing window will be year-round (July 1–June 30). 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:¶~~
Discovery Phoenix implements a structured English immersion program that provides English Learners with both Integrated and Designated English Language Development throughout the instructional day. This dual approach ensures that students develop English language proficiency while engaging with rigorous, standards-aligned academic content across all subject areas. The program is grounded in the ELD Standards and the ELA/ELD Framework, and is designed to ensure equitable access to grade-level curriculum and to accelerate language acquisition.

Integrated ELD occurs across all content areas, with general education teachers providing language support during core instruction in English Language Arts, Mathematics, Science, and Social Studies. Instruction is interactive, intellectually rich, and scaffolded to promote comprehension, participation, and academic discourse. Integrated ELD ensures that EL students can access and master grade-level standards while developing academic English.
Designated ELD consists of targeted, explicit instruction in English language development delivered through short, frequent lessons. These lessons focus on vocabulary, syntax, grammar, reading comprehension, oral language, and academic language functions. Designated ELD is delivered by classroom teachers and supported by the ELD Teacher on Special Assignment, who ensures alignment with the EL Roadmap and California ELD Standards.

Discovery Phoenix utilizes a comprehensive suite of curriculum resources and instructional materials to support both Integrated and Designated ELD, including:

- ~~Well-articulated, standards-based, differentiated English Language Development instruction, specifically designed for~~ English Language Development:

~~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¶~~

  - ~~•~~ Discovery Charter- and teacher-created units and lessons aligned to the California ELD Framework
  - Equipping ELs
  - BrainPOP EL (Grades 3-8)
  - Lexia Learning (Grades K-8) for adaptive reading and language support
  - ReadWorks (Grades 2-8) to support vocabulary development and reading comprehension
- English Language Arts:
  - Discovery Charter- and teacher-created standards-based units
  - University of Florida Literacy Institute (UFLI) Phonics Program (Grades K-3)
  - i-Ready Reading (Grades K-8) for diagnostics, progress monitoring, and targeted intervention
- ~~mathematics~~ Mathematics:
  - Discovery Charter- and teacher-created math units with language scaffolds
  - i-Ready Math (Grades K-8)
  - CPM Educational Program (Grades 6-8), including Spanish-language resources for accessibility
- Science and Social Studies:
  - Teacher's Curriculum Institute (TCI) (Grades K-8)
  - Mystery Science (Grades K-5)

All instructional materials are aligned with State Standards and are supplemented with teacher-created lessons designed to meet the linguistic and academic needs of English Learners. Instruction intentionally builds on students' primary language, cultural assets, and prior knowledge to create meaningful and engaging learning experiences.

Teachers receive ongoing professional development in research-based instructional practices for English Learners, including the use of Guided Language Acquisition Design strategies, data-driven instruction, and formative assessment tools. Instructional coaches and the ELD TOSA provide regular support to ensure fidelity of implementation and alignment with Discovery's English Learner Roadmap.

Through this integrated and designated ELD model, Discovery Phoenix ensures that English Learners have equitable access to rigorous, grade-level curriculum while receiving the targeted language instruction necessary to achieve English proficiency, reclassification, and academic success.

Staff Member Qualifications

Discovery is committed to hiring an instructional staff that meets the needs of all students, including students who are ELs. All teachers at Discovery Phoenix will meet requirements of the Elementary and Secondary Education Act and will be authorized to serve English Learners, which is most frequently attained through a Cross-cultural, Language and Academic Development ("CLAD") Certification or other EL Authorization as required for the certificated assignment.

Reclassification and Monitoring

~~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~~¶

- ~~-~~Overall proficiency levels of Moderately Developed and Well Developed on ELPAC with proficiency levels of intermediate or above in all three test components (listening/speaking, reading, and writing)
- Adequate performance on school progress report cards
- Teacher recommendation and evidence of successful performance in reading and writing in the classroom
- Parental opinion and consultation

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"~~ 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 of 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.~~¶

~~H.~~ Plan for Special Education

Overview ~~Discovery adheres~~

Discovery Phoenix shall adhere 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").~~ IDEA, Section 504, and the ADA. All students are given equal access to the Charter School, regardless of disabilities, and the Charter School does not discriminate against any student based on ~~his~~ their disabilities. We do not require the modification of an IEP or 504 plan as a condition of ~~acceptance at~~ admission to the Charter School. ~~Discovery~~

Discovery Phoenix recognizes the importance of providing education opportunities to all students regardless of physical challenges or special needs. To that end, Discovery Phoenix 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, 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,~~ paraprofessionals, working together to address the unique needs of their students. Discovery Phoenix strives to be a full inclusion model of special education, attempting to serve all students with special needs in the general classroom as much as possible.

~~Services~~¶

~~for Students under IDEA The Charter School~~ IDEA

~~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¶~~

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504, the ADA, and the IDEA. The MOU shall supersede and replace any inconsistent on contrary discussion on compliance with the IDEA, Section 504, and/or the ADA in this charter and the County's obligations relative to

IDEA, Section 504, and/or the ADA are strictly limited to the provisions set forth in this MOU irrespective of the terms set forth in this section.

For purposes of the provision of the special education services, Discovery Phoenix is deemed a public school of the County. Any change in the Charter School's status (from a school of a local educational agency to a local educational agency Special Education Local Plan Area ("SELPA") member for purposes of special education shall require written notification to the County a year and a day preceding the change (SELPA Policy 14.1) and as a described in this paragraph. The change to become its own SELPA shall only be effective at the start of a fiscal year. The Charter School may apply to any SELPA in the state to operate as a local educational agency within the SELPA.

Should the Charter School ever determine that it is interested in becoming its own LEA for purposes of providing special education services: such change would constitute a material revision to the charter and the Charter School. By February 1, or soon thereafter as reasonably feasible, of the fiscal year preceding the fiscal year in which it desires to become its own LEA, the Charter School must provide the SCCOE with verifiable written assurances that Charter School has been accepted to and will participate in a SELPA approved by the State Board of Education in accordance with Education Code Section 47641(a). Concurrently with submittal of this notice, the Charter School shall submit a request for material revision to the Charter and to this MOU, to be processed in accordance with the requirements of the Charter School Act, which shall include revised terms for compliance with the IDEA consistent with the SCCOE's requirements for charter schools under its oversight which serve as their own LEA for the purposes of special education, the County shall have no further responsibility for the coordination or provision of special education services to Charter School students and for any and all other obligations of a school or school district relative to services for students with special needs.

If the Charter School submits the required notice, is accepted to a SELPA and timely submits the required evidence, and receives approval of its corresponding material revision, the Charter School shall be designated as a local educational agency within that SELPA for the following school year. Otherwise, the Charter School shall be designated as a public school of the SCCOE for purposes of compliance with the IDEA.

SCCOE shall retain authority to review the Charter School's special education files, records, service delivery records and actual practices, attend IEP meetings, attend SST meetings, and review minutes and documents from all such meetings. The Charter School shall send written or electronic (email) notice to SCCOE at least (10) calendar days prior to each upcoming IEP meeting or when the parent is notified for emergency meetings).

The Charter School is designated a public school of the County for the purposes of special education services and funding, and the following apply:

a. The Charter School shall adhere to the policies, procedures and other requirements of the Local Plan for Special Education and of SCCOE regarding the provision of services to students with exceptional needs.

b. The Charter School's special education staffing ratios will meet or exceed those used by SCCOE.
c. The Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled in the Charter School, at its own expense, utilizing state and federal funds allocated to the Charter School. With mutual agreement, the Charter School may provide services utilizing its own staff or by hiring or contracting with credentialed or licensed service providers through private agencies or independent contractors. In the event that the Charter School is unable to secure its own credentialed special education staff, reasonable notice shall be provided to SCCOE requesting appropriate staffing support.
d. Should the Charter School be unable to provide the services necessary to comply with the requirements of the IDEA, the Charter School may request that the SCCOE provide the necessary services subject to agreement by the SCCOE in the SCCOE's sole discretion, and/or the Charter School may contract with outside service providers at the Charter School's sole expense. Should SCCOE provide administrative and/or other support services, including but not limited to specialized academic instruction, speech and language therapy, psychological services, occupational therapy, and/or physical therapy to Charter School related to compliance with the IDEA, the Charter School shall pay for such services at SCCOE's hourly or per diem rates as charged by SCCOE's special education department.
e. The SCCOE shall obtain state and federal special education funding allocated for Charter School students through the SELPA. Once obtained, the SCCOE will pass on all applicable state and federal special education funding to the SELPA, and the Charter School shall submit to the SCCOE special education office and/or SELPA invoices for special education expenses incurred by the Charter School. At the end of the fiscal year, the SCCOE shall obtain from the SELPA any remaining special education funds attributable to the Charter School and shall pass on those remaining funds less any payments due to the SCCOE for services provided to the Charter School. Should there not be enough remaining special education funds to cover all costs owed by the Charter School to the SCCOE, the Charter School shall remit payment within thirty (30) days of receipt of an invoice from the SCCOE.
f. The Charter School is solely responsible for the management of its special education budgets, personnel, programs and services. The Charter School shall ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed, or on waiver consistent with California laws and regulations. The Charter School shall ensure at all times that it directly employs at least one (1) special education teacher with a mild/moderate credential to oversee the provision of special education and related services as necessary to entitle the Charter School to receive apportionment pursuant to Education Code Section 47612.5(e). This credentialed employee shall be an employee of the Charter School, not an employee of a contract services provider. Should any student who requires extensive support needs seek admittance, Charter School shall immediately hire an employee with a moderate/severe credential or seek

support from SCCOE and pay any and all additional costs for the student's alternative placement. In no event shall any student with a disability be turned away or denied admission to Charter School because the Charter School does not have an employee(s) with the appropriate credential to provide services to the student.

g. The Charter School shall be responsible for all costs incurred in the provision of special education services in excess of special education funding allocated for the Charter School student through the SELPA, as part of the equitable share it contributes pursuant to the MOU. These costs may include, but are not limited to, assessments, placements, (including placement in SCCOE operated programs and nonpublic school placements), related services as defined by the IDEA, complaints, due process hearings, and attorney's fees.

h. Pursuant to Education Code Section 47646(c), the Charter School shall contribute an equitable share of resources for SELPA-wide special education expenditures as calculated annually by the SELPA as charged by the SELPA to all SELPA members.

i. The Charter School shall convene IEP team meetings, as required by law, and shall ensure that each IEP meeting includes all legally required members, including a representative of the Charter School and a general education teacher of the student with exceptional needs, in accordance with the IDEA. The required members of an IEP team may include, but are not limited to: the parent/guardian; the student, if appropriate, the Site Director, at least one special education teacher, a general education teacher who is familiar with the curriculum appropriate to that student, if the student is, or may be, participating in the general education environment, current service provider(s), and, if the child was recently assessed, the individual who conducted the assessment or who is qualified to interpret the assessment results. The Charter School shall ensure appropriate documentation of the IEP process and ensure compliance with all parent and student rights. The Charter School will use SCCOE/SELPA forms to develop, maintain, and review assessments and IEPs in the format required by the SCCOE/SELPA and in accordance with the SCCOE/SELPA policies and procedures. Decisions regarding eligibility, goals/objectives, program, placement, services, and exit from special education shall be the decision of the IEP team. The full continuum of services and placements shall be provided to all eligible Chater School students in accordance with the policies, procedures, and requirements of the SCCOE and of the Local Plan for Special Education. Any services required by the student's IEP shall be provided by the Charter School.

j. The SCCOE may initiate due process hearings if the SCCOE determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations. Both the SCCOE and the Charter School shall be named in due process proceedings and any appeals. If a parent or guardian initiates a due process hearing but fails to name both agencies, the SCCOE and the Charter School, the named agency will join the other without objection. If the parent or guardian fails to name the Charter School and the administrative law judge fails to join the Charter School, any liability of the SCCOE, (programmatic as well as financial) shall be discharged in accordance with obligations defined by

this MOU. The Charter School shall be solely responsible for any prospective special education and related services, compensatory education, reimbursement, and/or attorney's fees awarded by a due process hearing officer, or court for any time period a student was enrolled in the Charter School. The SCCOE and the Charter School will work in good faith to attempt to resolve the matter at an early stage. If the SCCOE determines that legal representation is needed during due process proceedings and any other legal proceedings or actions involving special education, the SCCOE's legal counsel may jointly represent the SCCOE and the Charter School unless it is determined that there is a conflict of interest. In this case, the cost of said legal counsel shall be equally shared by the SCCOE and the Chater School. If the Charter School objects to the joint representation and retains its own legal representation for a due process proceeding or action, the Charter School will be solely responsible for the cost of such legal representation.

k. The County Superintendent of Schools or designee shall represent the Charter School's special education interests and needs as it represents the needs of all schools in the SCCOE at all SELPA meetings. The SCCOE shall communicate to the Charter School relevant special education issues, including SELPA decisions and policies, in the same way that it communicates such information to all other schools in the SCCOE. SCCOE and/or SELPA information and training opportunities regarding special education shall be available to Charter School staff to the same extent that such information and opportunities are available to site staff at all other schools in the SCCOE. The Charter School commits to attend at least three trainings per year presented by the SCCOE to review special education fundamentals, legal requirements, and best practices. The SCCOE shall provide the Charter School the opportunity to represent their school at committee meetings of the SELPA to the same extent that such opportunities are available to the SCCOE site staff.

l. The Charter School shall be solely responsible for the identification and referral of students who have or may be suspected of having exceptional needs that qualify them to receive special education services to meet its Child Find Obligation under the IDEA. The Charter School shall following the SCCOE policies and procedures to ensure identification and referral of students who have, or may be suspected of having, such exceptional needs. These policies and procedures will accord with applicable state and federal laws and regulations. The Charter School shall determine which special education assessments are necessary, including assessments for all referred students, annual assessments and triennial assessments, in accordance with the SCCOE's general practices and procedures, and applicable laws and regulations. The Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state, and SCCOE timelines. The Charter School will also respond to parent/guardian requests for independent educational evaluations ("IEE"), and

any IEEs granted by the Chater School will be solely funded by the Chater School.

m. The Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA and Section 504, regarding discipline of students with students with disabilities. Discipline procedures will include positive behavioral interventions. Prior to recommending expulsion and/or prior to the eleventh day of consecutive suspension or a change of placement pursuant to 32 CFR Section 300.536, for a student with a disability, the Charter School will convene a manifestation determination IEP or Section 504 meeting. The Charter School will collect data pertaining to the number of students with disabilities who are suspended or expelled.
n. The Charter School is solely responsible for obtaining the cumulative files, prior and/or current IEPs and other special education information for any student enrolling from a non-SCCOE operated program. The SCCOE shall ensure that the Charter School receives notification and relevant files of all students with an existing IEP who transfer to the Charter School from an SCCOE operated program.
o. The Charter School will develop, maintain and implement policies and procedures to ensure that all parents/guardians are fully informed of their rights and those families of students with exceptional needs are given copies of the document, *Special Education Rights of Parents and Children: Notice of Procedural Safeguards* (Revised January 2000. The link for this document is http://www.cde.ca.gov/sp/se/qa/documents/pseng.doc.

Notification and Coordination

The Charter School shall follow ~~County, State, and Federal~~ County policies as they apply to all schools for notifying school personnel regarding the discipline of special education students. The Charter School shall assist in the coordination of any communications and immediately act according to County policies and Education Code relating to disciplining special education students.

Identification and Referral

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~~ and the County shall respond to a request within 15 days and schedule a Student Study Team meeting to develop a plan to be implemented for six (6) weeks. At the six-week mark, the SST reconvenes to determine if the interventions are sufficient or if assessments are required.

~~consent to the assessment plan to consider the results of any assessment.¶~~

The Charter School shall follow ~~SELPA~~ County 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)~~ ("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~~ shall 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 in collaboration with the County 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~~ not conduct assessments without prior written approval of the County.
~~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,~~ team. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, ~~procedures,~~ procedures and requirements of the ~~SELPA, State,~~ County and 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.~~ IEP, which will include two progress reports per year and an annual IEP. 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.~~ technology.

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 County and 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 County and 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~~ County conducts and 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~~ their 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~~ Section 504/ADA
Discovery Phoenix shall be solely responsible for its compliance with Section 504 and the ~~ADA.~~ ADA and assume full responsibility for appropriate accommodations, modifications and services to address the needs of any student regardless of the student's district of residence. All facilities of the Charter 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 Phoenix 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 Charter 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.

A 504 team will be assembled by the Site Director and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.

- 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.

- Tests are selected and administered to 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.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available

to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

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~~

~~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~~ **Pursuant to Education Code Sections** 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in ~~Discovery's Local Control and Accountability Plan.~~ the Charter School's LCAP. 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~~ the Charter School to ensure that these specific subgroups are making satisfactory ~~progress,~~ 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.~~ can be found as Attachment 6: Local Control and Accountability Plan. ~~Discovery~~ The Charter School 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~~ The Charter School reserves the right to establish additional and/or amend school-specific goals

and corresponding assessments throughout the duration of the charter term through the annual LCAP update. ~~Discovery~~ The Charter School shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33. The Charter School shall also present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter and shall be maintained by the Charter School at the school site.

ELEMENT 2: MEASURABLE STUDENT OUTCOMES

~~*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*~~ *pupil subgroups served by the charter school, as that term is defined in* ~~*subparagraph (B) of paragraph (3) of*~~ *subdivision (a) of Section* ~~*47607.*~~ *52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." - Education Code Section 47605(c)(5)(B)*

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

Pursuant to Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B), a reasonably comprehensive description of Discovery Phoenix's annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, in and aligned with the Eight State Priorities as described in Education Code Section 52060(d), can be found in Discovery Phoenix's LCAP. 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 Phoenix 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 6: Local Control Accountability Plan. Discovery Phoenix 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 Phoenix reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter term through the annual LCAP update. Discovery Phoenix shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

Below is a high-level overview of alignment of the Charter School's LCAP activities in and aligned with the Eight State Priorities. Detailed descriptions can be found in the current LCAP.

LCFF STATE PRIORITIES
(Charter Term Commencing July 1, 2027)

GOAL #1

Our schools foster developmentally based, experiential learning that produces well-rounded, capable, critically thinking citizens who become lifelong learners.

Related State Priorities:
☒ 1 ☒ 4 ☒ 7
☒ 2 ☐ 5 ☒ 8
☐ 3 ☐ 6

Specific Annual Actions to Achieve Goal

Deliver standards-aligned, developmentally appropriate instruction using hands-on, project-based learning and strong core curricula in ELA, Math, and Science. Provide ongoing, targeted professional learning in PBL, data use, tiered instruction, ELD strategies (GLAD), inclusion, and classroom engagement. Recruit and retain fully credentialed, high-quality teachers with targeted HR strategies and ongoing support. Expand access to arts, foreign language, gardening, performing arts, and other enrichment activities to support the whole child. Use formative and summative assessments (i-Ready, F&P, CAASPP, Otus) to drive instruction, monitor subgroup progress, and guide interventions. Deliver structured English immersion with integrated and designated ELD, small-group language supports, and progress monitoring. Implement inclusive support, increased speech/psychology services, and targeted interventions. Use tiered academic supports (Lexia, small groups) to address gaps for EL, SED, SWD, and other subgroups.

Expected Annual Measurable Outcomes

Outcome #1: Increases in the percentage of students, including students in all significant subgroups, meeting or exceeding grade level standards in English Language Arts.
Metric/Method for Measuring: CAASPP

APPLICABLE STUDENT GROUPS	Baseline 2024-25	2027-28	2028-29	2029-30	2030-31	2031-32
All Students (Schoolwide)	64.1%	70%	72%	73%	~~74~~74%	75%
English Learners	11.1%	15%	~~16~~16%	~~18 0 5 4~~ 18%	19%	20%
Socioeconomically Disadvantaged	30.8%	~~35 9.1~~ 35%	37%	38%	40%	42%
Students with Disabilities	20.8%	25%	26%	~~27 197 51 57~~27%	28%	30%
African American	38.2%	45%	46%	47%	49%	50%
Asian	79%	79%	80%	80%	82%	82%
Latino ~~Black or~~	41.8%	45%	~~4.8~~48%	52%	56%	60%
Two or More Races	76.3%	77%	78%	78%	79%	80%
White	71.3%	75%	76%	78%	79%	80%

~~7 1 5 1 2~~¶
~~3.2 0.2 0.9 0.7 1.2 0.2 0.9 0.2 0.4~~¶
~~Spanish Other Non-English Russian Mandarin (Putonghua) Japanese Cantonese Korean Vietnamese Punjabi~~¶
~~Hebrew Farsi (Persian) Amharic Arabic Hindi Italian Urdu Tamil Bengali Marathi *~~¶

~~2 2 1 1 1 1 1 1 1 1~~
~~0.4 0.4 0.2 0.2 0.2 0.2 0.2 0.2 0.2 0.2~~
~~Source: California Department of Education (CALPADS), accessed November 16, 2018.~~
~~Students from within the District~~

Outcome #2: Increases in the percentage of students, including students in all significant subgroups, meeting or exceeding grade level standards in mathematics.
Metric/Method for Measuring: CAASPP

APPLICABLE STUDENT GROUPS	Baseline 2024-25	2027-28	2028-29	2029-30	2030-31	2031-32
All Students (Schoolwide)	63.1%	65%	66%	67%	69%	70%
English Learners	22.2%	24%	27%	30%	33%	35%
Socioeconomically Disadvantaged	36.9%	38%	40%	42%	45%	47%
Students with Disabilities	15.1%	17%	19%	21%	23%	25%
African American	38.2%	45%	46%	47%	49%	50%
Asian	84.9%	85%	~~6 193 3 86~~ 86%	87%	88%	89%
Latino	29.1%	31%	~~1.1 34 0.5 15.3~~ 34%	38%	42%	45%
Two or More Races	76.3%	77%	78%	79%	80%	81%
White	69.2%	70%	71%	73%	74%	75%

Outcome #3: Increases in percentage of English Learners making progress annually.
Metric/Method for Measuring: ELPI

APPLICABLE STUDENT GROUPS	Baseline 2024-25	2027-28	2028-29	2029-30	2030-31	2031-32
English Learners	41.7%	43%	45%	50%	55%	60%

~~Profile of English Learners* 2018-2019 Enrollment~~
~~% of Enrollment~~

Outcome #4: Achieve ≥19% annually, the percentage of English Learners that are reclassified Fluent English Proficient.
Metric/Method for Measuring: CALPADS annual reclassification counts

APPLICABLE STUDENT GROUPS	Baseline 2024-25	2027-28	2028-29	2029-30	2030-31	2031-32
English Learners	25%	≥19%	≥19%	≥19%	≥19%	≥19%

Outcome #5: Teachers are appropriately credentialed and assigned.
Metric/Method for Measuring: SARC

APPLICABLE STUDENT GROUPS	Baseline 2024-25	2027-28	2028-29	2029-30	2030-31	2031-32
All Students (Schoolwide)	90.8%	95%	95%	95%	95%	95%

Outcome #6: All students have their own copies of standards-aligned curriculum and instructional materials.
Metric/Method for Measuring: SARC

APPLICABLE STUDENT GROUPS	Baseline	2027-28	2028-29	2029-30	2030-31	2031-32

	2025-26					
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #7: All students, including unduplicated pupils and individuals with exceptional needs, have access to and are enrolled in a broad course of study.
Metric/Method for Measuring: Master Schedule

APPLICABLE STUDENT GROUPS	Baseline 2025-26	2027-28	2028-29	2029-30	2030-31	2031-32
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

GOAL #2

Discovery Phoenix develops students who are self-motivated, self-disciplined, and socially responsible.

Related State Priorities:
☒ 1 ☐ 4 ☐ 7
☐ 2 ☒ 5 ☐ 8
☐ 3 ☒ 6

Specific Annual Actions to Achieve Goal

Provide counseling and mental health support, professional development, and parent education to improve student well-being and behavior. Use Student Support Specialist and Family Liaison roles to implement tiered re-engagement strategies, attendance monitoring, and communication. Train staff and families in restorative approaches to reduce suspensions and improve school culture. Integrate SEL lessons (classroom SEL blocks) to build emotional regulation, belonging, and community. Provide targeted case management, resource referrals, and attendance monitoring for foster and homeless youth. Maintain clean, safe facilities and proactive safety protocols to support physical well-being and a positive school environment.

Expected Annual Measurable Outcomes

Outcome #1: Reduce percentage of students who are chronically absent annually.
Metric/Method for Measuring: attendance reporting, CA School Dashboard

APPLICABLE STUDENT GROUPS	Baseline 2024-25	2027-28	2028-29	2029-30	2030-31	2031-32
All Students (Schoolwide)	10.1%	~~10-3-13-~~ 10%	8%	7%	6%	5%
~~G. Plan for English Learners Discovery Charter Schools~~ English Learners	3.9%	≤5%	≤5%	≤5%	≤5%	≤5%
Socioeconomically Disadvantaged	13.9%	~~See Attachment 10: Plan for English~~ 10%	8%	≤5%	≤5%	≤5%
~~be accessible for all students with disabilities.~~ Students with Disabilities	20.5%	20%	18%	15%	12%	10%
African American	7.4%	~~grades 2 through 5, as well as~~ ≤5%	≤5%	≤5%	≤5%	≤5%
Asian	5.5%	≤5%	≤5%	≤5%	≤5%	≤5%

Latino	10.6%	10%	~~8.~~ 8%	6%	~~5.~~ ≤5%	≤5%
Two or More Races	14.5%	11%	~~10~~ 10%	~~8)~~ ~~Identification of funding~~ 8%	~~7)~~ ~~Completion and filing~~ 7%	~~5.~~ 5%
White	16.5%	12%	10%	8%	6%	5%

~~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.¶~~
~~of any annual reports required pursuant to Education Code section 47604.33.¶~~
~~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.¶~~
~~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.¶~~
~~Learners Table of Contents.¶~~
~~American Indian¶~~

Outcome #2: Maintain low suspension rates <3% annually. **Metric/Method for Measuring**: CA School Dashboard, Dataquest						
APPLICABLE STUDENT GROUPS	Baseline	2027-28	2028-29	2029-30	2030-31	2031-32

	2024-25					
All Students (Schoolwide)	0.9%	<3%	<3%	<3%	<3%	<3%
English Learners	1%	<3%	<3%	<3%	<3%	<3%
Socioeconomically Disadvantaged	0.9%	<3%	<3%	<3%	<3%	<3%
Students with Disabilities	2.4%%	<3%	<3%	<3%	<3%	<3%
African American	0%	<3%	<3%	<3%	<3%	<3%
Asian	0.5%	<3%	<3%	<3%	<3%	<3%
Latino	0%	<3%	<3%	<3%	<3%	<3%
Two or More Races	0%	<3%	<3%	<3%	<3%	<3%
White	2.8%	<3%	<3%	<3%	<3%	<3%

Outcome #3: School facilities are maintained and in good repair.
Metric/Method for Measuring: Facility inspection tool; SARC

APPLICABLE STUDENT GROUPS	Baseline 2024-25	2027-28	2028-29	2029-30	2030-31	2031-32
All Students (Schoolwide)	Good	Good	Good	Good	Good	Good

Outcome #4: Maintain zero percent middle school dropout rate.
Metric/Method for Measuring: CALPADS

APPLICABLE STUDENT GROUPS	Baseline 2024-25	2027-28	2028-29	2029-30	2030-31	2031-32
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%

GOAL #3

Discovery Phoenix ensures that families can become involved in our school community in ways which reflect their own skills, interest, talents, and time; as well as, taking into consideration classroom/program needs and the constraints of family, work, and other commitments outside of school.

Related State Priorities:
☐ 1 ☐ 4 ☐ 7
☐ 2 ☐ 5 ☐ 8
☒ 3 ☐ 6

Specific Annual Actions to Achieve Goal

Provide workshops and events (e.g., Positive Discipline, Family Academy, Coffee with the Principal) to build parent skills and engagement. Use ParentSquare, newsletters, and multilingual outreach to keep families informed and involved. Strengthen leadership opportunities through Program Site Council, ELAC, and volunteer pathways; refine the Family Partnership model. Facilitate fall goal-setting and spring student-led conferences to foster strong partnerships. Host events (fairs, cultural celebrations, Walk and Talks) to deepen community connection. Engage local communities, preschools, and families to ensure a diverse and active school community.

Expected Annual Measurable Outcomes

Outcome #1: Ninety percent or more of parents/guardians attend/participate in parent-teacher conferences, school workshops, or other schoolwide family events.
Metric/Method for Measuring: Family surveys; event attendance.

APPLICABLE STUDENT GROUPS	Baseline 2025-26	2027-28	2028-29	2029-30	2030-31	2031-32

All Students (Schoolwide)	100%	≥90%	≥90%	≥90%	≥90%	≥90%

Outcome #2: Increase percentage of families meeting volunteer commitments annually. **Metric/Method for Measuring**: Family surveys; volunteer tracking.						
APPLICABLE STUDENT GROUPS	Baseline 2025-26	2027-28	2028-29	2029-30	2030-31	2031-32
All Students (Schoolwide)	88.9%	≥85%	≥85%	≥85%	≥85%	≥85%

Core Academic Skills

~~B. Core Academic Skills Discovery~~ Discovery Phoenix **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~~ State Standards, Discovery Phoenix helps students develop skills as listed **below:**

English/Language ~~Arts~~ 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~~ non-fiction and plays, all of which enable them to comprehend and interpret **multiple forms of expression**, including literature from various time periods and cultures.

~~Science The~~ Science. 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~~ aligning **with the Next Generation Science** ~~Standards (NGSS).~~ Standards. **This knowledge will enable students to make informed decisions in an increasingly** technological ~~world and to perform research using the scientific method.~~ world.

History/Social ~~Sciences~~ Sciences. **Acquiring an understanding of civics, history, geography,** cultures, and **languages so** ~~they~~ students **can apply their knowledge and be responsible citizens** of the 21st century.

~~Mathematics The ability to reason logically and to understand and apply~~ Mathematics. Reasoning logically and understanding and applying mathematical processes and concepts to solve problems requiring basic mathematics, algebra, geometry, statistics, and other math disciplines. These prob**lem-solving skills will be integrated into other disciplines.** ~~C.~~

Lifelong Learning Skills ~~**Discovery**~~

Discovery Phoenix 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~~ Skills. **Proficient study skills and habits** ~~including~~ that include 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~~ 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~~ 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~~ 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~~ Skills. Knowledge of skills to express ideas and emotions through participation in various forms of the visual and performing ~~arts~~ arts, which may include music, theatre, dance, two- and ~~threedimensional~~ three-dimensional arts, puppetry, and applied arts.

Health Science/Physical ~~Fitness~~ Fitness. Knowledge of pertinent issues of health, safety, and the development of behaviors that are a foundation of lifelong healthy living.

Social/Interpersonal ~~Skills~~ 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.~~ ¶

- engage in responsible and compassionate peer relationships.
- ~~The ability to~~ collaborate and work effectively with others in cooperative groups. ~~D.~~
- listen actively and communicate clearly and respectfully.
- ask thoughtful questions and engage in meaningful dialogue.
- use appropriate body language and social cues.
- share, take turns, and work cooperatively with others.
- value diverse perspectives and contribute to group efforts.
- resolve conflicts calmly using respectful language.
- express emotions appropriately and use "I" statements.
- show empathy, kindness, and include others.
- manage emotions, demonstrate patience, and practice self-control.
- accept feedback and use it to grow.
- take responsibility for actions and follow through on commitments.
- support and encourage peers in a collaborative setting.

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%.¶~~

ELEMENT 3: METHODS OF MEASUREMENT

~~*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)~~ 47605(c)(5)(C)*

To measure the progress of the students at Discovery Phoenix and ensure that the goals of the charter are being met, Discovery ~~adheres to statewide~~ Phoenix shall adhere to the State Standards with mandated standardized tests and ~~conducts~~ conduct additional performance-based assessments. Student performance on these measures ~~helps the~~ shall help the Charter School community make informed decisions about instruction and program modifications.

The following assessment approaches are ~~used~~ included 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.~~ CAASPP. 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~~ three times 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~~ a student's 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.~~ Discovery Phoenix. ~~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¶~~

Developmental Reading Assessment ("DRA"): Authentic assessment of children's reading skills in context shall be completed by teachers. Students read books to determine their instructional reading level. The students then receive a reading level designation based on their degree of fluency, accuracy, comprehension, and critical thinking.

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

Projects: Elementary and ~~middle school~~ 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. Eighth grade students shall work with advisors to complete their exit projects. 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~~ shall also be 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 Phoenix 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.~~ the student's parent/guardian.

- Students direct the conference
- Students share evidence which best represents ~~his/her~~ their 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 Phoenix affirms:

- that "benchmark" skills and specific classroom-level skills will be developed.
- that its student outcomes align to its mission, curriculum, and assessments.
- that exit outcomes and performance goals may need to be modified over time.
- That Discovery Phoenix's list of schoolwide student performance goals that students will make over a given period of time, projected attendance, dropout, or graduation rate goals, etc., are described in the above list.
- Student achievement measurements, as established in the attached LCAP, include the following elements: alignment with the state priorities (documented in relation to each goal, action, and outcome in the LCAP); administration of state assessments; Dashboard indicator goals; the percentage of EL students who make progress toward English proficiency; and the EL reclassification rate.

- ~~Discovery affirms~~ that its methods for measuring pupil outcomes for the Eight State Priorities, as described ~~herein,~~ in this charter, 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.~~ 47605(c)(5)(C).

Assessment Calendar / Schedule

~~assessment.~~ Assessment	Grade Level	What it's Measuring	Frequency
State Assessments CAASPP (ELA, math) California Science Test ELPAC Physical Fitness California Alternate Assessment	 3-8 5 & 8 K-8, as required 5 & 7 3-8 for ELA and math; 5 & 8 for Science	How well students meet grade-level State Standards.	~~annually;~~ Annually
Benchmark Assessments i-Ready; F&P; Internal benchmarks	All	Baseline and progress toward specific learning goals and standards throughout the school year	Fall (Aug/Sept) – baseline Winter (Jan/Feb) – growth Spring (May/June) – growth
Evidence Folder	All	Learner's knowledge, skills, and competencies over time	Ongoing through the year
Developmental Reading Assessment ("DRA") F&P Multitudes	K-2	Student's reading ability and reading behaviors	F&P as needed in alignment with benchmark assessments Multitudes twice yearly
Reflection Journals	Teacher determined	Ability to engage in critical thinking, self-reflection, and metacognition	Teacher determined
Projects	All	Problem-solving abilities, collaboration, communication, critical thinking, and the ability to apply knowledge to real-world contexts	Ongoing through the year
Teacher Observations	All	Growth, habits of mind, mastery of skills, social behaviors.	Ongoing through the year

Grading, Progress Reporting, and Promotion/Retention

Discovery Charter - Phoenix employs a comprehensive and transparent system for grading and reporting student progress that is aligned with State Standards and the Charter School's mission to ensure equity, high expectations, and readiness for college and career pathways.

Grading Practices
Progress is measured as emerging, progressing, and meeting. Teachers utilize standards-based grading practices that measure student mastery of the State Standards. Grades are determined using multiple measures, including classwork, projects, assessments, and participation, ensuring students have varied opportunities to demonstrate their learning. Rubrics and clear performance expectations are shared with students and families to promote consistency and fairness across classrooms.

Progress Reporting
Families receive formal progress reports that include student achievement on grade-level standards, effort and citizenship, and performance on local benchmarks such as NWEA MAP. Teachers also provide narrative feedback highlighting strengths, areas for improvement, and recommended supports. Parent-teacher conferences are scheduled at least twice per year, with additional meetings available as needed, to review student progress and collaboratively develop academic and behavioral goals.

Promotion and Retention
Promotion decisions are based on a holistic review of student achievement, including performance on CAASPP, NWEA MAP growth, classroom grades, and teacher input. Students are expected to demonstrate sufficient progress toward mastery of grade-level standards to be promoted. For students at risk of retention, the school implements MTSS, including targeted interventions, small-group instruction, and progress monitoring. Parents are engaged early in the process, and retention is considered only after interventions have been documented and reviewed in consultation with the family. The ultimate goal is to ensure that each student has the academic and social-emotional skills necessary for success at the next grade level.

Use and Reporting of Data ~~Discovery~~

Discovery Phoenix collects annual data from the assessments listed above and utilizes the data to identify areas for improvement in the educational program. Discovery Phoenix 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~~

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.

ELEMENT 4: GOVERNANCE STRUCTURE

~~*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.*~~ *47605(c)(5)(D).*

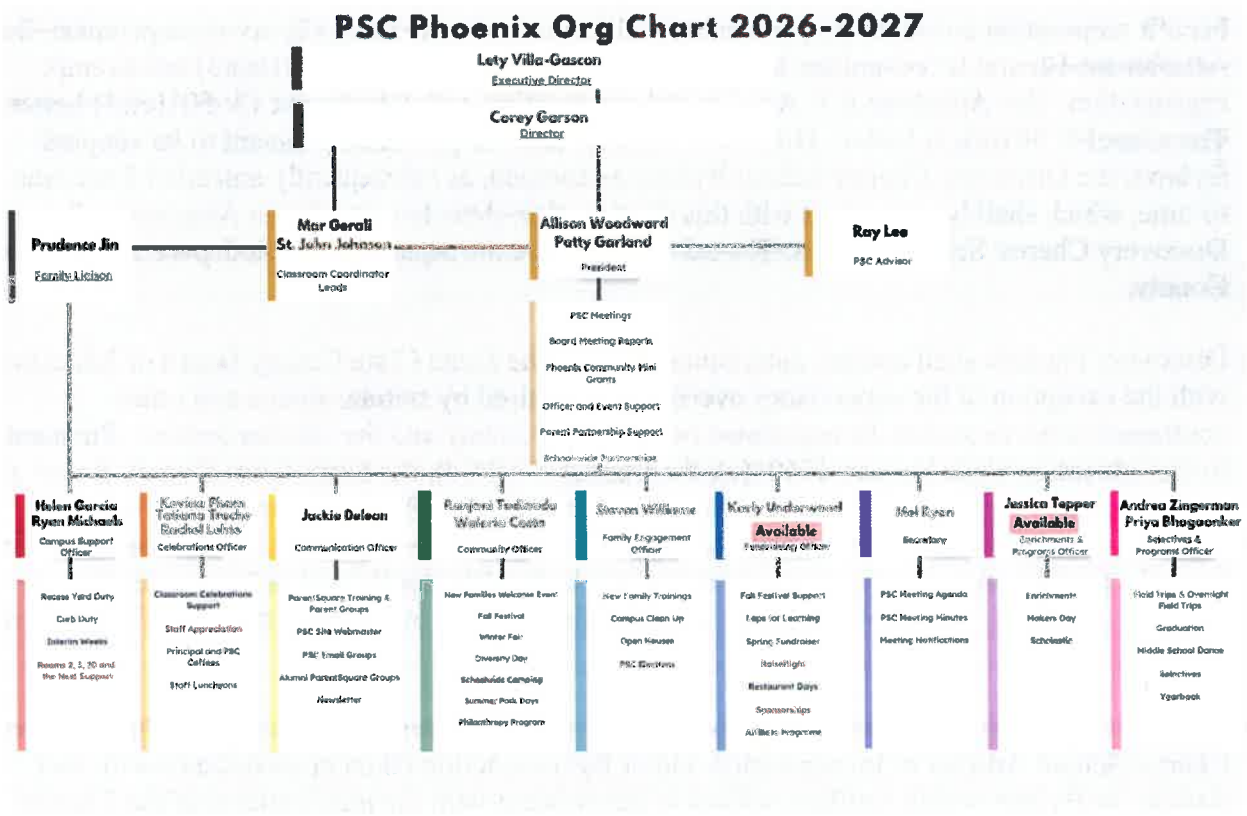
Legal Status ~~Discovery Charter Schools~~

~~are~~ Discovery Phoenix is operated by Discovery Charter School, a California non-profit public benefit ~~corporation~~ corporation, pursuant to California law ~~with 501(c)(3) tax-exempt status. See Attachment 12:~~ and is recognized by the Internal Revenue Service as a 501(c)(3) tax-exempt organization. See Attachment 1: Articles of Incorporation and Attachment ~~13: 501(c)(3) Letter. The school~~ 2: 501(c)(3) Letter. Discovery Phoenix shall be governed pursuant to ~~its adopted Bylaws,~~ the Discovery Charter School Bylaws as adopted, as subsequently amended from time to time, which shall be consistent with this charter. ~~See: Attachment 14:~~ See Attachment 3: Discovery Charter School Bylaws. ~~The school shall operate separately and independent from the County;~~

Discovery Phoenix shall operate autonomously from the Santa Clara County Board of Education, with the exception of the supervisory oversight as required by ~~statute.~~ statute and other contracted services as may be negotiated between the County and the Charter School. Pursuant to the Education Code Section ~~47604(c), the County~~ 47604(d), the Santa Clara County Board of Education shall not be liable for the debts or obligations of the ~~School, operated as~~ Charter School, operated by a California non-profit benefit ~~corporation~~ corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the ~~County~~ Santa Clara County Board of Education 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 Phoenix/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~~

Organizational Chart



Board of Directors

Both Discovery Charter Schools are governed by one 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.~~ each of its charter schools. Board members have a responsibility to solicit input from parents, faculty, and staff from each ~~charter school it operates~~ school 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~~ charter and the oversight of the implementation of such policies by the ~~Superintendent/Executive~~ Executive Director and each school Director. The Board ~~consists~~ will consist of at least five (5) and no more than eleven (11) members who ~~govern all~~ will govern both 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~~ 47604(c), the chartering authority may select a representative to the Board. If the County Board chooses to do so, the Charter School may appoint an additional member to ensure that the Board is maintained with an odd number of directors.

New Board members are ~~appointed~~ designated by the Directors of the Board of Discovery Charter Schools. In selecting new Board ~~members~~ 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 Board Member Development Plan.~~ Board members shall include parent and community leader representatives ~~appointed~~ designated by the Board in accordance with the Bylaws.

The Board will meet on a regular basis ~~(e.g. monthly).~~ (e.g., monthly) and in accordance with the Brown Act and Education Code Section 47604.1(c). 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~~ The Board creates and collaborates with the ~~Superintendent/Executive~~ Executive Director and approves the ~~one- and multi-year~~ multi-year Strategic Plan; ~~Strategic Plans;~~
- ~~The~~ The Board adopts policies to successfully implement the Charter School Mission and ~~Strategic Plans; The Board oversees~~ the Strategic Plan;
- The ~~Superintendent/Executive~~ Board oversees the Executive Director to ensure that the Charter School Mission and Strategic ~~Plans~~ Plan are reflected in the day-to-day operations of the Charter School, including ensuring that the curriculum aligns with the Charter School Mission.

Academic Performance Monitoring

- The Board, or a committee thereof, annually reviews student performance based on state- and ~~federally-mandated~~ 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, or a committee thereof, periodically reviews student performance based 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.
- The Board annually reviews and revises the LCAP.

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~~ The Board hires, evaluates, and terminates the employment of the ~~Superintendent/Executive~~ Executive Director.
- The Board establishes performance goals for the ~~Superintendent/Executive~~ Executive Director and communicates the goals to the ~~Superintendent/Executive~~ Executive Director;
- The Board annually reviews the ~~Superintendent/Executive Director's performance; The Board annually reviews the~~ Executive Director's performance;
- The Board annually reviews the ~~Superintendent/Executive~~ Executive Director's employment contract and reevaluates it yearly;

~~The Board establishes and annually reviews the Superintendent/Executive Director succession and recruitment plans;~~¶

- ~~The~~ The Board approves the salaries and compensation policies for all Charter 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~~ applicable).

~~are given grievance rights under a contract or collective bargaining agreement).~~¶

Parent, Student and Community Relations ~~The Board, or a committee~~¶

- ~~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,~~ The Board, or a committee thereof, hears and decides student expulsion recommendations;
- ~~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~~
- As needed, the Board communicates with the media and community at large consistent with the Charter 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~~
- ~~schools' annual academic calendars;~~ The Board reviews and approves the schools' annual academic calendars;

- The Board, or a committee thereof, selects the 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;
- Approve any contract that would cause the Charter School to compensate an individual contractor more than one hundred thousand dollars ($100,000) in a fiscal year.

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;
- ~~makes recommendations on facilities' needs and policies.~~ 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;~~ members, including, but not limited to ethics (AB 2158), conflicts of interest and the Brown Act
- 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.~~ a Conflict of Interest Code that complies with the Political Reform Act and the Charter School complies with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. See Attachment 4: 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,~~ law and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those ~~duties.~~ duties, with the exception of budget approval or revision, approval of the fiscal audit, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. ~~C. Superintendent/Executive Director The Superintendent/Executive~~

The Charter School Board of Directors will attend an in-service for the purposes of training individual board members on their responsibilities with topics to include, at minimum, ethics (AB 2158), conflicts of interest, the Brown Act, school finance (AB 640), and child abuse and neglect.

Board Committees/Advisory Councils

Finance Committee. The Finance Committee is responsible for providing fiscal oversight of the school's operations and ensuring the financial health and sustainability of the organization. The committee reviews monthly financial statements, cash flow, and budget-to-actual performance; oversees the development of the annual budget; and makes recommendations to the full Board on fiscal policy and financial strategy. The Finance Committee also monitors compliance with applicable fiscal regulations, charter school funding requirements, and internal controls.

Typical responsibilities include:

- Reviewing and recommending the annual operating budget
- Monitoring financial performance and key fiscal indicators
- Advising on long-term financial planning and reserves
- Supporting staff in ensuring compliance with authorizer and state fiscal reporting requirements

Development Committee. The Development Committee focuses on supporting the school's strategic growth and sustainability through fundraising, community engagement, and partnership cultivation. The committee helps develop and implement the school's annual development plan, supports donor stewardship, and identifies opportunities for grants, sponsorships, and other external funding. It also works to build community awareness of the school's mission and programs.

Typical responsibilities include:

- Overseeing fundraising goals and progress
- Identifying and cultivating donor and partner relationships
- Supporting special events and campaigns
- Advising on communications and outreach to build community support

Audit Committee. The Audit Committee provides independent oversight of the school's financial reporting processes, internal controls, and annual audit. The committee ensures the integrity of financial statements, reviews the results of the independent financial audit, and monitors the implementation of any corrective actions. Members of this committee operate separately from the Finance Committee to maintain independence and objectivity.

Typical responsibilities include:

- Recommending and engaging the independent audit firm
- Overseeing the annual audit process
- Reviewing audit reports and management letters
- Ensuring corrective actions are implemented as needed

Discovery Experience Committee *(Mission & Vision Implementation)*. The Discovery Experience Committee monitors and supports the implementation of the school's mission and vision across both campuses. The committee reviews annual parent, student, and staff survey data, site visit findings, and program reports to assess how well the school is fulfilling its

educational mission. It provides feedback and recommendations to the Board on opportunities to strengthen the Discovery model and maintain a cohesive school culture.

Typical responsibilities include:

- Reviewing and analyzing survey and feedback data
- Monitoring alignment between program implementation and the Charter School's mission and vision
- Identifying strengths and areas for improvement across sites
- Supporting leadership in maintaining a high-quality, mission-driven learning environment

Election Committee. The Election Committee oversees the board member nomination and election process, ensuring it is transparent, equitable, and consistent with the organization's bylaws. The committee develops and maintains procedures for recruiting, vetting, and onboarding new board members, as well as coordinating the annual election cycle. The committee works to ensure that the board reflects a diversity of skills, perspectives, and community representation.

Typical responsibilities include:

- Developing and publishing the timeline and procedures for board elections
- Recruiting and vetting board candidates
- Overseeing voting processes and ensuring compliance with bylaws
- Supporting the onboarding of newly elected board members

Executive Director

The Executive Director shall be the Chief Executive Officer of ~~the Discovery Charter Schools system. She~~ Discovery Charter School. The Executive Director is responsible for the effective operation of ~~all the~~ the charter 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~~ School Board with respect to such activities. ~~She~~ The Executive Director 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~~ Superintendent in a school district, and the policies, rules, and regulations established by the Discovery Charter School Board.

Site Director

Under direction of the Executive Director, the Site Director is responsible for the day-to-day operations of ~~Discovery. The~~ Discovery Charter - Phoenix. The Site Director serves as leader of educational programming and advises the ~~Superintendent/Executive~~ Executive Director and the Discovery Board regarding budget decisions, Board policies, programming, etc. In collaboration with the ~~Superintendent/Executive Director, the~~ Executive Director, the Site Director implements Board policies, administers and supervises the Charter 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 Charter School's developmental philosophy. ~~See Attachment 21: Job Descriptions.~~ Element 5 for employee qualifications.

~~D. Parent Involvement Discovery~~ **Parent Involvement**

Discovery Participation highly 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.~~

English Learner Advisory Committee. The English Learner Advisory Committee (ELAC) is responsible for advising the school's administration and Governing Board on programs and services for English Learners. The committee provides input on the development and implementation of the school's English Learner program, including instructional strategies, reclassification procedures, and supports for students and families. ELAC reviews relevant student achievement data and helps ensure that the needs of English Learners are represented in the school's educational program and improvement plans. Additionally, ELAC supports meaningful family engagement by providing a forum for parents of English Learners to give feedback, ask questions, and participate in decision-making related to EL programs and services.

Program Site ~~Council~~ Council. The Program Site Council's ("PSC") main function within ~~the Discovery Charter Schools organization~~ Discovery Phoenix is to support the various school programs the Site 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.~~ parents, with staff representation. Each parent-led program has a group of volunteers ~~that works~~ who work together to monitor and implement the specific requirements of each program. A volunteer coordinator from these committees ~~represents~~ can represent 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;~~ Treasurer, teacher representatives, the Site Director, Lead Classroom Coordinator, and one coordinator for each parent-led program. All Discovery parents and ~~teachers~~ staff 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 Site 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,~~ as School Community Building, Parent-Led Enrichment Programs, After-School Activities, Library, ~~and Parent Education.~~ Parent Education, and more.
~~The Program Site Council:~~¶

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;~~ online platform - ParentSquare

~~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 Site Director and implements approved changes on behalf of the Site Director;
- Sponsors activities that enhance the intrinsic value of the ~~School, contributes~~ Charter School, contribute to the fulfillment of the Charter School's mission, and ~~builds~~ build 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~~ Leadership Team

~~school has its own leadership team comprised of teacher representatives from all grade levels, as well as at least one representative from the noncertificated 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.¶~~

A Leadership Team, created by the Site Director at each school site, will oversee multi-grade level articulation and the implementation of multi-grade level programming and professional development activities. The Leadership Team will work with colleagues and Site Director and the Executive Director to ensure that cross-curricular goals are reached through innovative developmentally based instructional strategies. The Leadership Team at each school site will work closely with the Site Director and Executive Director to plan all curriculum benchmarks. They will oversee the review and selection of appropriate materials to meet the required DCS curriculum benchmarks. The Lead Teachers on the Leadership Team will mentor other grade-level teachers.

The Leadership Team sets the goals for teacher participation in the life of the school and will represent the teachers to the DCS Board of Directors. The Leadership Team will facilitate the articulated grade level meetings through which all teachers will plan, discuss and resolve issues at their grade level.

~~G. Student Government Annually the students~~ Student Government

~~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 They sit on committees and provide~~ 2nd through 8th, to meet biweekly to engage with schoolwide suggestions (e.g.,

Halloween Parade). Student representatives provide a bimonthly report to the Board and input on decisions such as student ~~activities and staff selection.~~ activities.

~~IX.~~

~~EMPLOYEE QUALIFICATIONS~~

ELEMENT 5: EMPLOYEE QUALIFICATIONS

~~*B. Qualifications of School Employees "The qualifications to be met by individuals to be employed by the charter school." California*~~ *school." Education Code Section* ~~*47605(b)(5)(E) Discovery*~~ *47605(c)(5)(E)*

Discovery Phoenix shall recruit professional and qualified personnel who believe in the philosophy of the Charter School for all staff positions. In accordance with Education Code ~~47605(d)(1), Discovery~~ Section 47605(e)(1), Discovery Phoenix shall be nonsectarian in its employment practices and all other operations. The Charter 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~~ Charter School.
~~Discovery campus, see Attachment: 21: Job Descriptions.~~ ¶

All Charter 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 Charter School's faculty, staff, and students prior to beginning work. ~~They shall all possess a clear TB screening conducted within the past four years.~~

The following information outlines the high level responsibilities of each position as well as the minimum qualifications required for the position.

Teacher, TK–8

- **Responsibilities:** Plans and delivers instruction aligned with State Standards; differentiates learning; monitors progress; maintains classroom environment; engages families; participates in curriculum development.
- **Minimum Qualifications:** Bachelor's degree; the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment; EL Authorization required for the assignment; teaching experience preferred.

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:~~ TK teachers meet

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

~~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¶~~

All teachers in charter schools shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code Sections 44339, 44340, and 44341.

Paraprofessional

- **Responsibilities:** Supports teachers by reinforcing instruction; works with individuals or small groups of students with disabilities; monitors behavior and safety; assists with IEPs, testing, and supervision.
- **Minimum Qualifications:** High school diploma; knowledge of child development and behavior strategies; Google tools proficiency; CPR/First Aid preferred.

Behavior Technician – Paraprofessional

- **Responsibilities:** Supports students with disabilities; delivers ABA-based interventions; assists with academics, behavior, and personal needs; participates in IEPs and testing.
- **Minimum Qualifications:** High school diploma; knowledge of ABA/Discrete Trial Training; experience with special needs students; Google tools proficiency; CPR/First Aid preferred.

Site Director

- ~~**Superintendent/Executive Director Qualifications The Superintendent/Executive**~~ **Responsibilities:** Under direction of the Executive Director, the Site Director supervises the teachers and non-instructional staff and shall ~~operate as the chief executive officer managing~~ manage the day-to-day functions ~~of the School. The Superintendent/Executive Director acts~~ Discovery Phoenix. The Site Director shall act as the instructional leader at the ~~School and is~~ Charter School and shall be responsible for helping the Charter School's students achieve outcomes as outlined in the Educational Program.
- **Minimum Qualifications:** Candidates for this position will possess: Excellent communication and community-building skills; Extensive knowledge of and experience with curriculum development and ~~developmentally based~~ 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~~ Bachelor's Degree in education or related field ~~(required)~~ (required); MA or equivalent ~~(desirable) California Administrative and Teaching Credential (desirable)~~ (desirable); California Administrative (desirable) and Teaching Credential; Teach or Experience in Related Field ~~(desirable)~~ (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(l). 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.¶~~

Dean of Students

- **Responsibilities:** Leads student behavior, discipline, and safety; coordinates SEL programs, attendance, extracurriculars, and after-school activities; supervises staff; collaborates on IEPs, 504s, and behavior interventions.
- **Minimum Qualifications:** Valid CA credential or license; admin credential preferred; minimum 3 years teaching experience, or other teaching experience.

Operations Manager

- **Responsibilities:** Oversees school operational systems (budgeting, SIS, facilities, food service, IT, enrollment, safety); manages risk, compliance, and reporting; supervises site operations staff; supports student recruitment.
- **Minimum Qualifications:** Minimum 5 years work experience with 4 in management/supervision; strong project management and analytical skills; ability to manage compliance and risk.

~~with applicable law. Office Manager Qualifications Under direction~~ **Office Manager** ~~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: o Principles and practices of public school services and administration; o Personnel and finance administration and sources of information related to public school issues; o Research methods and report writing; and o 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.¶~~

- ~~**Responsibilities:** Oversees daily school operations including fiscal services, student data, nutrition, facilities, enrollment, and safety; supervises office staff; manages records and compliance.~~
- **Minimum Qualifications:** High school diploma (Bachelor's preferred); organizational and problem-solving skills; proficiency with Google tools; bilingual Spanish preferred; CPR/First Aid preferred.

Human Resource Manager

- **Responsibilities:** Plans and directs HR functions including recruitment, onboarding, credentialing, employee relations, payroll/benefits, compliance, and record-keeping; supports school leaders with staffing and evaluations.
- **Minimum Qualifications:** Bachelor's degree preferred; 2–3 years credentialing and HR experience; proficiency in a Human Resources Information System (Paylocity/ADP) and Google/Microsoft tools.

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: o Principles and practices of public school services and administration; o Personnel and finance administration and sources of information related to public school issues; o Research methods and report writing; and o 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.¶**~~

- ~~**Responsibilities:** Serves as the first point of contact for families, students, and staff; manages records, student data, enrollment, and substitutes; supports attendance, health, and facilities coordination.~~
- **Minimum Qualifications:** High school diploma (Bachelor's preferred), organizational skills, proficiency with Google tools, English fluency (Spanish preferred), CPR/First Aid preferred.

Occupational Therapist

- **Responsibilities:** Conducts assessments; develops and implements IEP-based intervention plans; consults with staff and parents; monitors student progress; ensures accessibility and compliance.
- **Minimum Qualifications:** Bachelor's degree; current CA Occupational Therapy license; at least 1 year of pediatric or school-based OT experience.

Accounts Payable/Receivable Clerk

- **Responsibilities:** Maintains financial records; processes invoices and payments; reconciles deposits and accounts; assists with annual fund collections and financial reporting.
- **Minimum Qualifications:** High school diploma (Bachelor's preferred); prior accounting/AP/AR experience; organizational skills; Google tools proficiency; bilingual Spanish preferred.

Summer School Principal

- **Responsibilities:** Manages summer school programs; oversees staff, curriculum, and student discipline; communicates with families; tracks attendance, grades, and program outcomes.
- **Minimum Qualifications:** Bachelor's degree (Master's preferred); valid teacher certification; current DCS staff preferred; strong leadership and communication skills.

Parent Liaison

- **Responsibilities:** Builds relationships between families and school; organizes parent events, workshops, and volunteer programs; conducts outreach and home visits; supports PSC/ELAC.
- **Minimum Qualifications:** AA/AS degree or 48 college units; effective communication skills; experience working with students and families; bilingual preferred.

Nutrition Services Assistant

- **Responsibilities:** Prepares and serves meals; maintains kitchen and food service equipment; ensures safety/sanitation compliance; assists with food inventory and record-keeping.
- **Minimum Qualifications:** 1 year of food prep/service experience; ability to obtain ServSafe certification; basic math and record-keeping skills.

School Psychologist

- **Responsibilities:** Conducts psychoeducational assessments; consults with staff and families; develops and monitors IEPs; provides counseling and behavior support; contributes to MTSS and SELPA compliance.
- **Minimum Qualifications:** Master's degree in psychology or related field; CA PPS credential with School Psychology authorization; TK–8 school experience preferred.

Office Clerk

- **Responsibilities:** Provides clerical support (phones, filing, attendance, records); assists students, parents, and staff; monitors health and safety needs; supports enrollment and independent study documentation.

- **Minimum Qualifications:** High school diploma or equivalent; office/clerical experience; Google Suite proficiency; bilingual Spanish and CPR/First Aid preferred.

~~C.~~ Compensation and Benefits
Employees of Discovery Charter Schools shall 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~~ shall be reviewed annually, and a recommendation ~~is~~ shall be 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~~
Discovery Phoenix shall provide opportunities for teachers and other professionals to continue their professional development. ~~See Attachment~~

Evaluation procedures ~~are~~ shall be conducted in a manner established by the administration and approved by the Discovery Board. Discipline and dismissal ~~procedures for School employees are~~ procedures, as reflected in the Employee Handbook for the Charter School, shall be developed by the administration and approved by the Discovery Board. ~~See Attachment 23: Teacher Evaluation Process.~~
~~X.¶~~
~~HEALTH AND SAFETY¶~~

Human Resources
Discovery Charter School System
~~A.~~ The original 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,~~ Discovery Phoenix, as well as ~~Discovery Charter School II.~~ the original Discovery Charter School.

The main office staff consists of the ~~Superintendent/Executive Director, Business Manager, Secretary and Office Clerk. The Superintendent/Executive~~ Executive Director, and an Operations Manager. The Executive Director will oversee the entire Discovery Charter School system and educational program. Reporting to the Executive Director and second in command is the Operations Manager.
~~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.¶~~

ELEMENT 6: HEALTH AND SAFETY PROCEDURES

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

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

(ii) ~~(ii)~~ For all schools, the development of a school safety plan, ~~which shall include the safety topics listed in subparagraphs (A) to (H),~~ and the annual review and update of the plan, pursuant to Section 47606.3." - Education Code Section 47605(c)(5)(F)

~~inclusive, of paragraph (2) of subdivision~~

~~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~~ implemented 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~~ policies. These policies are incorporated as appropriate into the Charter School's student and staff handbooks and ~~will~~ shall 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~~ Charter School's staff and Board. These policies have been developed in consultation with the Charter School's insurance carriers and at a minimum shall address the following:

~~a summary of the health and safety policies of the Charter School.~~

Procedures for Background Checks

~~Employees,~~ 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~~ applicants for employment 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~~ 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~~ Phoenix Director or designee shall monitor the fingerprinting and background clearance. The Board President shall monitor the fingerprinting and background clearance of the ~~Superintendent/Executive~~ Executive Director. All volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Mandated Child Abuse and Neglect Reporting and Training

~~Role of Staff as Mandated Child Abuse Reporters All employees~~ All employees, volunteers, contractors (whose duties require contact with or supervision of students), and governing board

members of the Charter School are mandated child abuse reporters and follow all applicable reporting ~~laws.~~ laws, the same policies and procedures use by the School districts. For purposes of this requirement, volunteers are defined as individuals who are over 18 years of age and interact with students outside of the immediate supervision and control of the student's parent or guardian or a Charter School employee. The Charter School shall provide ~~mandated reporter~~ training to all ~~employees annually~~ mandated reporters 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**~~ **All enrolled students who receive** classroom-based instruction and staff are 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. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Medication in School
The Charter School ~~will~~ shall 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.~~ members; per AB 1651 (2023), the Charter School ~~will adhere to~~ shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

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

Diabetes ~~**The Charter School**~~

~~will~~ The Charter School shall make type 1 diabetes informational materials accessible to the parent or guardian of a pupil when the pupil is first enrolled in elementary school. The Charter School shall 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.~~

1. A description of type 2 diabetes.
2. ~~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~~
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.~~
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~~

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~~ workplace. Discovery Phoenix 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 ("HIV") 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.~~ The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking

The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 8 of human trafficking prevention resources.

Menstrual Products

The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of Education Code Section 35292.6 in a prominent and conspicuous location in every restroom required to stock menstrual products, as specified. This notice shall include the text of Education Code Section 35292.6 and contact information, including an email

address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms
The Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its school sites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals
The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Recess
Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days. The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act
~~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.*).

Mental Health Education
If the Charter School offers one or more courses in health education to students in middle school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

Mental Health Information
The Charter School shall create and post a poster at the school site identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the school site. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by,

students at the school site. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

Referral Protocols for Addressing Student Behavioral Health Concerns
The Board shall adopt, at a regularly scheduled meeting, a policy on referral protocols for addressing student behavioral health concerns in grades 7-8, inclusive. The policy shall meet the requirements of Education Code Section 49428.2, and shall be developed in consultation with Charter School and community stakeholders and school-linked behavioral health professionals, and shall, at a minimum, address procedures relating to referrals to behavioral health professionals and support services.

Drug Free/Alcohol Free/Smoke Free Environment
The Charter School shall function as a drug, alcohol, ~~vaping~~ and tobacco free ~~workplace.~~ environment.

School Safety Plan
~~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~~ include identification of 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~~ including the development of all of the following pursuant to Education Code Section 332282(a)(2)(A)-(O):

a. child abuse reporting procedures
b. routine and emergency disaster procedures
c. policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
d. ~~32282(a)(2)(A) (J):~~ procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
e. a discrimination and harassment policy consistent with Education Code Section 200
f. provisions of any schoolwide dress code that prohibits students from wearing ~~"gang related~~ "gang-related apparel," if applicable
g. 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¶~~

~~h.~~ a safe and orderly environment conducive to learning
i. the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, and 47605
j. ~~(a) of Section 32282 and~~ procedures for conducting tactical responses to criminal ~~incidents.~~ incidents

~~(iii) That the school safety plan be reviewed and updated by¶~~

~~k.~~ procedures to prepare for active shooters or other armed assailants by conducting a drill, if this topic is covered in the School Safety Plan

l. procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a school bus serving the school

m. procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds

n. procedures specifically designed to notify parents and guardians of pupils, teachers, administrators, and school personnel when the school confirms the presence of immigration enforcement on the school site

o. a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

~~Emergency Preparedness The Charter School has adopted an Emergency Plan~~ The School Safety Plan shall be drafted specifically to the needs of the ~~school site~~ facility 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.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the Site Director and, if there is merit to the concern, the Site Director shall direct the School Safety Plan to be modified accordingly.

The Charter School shall develop an instructional continuity plan, consistent with Education Code Section 32282(a)(3), to establish communications with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency pursuant to Education Code Sections 41422 or 46392(a).

Workplace Violence Prevention Plan

The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace prevention plan consistent with the requirements of Labor Code Section 6401.9.

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.~~ 32001.

Comprehensive ~~Discrimination~~ Anti-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 ~~antidiscrimination~~ anti-discrimination and harassment policies. ~~Health Care and Emergencies Discovery~~

A copy of the sexual harassment policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired.

Bullying Prevention
The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Coe Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Supporting LGBTQ Students
Through the completion of the 2029-30 school year, the Charter School shall use an online training delivery platform and curriculum to provide at least one hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

SAFETY Act
Pursuant to AB 1955 (2024), employees of the Charter School shall not be required to disclose any information related to a pupil's LGBTQ+ identity to any other person without the pupil's consent unless otherwise required by state or federal law. This provision shall not limit a parent's ability to request school records on behalf of their child.

Homicide Threats
The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice
At the beginning of the first semester annually, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the CDE.

Health Care and Emergencies
Discovery Phoenix 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~~

Transportation Services
The Charter School shall comply with the requirements of SB 88 (2023-24) inclusive of Education Code Sections 39875, 39877, 39878, and 39879, as applicable, relating to background checks, testing, and other requirements for individuals and entities providing transportation services for students.

Extreme Weather Policy
The Charter School will develop, adopt, and implement a weather policy that includes protocols for extreme weather conditions, and incorporate the standardized guidelines developed by the CDE.

ELEMENT 7: STUDENT POPULATION BALANCE

"The means by which the charter school will achieve a balance of racial and ethnic ~~balance among its pupils~~ pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school 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~~ submitted. Upon renewal, for a charter school not deemed to be a local educational agency for purposes of special education pursuant to Section 47641, the chartering authority may consider the effect of school placements made by the chartering authority in providing a free and appropriate public education as required by the federal Individuals with Disabilities Education Act (Public Law 101-476), on the balance of pupils with disabilities at the charter school." (Education Code Section 47605(c)(5)(G).)

~~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¶~~

Discovery Phoenix programs and activities shall be free from discrimination. Discovery Phoenix 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).

In 2025-26, Discovery Charter – Phoenix served 555 students: 9.7% African American, 32.3% Asian, 3.2% Filipino, 20% Hispanic or Latino, 24.5% White, 8.8% Two or More Races. Our subgroups included 17.1% English Learners, 2.3% Homeless Youth, 12.6% Students with Disabilities, and 17.8% Socioeconomically Disadvantaged.

Student Recruitment and Outreach Plan

Purpose

~~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~~ Discovery Charter School is committed to ensuring equitable access and broad outreach to all students who wish to attend, consistent with Education Code Sections 47605 and 47607. In October 2025, the Charter School submitted a Corrective Action Plan ("CAP") to the Santa Clara County Office of Education ("SCCOE") in response to SCCOE's Notice of Concern regarding student enrollment demographics. This Student Recruitment and Outreach Plan incorporates the commitments made in the CAP and describes the means by which the Charter School will work to achieve a balance of racial and ethnic pupils, special education pupils, and English Learner pupils reflective of the general population residing within the territorial jurisdiction of its authorizer, pursuant to Education Code Section 47605(c)(5)(G).

The Charter School recognizes the importance of aligning its student population with the demographics of the community it serves and is implementing a targeted, multi-year recruitment plan to broaden its reach to Hispanic, English Learner, and Socioeconomically Disadvantaged families. This plan is grounded in transparency, community partnership, and ongoing data analysis to ensure that all families, particularly those from historically underserved communities, are aware of, welcomed to, and supported through the enrollment process.

I. Recruitment and Outreach Objectives

1. *Increase Representation:* Increase enrollment of Hispanic, English Learner, and Socioeconomically Disadvantaged students by 10% by Fall 2032.
1. *Broaden Awareness:* Conduct targeted, multilingual outreach to ensure families in West San Jose and Campbell are informed of the school's programs and admissions process.
2. *Remove Barriers:* Ensure that application and enrollment procedures are accessible, simple, and equitable for all families.
3. *Build Trust:* Strengthen community partnerships and family engagement to create authentic connections with underrepresented communities.

II. Outreach Strategies

1. Community Partnerships
   - Partner with community-based organizations (e.g., Las Madres, Rocketship, SIREN, local churches, and neighborhood associations) to conduct targeted outreach events in South San Jose, West San Joe, Central San Jose, and Campbell, co-host information sessions, and distribute application materials.
   - Engage trusted community leaders and parent ambassadors to help disseminate information in Spanish and English.
2. Accessible and Multilingual Materials
   - Ensure all application and informational materials are available in English and Spanish. Post translated materials online and make hard copies available at the Charter School, at each informational meeting, and at other locations throughout the community.
   - Revise the Charter School's website and FAQ sections to ensure they are accessible, clear, understandable, and welcoming, and to state clearly that parent volunteering is not a requirement for admission or continued enrollment and will not have any impact on a student's initial or continued enrollment or participation at the Charter School.

- Provide clear, culturally responsive messaging that emphasizes equity and open enrollment.

3. Community-Based Events
   - Host quarterly "Discover Discovery Nights" at local community centers (Campbell and Bascom) and libraries (Campbell and Bascom), with interpretation, childcare, and enrollment assistance provided.
   - Offer bilingual campus tours and family information sessions at flexible times, including evenings and weekends, to accommodate working families.
   - Set up information tables at local fairs, farmers' markets, cultural events, and early childhood education centers.
4. Application Assistance and Access
   - Simplify the application and enrollment process and provide step-by-step guidance in English and Spanish.
   - Hold information and application assistance meetings at times and locations convenient to underrepresented communities and in multiple languages, both at the Charter School and at off-site locations such as community centers and libraries.
   - Provide on-site application assistance and office hours at times convenient to working families, including evenings and Saturdays.
   - Assist families in completing applications and, after admission, the paperwork required for enrollment.

III. Transparency and Admissions Practices

The Charter School is committed to ensuring full compliance with Education Code Section 47605(c)(5)(G) through public reporting and annual review, and will engage in the following transparency practices:

- Review existing admission preferences to determine whether modification is appropriate.
- Announce the number of available openings by grade level, to the Charter School's best estimation, prior to the open enrollment period each year, and publish this information on the Charter School's website.
- If the number of openings will result in an overall decrease in enrollment from the prior year, document and explain the enrollment adjustment to SCCOE with a written rationale.
- After openings are announced, the Charter School may increase, but may not decrease, the number of seats at any grade level for that open enrollment and lottery period. The Charter School will inform SCCOE of any increase made after the original announcement, with a written explanation of the basis for the increase.
- Audit the admission process and public random drawing procedures to verify fair access, completing the first audit in 2027 and conducting audits annually thereafter.
- Provide annual training for staff, volunteers, and parents who organize activities, seek donations, or support enrollment on the requirements and prohibitions of the free schools guarantee, pupil fees (Education Code Section 49010 et seq.), and non-discrimination. The Charter School prohibits any communications implying

that donations or volunteerism are required or have any impact on a student's initial or continued enrollment or participation. The Charter School will ensure that 100% of enrollment and recruitment personnel, including staff and volunteers, complete the required compliance training.

IV. Enhancing School Culture and Belonging

- Integrate heritage celebrations, bilingual communications, and multicultural events into the school calendar.
- Highlight diverse student and family stories in monthly newsletters ("Why Discovery?").
- Increase participation of historically underserved groups in the Parent Site Council and English Learner Advisory Committee.
- Administer annual family engagement and belonging surveys and use results to inform recruitment and retention strategies.

V. Data, Accountability, and Monitoring

- Establish a baseline of applicant pool demographics in 2027, and track year-over-year changes in applications and enrollment by race/ethnicity, English Learner status, and Socioeconomically Disadvantaged status.
- Increase attendance at outreach events by 20% by June 2027, continue to grow attendance each year thereafter, and analyze conversion rates from interest to application to enrollment.
- Meet with the Director of SCCOE's Charter Schools Department each March, beginning March 2028, for a mid-year progress review regarding outreach and open enrollment.
- Prepare an annual review and analysis of the effectiveness of the Charter School's outreach efforts. The analysis will include metrics for assessing the effectiveness of each component of this plan and will not simply assume that the plan, or any component of it, is or is not working based on who enrolled; rather, it will include a specific analysis of the facts and factors indicating effectiveness and identify plans to increase effectiveness as necessary.
- By May 31 of each year, provide SCCOE with a written report of this analysis, documenting progress and community engagement outcomes, together with any updates to this plan, for review and collaboration on next steps.

I. Roles and Responsibilities

Position	Responsibility
Executive Director	Oversight and SCCOE liaison
Operations Manager	Data tracking, monitoring, reporting
Site Director	On-site implementation of outreach activities
Family Liaison	Community engagement, event coordination, family support

II. Timeline of Activities

Timeline	Activity	Deliverable
Fall 2026-Spring 2027	Launch targeted outreach partnerships	MOUs and event calendar
March 2027	Mid-year progress review with SCCOE	Meeting notes and updated metrics
May 2027	First annual recruitment and outreach report	Submitted to SCCOE
Annually thereafter	Continuous outreach, tracking, reporting	Annual updates to plan

III. Long-Term Commitment

Discovery Phoenix recognizes that achieving demographic balance is an ongoing process. The school is committed to working collaboratively with SCCOE and community partners to ensure open access, transparency, and continuous improvement in its recruitment and enrollment practices. Should Discovery Phoenix's efforts not produce immediate results on their own, Discovery Phoenix shall seek professional experts in year 2 and/or 3 in areas noted lacking progress.

Through targeted outreach, cultural responsiveness, and rigorous data monitoring, Discovery Phoenix will continue to evolve its practices to reflect the diversity of its surrounding community.

ELEMENT 8: ADMISSION POLICES AND PROCEDURES

~~*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.*~~ *(e)." (Education Code Section 47605(c)(5)(H).)*

Student Admission Policies and Procedures ~~Discovery~~

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

Discovery Phoenix shall maintain procedures which provide for the verification of all ~~admissions~~ admission 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~~ described in Education Code Section 220. ~~Discovery~~

Discovery Phoenix shall strive to achieve a student population from the District area who understand and value the Charter School's mission and vision statements and are committed to the Charter School's instructional and operational philosophy.

Discovery Phoenix 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 for in the case of a public random drawing, shall not be determined by the place of residence of the pupil or ~~his or her~~ their 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~~ state. ~~or continued enrollment.~~ ¶

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the Charter School for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter

School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

The Charter School's application process is comprised of the following:

1. ~~1. Parent~~ Recommended parent/family attendance at a school information meeting and school tour ~~2.~~ (multiple options, including by videoconference, are made available)
2. Completion of a student application ~~Discovery~~ form

Discovery Phoenix 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)~~ children) they should be given an opportunity to explore our offerings by attending a tour and information ~~meetings; 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~~ an online registration packet including, but not limited to, the following:

1. Registration Forms
2. ~~1. Enrollment Form 2.~~ Proof of Immunization ~~3.~~
3. Home Language Survey
4. ~~4.~~ Completion of Emergency Medical Information Form ~~5.~~
5. Proof of minimum age requirements ~~6.~~
6. Release of records ~~Release of records~~[2]
7. Housing questionnaire
8. Proof of Residency documents
9. Parent/Guardian Identification
10. Current IEP or Section 504 plan

Discovery shall admit all students who submit a complete ~~enrollment application, attend a tour and information meeting~~ registration packet and wish to enroll in the Charter School subject only to capacity. ~~See Attachment~~ The Charter School may adopt a policy to supplement the admission and enrollment procedures contained in Element 8 as needed.

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,

[2] In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

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~~ lottery drawing shall be conducted for the oversubscribed
grades for those applicants who submitted complete ~~application packets~~ qualified applications during the open ~~enrollment period.~~
~~Existing students of the~~ enrollment period. Currently enrolled students at the Charter School are not subject to the ~~public random~~ lottery
drawing and are guaranteed admission in the following school year. ~~See Attachment 24: Public Random Drawing~~
~~Policy.~~¶

~~Public random~~ Lottery drawing rules, deadlines, dates, and times for the random drawing will be communicated
in the enrollment applications, on the Discovery ~~website~~ website, and in the Charter 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~~
deadline has passed. The Charter School will also inform parents/guardians 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 (2) weeks prior to the lottery ~~date.~~
date.

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~~ Charter School 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~~¶

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.~~¶

1. Siblings of currently enrolled students.
2. Children of Discovery Charter School employees[3]
3. ~~(C)~~ Students who are currently enrolled in or who reside in the elementary school attendance area of the public elementary school in which Discovery Phoenix is located (for purposes of the Charter School Facility Grant Program).
4. ~~(D) All other~~ Residents of Moreland School District.
5. ~~(E)~~ California residents who are eligible to receive free or ~~reduced price~~ reduced-price meals as determined by federal guidelines.
6. ~~(F)~~ All other California residents.

Upon accepting an offer at the Phoenix campus, the student will be removed from any waitlists for other Discovery schools.

A waiting list of applicants at each grade level shall be maintained to fill vacancies that occur during the school year.

~~an opening during the current school year.~~ In no circumstance will a ~~wait list~~ waitlist 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.¶~~

[3] Where a Discovery Charter School employee is defined as: (a) Any person working for Discovery Charter – Phoenix more than twenty (20) hours per week and who receives their paycheck directly from Discovery Charter – Phoenix, or (b) Any person working for Discovery Charter more than twenty (20) hours per week and who receives their paycheck from a company contracted by Discovery Charter - Phoenix, AND who has worked for Discovery Charter - Phoenix through this contractor for at least one (1) full school year at more than twenty (20) hours per week.

~~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.¶~~

Lottery Procedure

1. The "Applicant List" will be auto generated from the online enrollment application after the end of the enrollment period and before the Lottery date. The original and two (2) copies will be kept in the Charter School office where the lottery occurred in sealed envelopes. The envelopes will remain sealed until such time as a dispute arises between a family included in the lottery and Discovery, or the school year ends.
2. Families will be informed of their Lottery ID Alias(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.
3. The Discovery Executive Director or designee will initiate the automated lottery process using the online enrollment platform on the assigned lottery date and time.
4. The admissions lottery will be structured by preference category in the order specified under the "Preference Group" heading above.
5. The lottery will be an automated process that is done using the online enrollment application, which will utilize the lottery preferences previously specified. The lottery result list will be used to fill available grade level spaces. The remaining applicants on the lottery list will form the current year wait lists for each grade.
6. Families who receive offers of acceptance for available spaces in a given grade level will receive registration forms via email. For those that do not have access to email they will receive registration forms by U.S. mail. If the completed registration forms are not submitted/returned to Discovery Falcon or Discovery Phoenix 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.
7. It is the parent/guardian's responsibility to update their contact information with Discovery Falcon or Phoenix. Discovery shall not be responsible for failure to contact the parent/guardian of either accepted or wait-listed applicants due to expired contact information.
8. A student placed on a waitlist will remain on the waitlist until either:
    a. The student is accepted into a Discovery Charter School, or
    b. The parent/guardian declines an offer of acceptance for their student, or

c. The parent/guardian requests in writing that the student be removed from the waitlist, or
d. The school year ends.

9. Families who apply after Open Enrollment will be added to the proper wait list according to the admission preferences. However, in no event shall a student who submitted their application after the close of the Open Enrollment period and did not participate in the lottery drawing be placed on a waitlist above any student who participated in the lottery drawing for admission, regardless of whether the applicant does or does not qualify for one of the admission preferences granted during the Open Enrollment period and lottery drawing.
10. In the event a situation arises that is not covered by this policy, the Executive Director and Operations Manager present at the lottery will determine the fairest method for resolution of the issue.

ELEMENT 9: SUSPENSION AND EXPULSION PROCEDURES

~~*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*~~ *are 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*~~ *the pupil's 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*~~

(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*~~ *schooldays 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*~~ *guardian, or, if the pupil is a foster child or youth or a homeless child or youth,* ~~*the pupil's*~~ *or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is an Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder,* ~~*and shall inform him or her*~~ *the foster child's educational rights holder, attorney, and county social worker, or the Indian child's tribal social worker and, if applicable, county social worker 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*~~ *parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker 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*~~ *(ii).*

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a

parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information."
- Education Code Section 47605(c)(5)(I)

Discovery Phoenix has developed and maintains a comprehensive set of student discipline ~~policies. See Attachment 27: Pupil Suspension and Expulsion p~~olicies and 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[4] ~~will be~~ is required annually to verify that they have reviewed the ~~policies~~ policies, as reflected in the Family Handbook, 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.~~ expulsions and will include suspension and expulsion data in its annual performance report.

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.

Policy

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at Discovery Charter Schools . In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport

[4] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Family Handbook which will clearly describe discipline expectations.

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 this 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 upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available in the Family Handbook and on the Charter School's website.

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 Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student 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 to 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/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. If a student's parent/ guardian 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 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. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study written agreement pursuant to Education Code Section 51747(g).

Alternative Means of Correction

For a student facing discipline for a discretionary offense listed below, the Site Director may, whenever possible and practicable, provide alternatives to suspension or expulsion. These alternatives shall use a research-based framework with age-appropriate strategies that improve behavioral and academic outcomes while addressing and correcting the student's specific misbehavior.

The Charter School shall not suspend or expel any student based solely on the fact that they are truant, tardy, or otherwise absent from school activities. Violations of the Charter School's attendance expectations shall be addressed in accordance with Charter School Attendance and Truancy Policy and/or Independent Study Policy, as applicable.

No student may be suspended or expelled for willful defiance or disruption. Alternatively, Charter School staff may refer a student who engages in willful defiance and/or disruption to the Site Director or designee for appropriate and timely in-school interventions or supports. Within five (5) business days, the Executive Director or designee shall:

1) Document the actions taken and save the document to the student's record
2) Inform the referring staff member what actions were taken and if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

For a student who has been suspended, or for whom other means of correction have been implemented, for an incident of racist bullying, harassment, or intimidation, the Charter School may require both the victim and perpetrator to engage in a restorative justice practice. The Charter School may also require perpetrators to engage in culturally sensitive programs that promote racial justice and equity and combat racism and ignorance.

The Charter School may utilize its Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, be used to help students gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

Procedures

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 period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension or Expulsion Offenses: Students may be suspended or expelled when it is determined the student:
    a) Caused, attempted to cause, or threatened to cause physical injury to another person.

    b) Willfully used force or 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. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.

    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 a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.

    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, which includes but is not limited to, electronic files and databases.

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 policy, "hazing" means a method of initiation or preinitiation into a student 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 student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "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 their own safety or for their 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 their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any of grades 4 to 8, inclusive.

r) ~~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.~~ Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8 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) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8 inclusive.

t) ~~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~~ Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

~~opinion and consultation;and¶~~
~~Comparison of student performance in basic skills against an empirically established range of performancein basic skills based on the performance of English proficient students of the same age.¶~~

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 their age, or for a person of their 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 their physical or mental health.
    iii. Causing a reasonable student to experience substantial interference with their academic performance.
    iv. Causing a reasonable student to experience substantial interference with their 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 student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student 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 student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to Charter 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 policy, "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.

u) A student who aids or abets, as defined Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student 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 or other dangerous object of no reasonable use to the student 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 Executive Director or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4

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, on to campus or to have possessed a firearm or destructive 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 student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

- 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 any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) 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 Executive Director or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive 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 Charter 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 student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(I)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference. Penalties shall not be imposed on a student for failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian in person, by email, or by telephone. 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(s) committed by the student as well as the date the student may return to school following the suspension. If Charter 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 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 Executive Director or designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student 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 student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference. This determination will be made by the Executive Director or designee upon either of the following 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(I)(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 neutral and impartial Charter School Board of Directors following a hearing before it or by the Charter School Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors. 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 of Directors 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 Executive Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion. 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 a confidential setting (complying with all student

confidentiality rules under FERPA) unless the student 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 student. 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.
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.
5. An explanation of 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.
6. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing.
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing.
8. An explanation of 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 that 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 student.

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 their right to (a) receive five (5) days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.

2. The Charter 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 expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness 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 the complaining witness 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 entity 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 the complaining witness 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 entity 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 their discretion to remove a person from the hearing whom they believe 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 hearing room during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their 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 entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances 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. 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 student, 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 their testimony heard in a session closed to the public.

I. Expulsion Decision

The recommendation of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

J. Written Notice to Expel

The Executive Director or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) notice of the specific offense committed by the student; and (b) 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 Executive Director or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) the student's name; and (b) the specific expellable offense committed by the student.

K. 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 chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

M.Expelled Students/Alternative Education

Students 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.

N. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board of Directors 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 (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director or designee and the student and student's parent/guardian to determine

whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding the Executive Director's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student 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 student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

P. Notice to Teachers

The Charter School shall notify teachers of each student 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.

Q. Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

In accordance with Education Code Section 51747 and the Charter School's Board policy on independent study, for students who are identified as disengaged from their program, an evaluation is held to determine whether it is in the best interest of the student to remain in independent study. If it is determined that it is not in the student's best interest to remain in independent study, the Charter School may involuntarily remove the student after the Charter School follows the requirements of the Missed Assignment Policy and only after providing notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal as forth herein. Students who are involuntarily removed for truancy shall be given a rehabilitation plan and shall be subject to the readmission procedures set forth herein.

R. Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of County

The Charter School shall immediately notify the County and coordinate the procedures in this policy with the County of the discipline of any student with a disability or student that the

Charter School or the County would be deemed to have knowledge that the student had a disability.

2. 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.

3. 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 parent/guardian 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/guardian, 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/guardian, 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/guardian 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/guardian, 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/guardian 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.

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 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 U.S.C. 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 U.S.C. 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 Charter 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/guardian 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 Site Director 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 that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT 10: EMPLOYEE RETIREMENT SYSTEMS

~~*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*~~ *47605(c)(5)(J)*

All certificated employees of Discovery Phoenix who are eligible shall 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~~ ("STRS"). Non-certificated staff shall participate in the federal social security ~~system and~~ system, and will have access to other school-sponsored retirement plans according to policies adopted by the Discovery Board of Directors.

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

ELEMENT 11: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

~~*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 schools"*~~ *- Education Code Section* ~~*47605(b)(5)(L) No student may be required*~~ *47605(c)(5)(K)*
~~to attend the Charter School.¶~~

No pupil shall be required to attend Discovery Phoenix. Each student enrolled at Discovery Phoenix 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,~~ Discovery Phoenix, 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.

ELEMENT 12: EMPLOYEE RETURN RIGHTS

~~*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*~~ *school" - Education Code Section* ~~*47605(b)(5)(M) No public school or County*~~ *47605(c)(5)(L)*

No public school employee **shall be required to work at** ~~**Discovery.**~~ Discovery Phoenix. Job applicants for positions at **Discovery** ~~**will**~~ **Phoenix shall be considered** through an open process, **and if hired,** ~~**will**~~ **shall 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**~~

Sick or vacation leave or years of service credit at the District 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.

ELEMENT 13: DISPUTE RESOLUTION

~~*XVI. DISPUTE RESOLUTION*~~ *"The procedures to be followed by the charter school and ~~entity granting the charter~~ the chartering authority to resolve disputes relating to ~~the~~ provisions of the charter." - ~~California~~ Education Code Section ~~47605(b)(5)(N) Charter~~ 47605(c)(5)(M)*

Charter School/County Dispute Resolution Procedures

~~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 Charter School's policies;
- Minimize oversight burden on the County;
- Ensure a fair and timely resolution ~~to disputes; and~~ disputes.

Disputes Arising From Within the Charter School

Disputes arising from within ~~Discovery;~~ Discovery Phoenix, 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 Phoenix shall also maintain a Uniform Complaint Policy and Procedures and Title IX complaint procedures as required by state ~~law.~~ and federal law, respectively.

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~~ Executive Director of Discovery Charter Schools for resolution pursuant to the Charter 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~~ Board of the School 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~~

Disputes Between the Charter School and the County

The Charter School and the SCCOE will always attempt to resolve any disputes between them amicably and reasonably without resorting to formal procedures.

If the SCCOE determines that a violation of the Charter or MOU or law may have occurred or a problem has arisen related to the operation of the Charter School or the SCCOE's oversight obligations, or a dispute otherwise arises between Discovery and the County, the following procedures shall be followed to resolve the dispute:

1. Should the SCCOE determine in writing that the violation or issue in question constitutes a severe and imminent threat to the health and safety of the pupils, it shall not be bound by any portion of this dispute resolution process and may commence revocation proceedings immediately or take action as it deems necessary.
2. ~~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,~~ charter, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a ~~prerequisite~~ pre-requisite to the County's ability to proceed with revocation in accordance with Education Code Section 47607 and its implementing regulations. Rather, the SCCOE may choose in its sole discretion, to proceed directly with the revocation procedures or may choose to participate in all or part of the dispute resolution procedures set forth below.

~~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.¶~~

~~3.~~ If the violation or issue in question does not constitute a severe and imminent threat and the SCCOE has not decided to commence revocation procedures without following this dispute resolution procedure, the SCCOE will provide written notification of the violation or issue. The date that this notice is orally provided or sent shall be the "Notice Date." This notice will also constitute the notice required under the provisions of Education Code Section 47604(d) prior to revocation of a charter. Upon issuance of this notice, a meeting will be scheduled to discuss and possibly resolve the dispute. Both parties must have representatives present at this meeting and the meeting shall be held within ten (10) calendar days after the Notice Date. The SCCOE representative at the meeting will be the Superintendent or the Superintendent's designee, and the Charter Schol representative will be the Executive Director or designee. If the dispute is not resolved at this meeting, or in strict accordance with any plan for resolution agreed upon at this meeting, the parties will proceed to step 4. Any period of time agreed upon at the meeting for the Charter School to attempt to cure the issue shall be deemed and is agreed by the Charter

School and the SCCOE to constitute the "reasonable opportunity to remedy the violation" provided for in Education Code Section 47607(d) prior to revocation of the Charter.

4. ~~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~~ The SCCOE may commence revocation of the Charter and/or other appropriate action in accordance with Education Code Section 47607 or applicable law.

~~to the academic performance of the public schools that are demographically comparable to Discovery.~~¶

If mediation ~~is not successful, then~~ does not resolve the dispute 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.~~ the Charter School.

ELEMENT 14: CHARTER SCHOOL CLOSURE PROCEDURES

~~*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*~~ *–Education Code Section 47605(c)(5)(N)*

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~~ Executive Director 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. 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:¶~~

~~and~~ Should Discovery Phoenix close, the following procedures, as detailed in the MOU between Discovery Charter - Phoenix and the Santa Clara County Office of Education, will be followed to ensure an orderly closing of the school.

In addition to the procedures specified in the Charter, the Charter School shall comply with all of the requirements of California Code of Regulations, Title 5, Sections 11962 and 11962.1 and any other applicable legal requirements for closure of a charter school and the following requirements. The closure procedures set forth in the Charter and in this section of the MOU shall be collectively referred to as the "Closure Protocol." The official action by the Charter School's Board documenting the closure of the school for any reason will be referred to as the "Closure Action." In the case of any conflict between the closure procedures described in the Charter and those described in the MOU, the procedures set forth in the MOU shall prevail.

A. Charter School shall identify an entity and person(s) responsible for closure-related activities and each notice required below shall include information on the responsible person and entity and contact information for the person(s) to whom reasonable inquiries may be made regarding the ~~closure;~~ closure.
B. ~~(a)~~ The Charter School Board shall provide written notification to the SCCOE of the determination of the Closure Action and of the effective date of the ~~closure; (b) The name(s) of~~ closure, and the contact information for the person(s) to whom reasonable inquiries may be made regarding the closure as a charter school within 72 hours of the Closure Action.

~~(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.¶~~

~~C.~~ Charter School shall provide written notification to the home districts of the list of returning students within 72 hours of the determination of the Closure Action.

D. Charter School shall provide written notification of the Closure Action and the effective date of closure of Charter School to the California Department of Education, the Charter School's SELPA, and the retirement systems in which Charter School's employees participate by registered mail within 72 hours of the Closure Action.

E. On closure, Charter School shall remain solely responsible for ~~satisfaction of~~ all liabilities arising from the operation of the Charter School.

F. This notice to the parents and students will be provided within 72 hours of the Closure Action. The written notification shall include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records. Parents/guardians will also be provided with student information that includes grade reports, discipline records, immunization records, and specific information on completed courses and credits that meet graduation requirements.

G. ~~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~~ Charter School will provide parents, students and the receiving school districts with copies of all appropriate student records within seven calendar days from the determination of the Closure Action or within seven days of the last student attendance day at Charter School if Charter School is to remain open as a charter school beyond the date that a Closure Action is determined, and will otherwise assist students in transferring to other schools. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. Section 1232g. Charter School will ask the SCCOE to store original records of Charter School students. If the SCCOE will not or cannot do so, Charter School will ask the SCCOE to determine a suitable alternative location for storage. All state assessment results, special education records, and personnel records will be transferred and maintained in accordance with applicable law.

~~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.¶~~

~~H.~~ As soon as is reasonably practical, but no later than 60 days after the latter of the Closure Action or the effective date of the closure, Charter School shall prepare final financial records. The Charter School's independent audit is completed by an independent auditor who meets the qualifications to perform Charter School's annual audits, as soon as is reasonably practical, but in no case later than six months after closure, and provides the audit report to the SCCOE promptly upon completion. The auditor and audit shall comply with all of the requirements for Charter School's annual audit as set forth in the Charter. In the case that Charter School either does not pay for or have an independent audit completed within the six-month timeline, the SCCOE may, at its option, pay for an audit to be completed and subtract such payment from any funds due to the Charter School. Any costs for the audit incurred by the SCCOE shall remain a liability of Charter School until repaid in full. The final audit will delineate the disposition of all assets and liabilities. Any liability or debt incurred by Charter School shall be the responsibility of Charter School and not the SCCOE. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused special education related funds will be returned to the SCCOE or SELPA, as appropriate, and other categorical funds will be returned to the source of funds.

I. For six calendar months from the latter of the Closure Action or the effective date of the closure, sufficient staff as deemed appropriate by the Charter School Board will maintain employment to take care of all necessary tasks and procedures required for smooth closing of the Charter School and student transfers.

J. In addition to the final audit, Charter School shall also submit any required year- end financial reports to the California Department of Education and the SCCOE in the form and timeframe required.

K. If Discovery Charter Schools does not have any functions other than operation of the Charter School, the corporation will be dissolved according to its Bylaws.

Notwithstanding any rule, regulation, Charter provision, corporate Bylaw or document to the contrary, on closure of the Charter School, all assets of the Charter ~~School, including,~~ School including but not limited ~~to, all leaseholds, tangible and intangible personal~~ to all leaseholds, personal property, intellectual property, and all ADA apportionments and other revenues generated by students attending the Charter School - which have been determined to have been generated exclusively through state and federal apportionment funds for Charter School students, after payment of all debts and liabilities and refunds to applicable agencies, shall be distributed to a California public school or school district. Any assets acquired from the SCCOE or SCCOE property will be promptly returned to the SCCOE upon the Charter School's closure. The distribution shall include the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted. All remaining assets of Charter School will be liquidated and all creditors will be paid first.

Upon the winding up and dissolution of the corporation, after paying or adequately providing for the debts and obligations of the corporation (including any obligations requiring the return of grant funds on the dissolution of the corporation), any capital assets, including facilities or property, purchased in whole or part with public funds will be distributed to the SCCOE or another California public school, school district, or county office of education. Any remaining assets of the corporation shall be distributed to either (i) such organization organized and operated exclusively for educational purposes which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, (or the corresponding provision of any future United States Internal Revenue Law), or (ii) a state or political subdivision of a state of the United States to be used exclusively for public purposes.

This Closure Protocol and the Closure Protocol set forth in the Charter shall survive the revocation, expiration, termination, or cancellation of the MOU or the Charter or any other act or event that would end the Charter School's right to operate as a charter school pursuant to the Charter or cause the Charter School to cease operation. The Charter School and the SCCOE agree that, due to the nature of the property and activities that are the subject of this petition, the SCCOE and public shall suffer harm should the Charter School breach any obligation under its Closure Protocol. The SCCOE, therefore, shall have the right to seek equitable relief to enforce any right arising under the Closure Protocol or any provision of the Closure Protocol or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the SCCOE. Such legal relief shall include the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

The Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

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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~~ corporation. Upon dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements the requirements of paragraphs (a) through (e) of section ~~III.A~~ 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.§~~ 26. U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Upon closure, Discovery Charter School shall remain solely responsible for satisfaction of all liabilities arising from the operation of the Charter School.

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 Charter 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~~ first-year operational budget, including startup costs, and ~~cash flow~~ cashflow and financial projections for the first three years of operation." - Education Code Section ~~47605(g). In Attachment 29: Discovery~~ 47605(h).

In Attachment 5: Discovery Charter School Multi-Year Financial Projections, please find the following: ~~Budget assumptions~~

- Budget assumptions/narrative
- Financial projections for the next three years of operation

These documents are based upon the best data available to ~~Discovery~~ the Petitioners 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. ~~By July 1, an annual update [LCAP] required pursuant to Education Code Section 47606.5. By December an interim financial report for the current fiscal year reflecting changes through October 31. By March 15, a second interim financial report for the current fiscal year~~
2. By July 1, a local control and accountability plan and an annual update to the 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. ~~reflecting changes through January 31. By September 15, a final unaudited report for the full prior year. The report submitted to the County shall include an annual statement of~~ Additionally, on or before January 31, a copy of the Charter School's ~~receipts and expenditures~~ annual, independent financial audit report for the preceding fiscal ~~year.~~ year shall be delivered to the County Superintendent of Schools, State Controller, and CDE.
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 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:~~ following; California Basic Educational Data System ~~(CBEDS);~~ ("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);~~ Card, 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;~~

The Charter School agrees to and submits to the right of the County to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the County.

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.

Insurance

The Charter School shall maintain, at its own expense, its own insurance policies for the operation of the Charter **School, including but not limited to, ~~workers~~ workers' compensation,** general liability, property**, ~~and~~ errors and omission ~~policies~~ policies, sexual harassment,** mandated reporter, of the **type and in the amounts required for an enterprise of similar purpose** and circumstance. Cove**rage amounts ~~are based on recommendations provided by the County~~** will aligned to SCCOE risk management requirements **and** the Charter School's insurer. That ~~Santa Clara County Board of Education is~~ County governing board shall be 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).~~ 47605(h).

Any ~~charter-requested~~ Charter School-requested services from **the ~~County will~~** Santa Clara County Office of Education **shall 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~~** Charter School-requested service. Discovery Phoenix shall 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~~** Day-to-day site administration responsibilities are handled by site staff.

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).~~ 47613.

~~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~~ Facilities

~~*be utilized*~~ *"The facilities to be used 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).~~ 47605(h).*

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

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

Discovery Phoenix pays Fair Market Value rent to the District and under our current lease agreement has waived the rights to facilities under Proposition 39. Discovery Phoenix 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 Phoenix requires a fully equipped, contiguous school site to successfully and safely operate its program.

~~F. Transportation Since Discovery~~ Transportation

Since Discovery Phoenix is a school of choice, it ~~is~~ will be 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~~ 47605(h).

Discovery Phoenix shall be operated by Discovery Charter School, a California non-profit public benefit corporation. Discovery Charter School 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).~~ 23701d. 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),~~ 47604(d), if the County Board complies with all oversight responsibilities required by law, the County Board 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 Board shall not be liable for the operation of the Charter School.
~~Further,~~

Further, the Charter School intends to renew its Memorandum of Understanding with the County, which, among other things, provides for indemnification of the County for the actions of the Charter School under this charter.

~~the Charter School and the County shall enter into a Memorandum of Understanding (MOU), which shall provide~~ The corporate bylaws of ~~the~~ Discovery Charter School provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School ~~purchases and maintains~~ shall maintain general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts ~~are~~ shall be 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~~ shall maintain 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~~
Discovery Phoenix 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 Phoenix at any time. Discovery Phoenix requests that the Santa Clara County Office of Education provide notice to Discovery Phoenix at least three working days prior to the inspection or observation. If the Santa Clara County Board of Education Board believes it has cause to revoke this charter, the Santa Clara County Board 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 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~~

The Discovery Board may request from the Santa Clara County Board of Education Board 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 the Education Code Sections 47605, 47607, and 47607.2 and its implementing regulations.

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~~ email or 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 Santa Clara County Office of Education~~

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

~~San Jose, CA 95131-2304¶~~
~~1290 Ridder Park Drive¶~~

Santa Clara Office of Education
1290 Ridder Park Drive MC 243
San Jose, CA 95131