

Charter Petition Renewal

Discovery Charter School II

762 Sunset Glen Drive
San Jose, CA 95123

Submitted to the Santa Clara County Board of Education on February 14, 2018





February 14, 2018

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

Dear Superintendent Dewan,

Discovery Charter School II is requesting to renew its charter, first approved by the Santa Clara County Board of Education in July of 2013 following denial by the San Jose Unified School District.

Our student population has grown considerably since we opened with a little more than 300 students four years ago. We now have over 550 students in grades TK through eighth, and this year we received 625 applications across all grades, with 280 applications for Kindergarten. Parent demand for our program continues to grow.

Our program has also grown. Two years ago, we added a unique blended homeschool program in which students attend school two days each week and are homeschooled for the rest of the week. We also continue to develop the Reggio Emilia approach to teaching across all grades, including a focus on formative assessments and the "emergent curriculum."

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

Sincerely,

A handwritten signature in purple ink that reads "Debby Perry". The signature is written in a cursive, flowing style.

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

Table of Contents

I.	CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS.....	1
II.	AFFIRMATIONS/ASSURANCES	2
III.	INTRODUCTION	5
IV.	BACKGROUND	6
V.	CHARTER RENEWAL	8
VI.	EDUCATIONAL PHILOSOPHY AND PROGRAM	19
	(A) MISSION	19
	(B) EDUCATIONAL PHILOSOPHY AND INSTRUCTIONAL DESIGN	19
	(C) STUDENTS SERVED.....	22
	(D) CURRICULUM.....	22
	(E) PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW-ACHIEVING.....	24
	(F) PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH-ACHIEVING	25
	(G) PLAN FOR ENGLISH LEARNERS	26
	(H) PLAN FOR SPECIAL EDUCATION	27
	(I) ANNUAL GOALS AND ACTIONS TO BE ACHIEVED IN THE STATE PRIORITIES.....	32
	(J) INDEPENDENT STUDY / HOME SCHOOL SUPPORT	32
VII.	MEASURABLE PUPIL OUTCOMES AND METHODS OF PUPIL ASSESSMENT	37
	(A) CHARTER SCHOOL GOALS, ACTIONS AND MEASURABLE OUTCOMES ALIGNED WITH THE EIGHT STATE PRIORITIES.....	37
	(B) CORE ACADEMIC SKILLS.....	37
	(C) LIFELONG LEARNING SKILLS.....	38
	(D) ACADEMIC PERFORMANCE	39
	(E) METHODS OF ASSESSMENT	40
VIII.	GOVERNANCE	42
	(A) LEGAL STATUS.....	42
	(B) BOARD OF DIRECTORS.....	42
	(C) SUPERINTENDENT/EXECUTIVE DIRECTOR.....	45
	(D) DIRECTOR.....	45
	(E) PARENT INVOLVEMENT	45
	(F) PROGRAM SITE COUNCIL.....	45
	(G) LEADERSHIP TEAM	46
	(H) STUDENT GOVERNMENT	46
IX.	HUMAN RESOURCES.....	47
	(A) DISCOVERY CHARTER SCHOOL SYSTEM.....	47
	(B) QUALIFICATIONS OF SCHOOL EMPLOYEES.....	47
	(C) COMPENSATION AND BENEFITS.....	50
	(D) OTHER TERMS AND CONDITIONS OF EMPLOYMENT	50
X.	HEALTH AND SAFETY	51
XI.	RACIAL AND ETHNIC BALANCE	54
XII.	ADMISSION REQUIREMENTS	55
	(A) STUDENT ADMISSION POLICIES AND PROCEDURES.....	55
	(B) PUBLIC RANDOM DRAWING	56
XIII.	FINANCIAL AUDITS	57
XIV.	SUSPENSION/EXPULSION PROCEDURES	58
XV.	RETIREMENT SYSTEMS	59

XVI.	PUBLIC SCHOOL ALTERNATIVES	59
XVII.	DESCRIPTION OF EMPLOYEE RIGHTS OF RETURN	60
XVIII.	DISPUTE RESOLUTION	61
XIX.	CLOSURE PROTOCOL.....	63
XX.	MISCELLANEOUS PROVISIONS	66
	(A) BUDGETS.....	66
	(B) FINANCIAL REPORTING	66
	(C) INSURANCE	66
	(D) ADMINISTRATIVE SERVICES	67
	(E) FACILITIES	67
	(F) TRANSPORTATION	68
	(G) POTENTIAL CIVIL LIABILITY EFFECTS.....	68
	(H) OVERSIGHT, REPORTING, AND RENEWAL.....	68
XXI.	ATTACHMENTS	70
	<i>ATTACHMENT 1. Compliance with the Brown Act and the Public Records Act.....</i>	<i>71</i>
	<i>ATTACHMENT 2. Discovery Charter School Board</i>	<i>72</i>
	<i>ATTACHMENT 3. Strategic Partners.....</i>	<i>74</i>
	<i>ATTACHMENT 4. Leadership Team</i>	<i>78</i>
	<i>ATTACHMENT 5. A Day in the Life of a Kindergartener</i>	<i>79</i>
	<i>ATTACHMENT 6. A Day in the Life of a Sixth-Grader</i>	<i>81</i>
	<i>ATTACHMENT 7. Cited Curriculum References.....</i>	<i>82</i>
	<i>ATTACHMENT 8. Sample Curriculum</i>	<i>83</i>
	<i>ATTACHMENT 9. Plan for Students Who Are Academically High Achieving.....</i>	<i>102</i>
	<i>ATTACHMENT 10. CELDT & Plan for English Learners Table of Contents</i>	<i>106</i>
	<i>ATTACHMENT 11. Board Policy on 504 Compliance</i>	<i>108</i>
	<i>ATTACHMENT 12. Articles of Incorporation</i>	<i>114</i>
	<i>ATTACHMENT 13. 501C3 Letter</i>	<i>118</i>
	<i>ATTACHMENT 14. Discovery Charter School Bylaws.....</i>	<i>119</i>
	<i>ATTACHMENT 15. Board Member Development Plan</i>	<i>131</i>
	<i>ATTACHMENT 16. Conflict of Interest Code.....</i>	<i>132</i>
	<i>ATTACHMENT 17. Program Site Council.....</i>	<i>136</i>
	<i>ATTACHMENT 18. Employee Organization Chart</i>	<i>137</i>
	<i>ATTACHMENT 19. Discovery Emergency Plan.....</i>	<i>141</i>
	<i>ATTACHMENT 20. Employee Recruitment Plan</i>	<i>146</i>
	<i>ATTACHMENT 21. Job Descriptions.....</i>	<i>147</i>
	<i>ATTACHMENT 22. Employee Development Plan.....</i>	<i>157</i>
	<i>ATTACHMENT 23. Teacher Evaluation Process</i>	<i>159</i>
	<i>ATTACHMENT 24. Public Random Drawing Policy.....</i>	<i>161</i>
	<i>ATTACHMENT 25. Discovery Charter School Marketing and Community Outreach Plan</i>	<i>165</i>
	<i>ATTACHMENT 26. Enrollment and Admission Procedures</i>	<i>174</i>
	<i>ATTACHMENT 27. Pupil Suspension and Expulsion Procedures</i>	<i>175</i>
	<i>ATTACHMENT 28. Discovery Charter School Multi-Year Financial Projections</i>	<i>192</i>
	<i>ATTACHMENT 29. Kindergarten readiness act of 2010</i>	<i>209</i>
	<i>ATTACHMENT 30. SUICIDE PREVENTION POLICY</i>	<i>210</i>
	<i>ATTACHMENT 31. LOCAL CONTROL AND ACCOUNTABILITY PLAN (DISCOVERY II'S ANNUAL GOALS AND ACTIONS IN THE STATE PRIORITIES; EVIDENCE OF ALIGNMENT OF DISCOVERY II'S PUPIL OUTCOMES TO STATE PRIORITIES).....</i>	<i>217</i>
	<i>ATTACHMENT 32. HOMESCHOOL PROGRAM forms.....</i>	<i>245</i>
	<i>ATTACHMENT 33. Demographics</i>	<i>250</i>

I. Charter School Intent and Charter Requirements

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

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

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

The Charter Schools Act (or “the Act”) (Education Code 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 the requirements of a charter petition as required by Section 47605 of the Act.

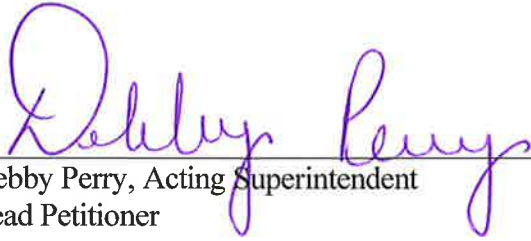
II. **Affirmations/Assurances**

As the authorized lead petitioner, I, Debby Perry, hereby certify that the information submitted in this petition for renewal of a California public charter school named Discovery Charter School II (“Discovery II,” or the “Charter School”), located within the boundaries of the San Jose Unified School District (“SJUSD” or the “District”), and authorized by the Santa Clara County Office of Education (“SCCOE” or “County”) is true to the best of my knowledge and belief; I also certify that this petition does not constitute the conversion of a private school to the status of a public charter school; 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:

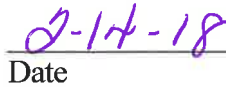
- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section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

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code Section 47605(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. California Education Code Section 47605(d)(3)]
- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to the location of its facilities. [Ref. California 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. California Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Public Records Act.

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



Debby Perry, Acting Superintendent
Lead Petitioner



Date

III. **Introduction**

School Founding

The first Discovery Charter School was founded in 2005. Family demand for the Discovery program has been substantial, with well over 700 students each year hoping to gain enrollment in the program. In response to community interest, the Discovery Board of Directors moved to replicate the original program and open a second Discovery campus. Discovery Charter School II was approved by the Santa Clara County Board of Education in July 2013. Discovery II opened with over 300 students and continues to attract hundreds of interested families.

Term of Charter Renewal

The Petitioners request to renew the charter for Discovery II pursuant to Education Code Section 47607 for a term of five years from July 1, 2018 through June 30, 2023.

Students to Be Served

On approval of the charter petition, the Petitioners plan to continue to offer instruction for Transitional Kindergarten (TK) through grade eight.

Notification upon approval

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

Facilities

Discovery II will continue to be located at one site within the boundaries of SJUSD. The Petitioners acknowledge that any additional sites will require a request for a material revision to the charter, notification of affected districts, if applicable, and approval by the County Board at a public meeting.

Leadership Team

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

*Notes:

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

IV. **Background**

Research consistently shows that one of the most significant predictors of a student's academic achievement is parental support for and involvement in their child's education. The California Department of Education has found that parent involvement is a more important predictor of student success than family income or the parents' level of education.

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. We are developmental and have also incorporated Reggio Emilia into the school curriculum. Our teaching methodology is adapted for students through the 8th grade. We are the only public school in the country using Reggio Emilia with older students, and we have worked with Opal School in Portland and the Harvard Graduate School of Education to train all of our teachers in the Reggio approach.

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 "Seesaw" 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 an 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 and if necessary with 1:1 tutors using the Right Start Math program. We also have an online tutoring program that supports students in the upper grades who are struggling with foundational math concepts. 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 TERC Investigations, Singapore Math, Holt Math, 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 2016-17 school year, students with Individualized Education Plans (IEP's) made up 17% 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. We are moving to a full inclusion model of services, gradually transitioning almost all services to a push-in model and providing supports in the regular classroom for all students to be successful. We believe our program can be a model for other districts and charters across the County.

Many families in San Jose and Santa Clara County are looking for a parent participation school, but many are unable to enroll their children due to a lack of space. For the 2017-18 school year, Discovery Charter School II had 481 applications for 72 openings. In 2017-2018, we enrolled 66 Kindergarten students in our regular program and 7 new Kindergarten students in our homeschool program. Other similar parent participation schools like Washington Open in the Santa Clara Unified School District, McAuliffe in the Cupertino Union School District, and Indigo School in the Oak Grove School District have similar waiting lists. Clearly the demand for parent participation schools far exceeds the available openings.

In order to address the ethnic disparity between Discovery II and San Jose Unified, in particular our low percentage of Hispanic and low-SES students, we sought a material revision to our charter last year, which was approved by the SCCOE Board. This revision created a lottery enrollment preference for low SES students, and for the 2017-18 school year we have accepted 18 families in this group. (See Attachment 33: Demographics) We also established a Diversity Task Force to address systemic issues that may be adversely affecting enrollment opportunities, and one of their tasks was to call and welcome each of these new families, when necessary in their native language.

At Discovery, we have a proven record of success. Our CDE "Dashboard" scores are all 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 MOU with the County. Our special education program has been called "the most inclusive of all the charters in Santa Clara County" by the previous County Director of Special Education. We have developed a successful, comprehensive, school-wide program that stands to benefit many children and families in Santa Clara County.

V. Charter Renewal

SUCSESSES AND ACCOMPLISHMENTS OF THE PRIOR CHARTER TERM: 2013-2017

- We opened in 2013 with a little more than 300 students. We've grown to over 550 students.
- We implemented a blended homeschool model in which the students attend school for two days each week and are homeschooled the rest of the week.
- We occupy the entire Randol School site in San Jose Unified and have a positive relationship with the district.
- 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 First Steps Continuums and See Saw, and 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 before and after school care program, including an extensive offering of after school classes.
- We have a large population (almost 20%) of special education students and are implementing a full inclusion program.
- 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 implemented our own affordable before and after-school care program.
- We offer extensive after-school classes and activities.

FUTURE PLANS FOR NEXT CHARTER TERM

- Fine-tune middle school program for progression opportunities.
- Conduct Discovery Experience study on site.
- Continue diversity and inclusion development.
- 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.

CHARTER RENEWAL CRITERIA

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.5(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 subdivision (h) of Education Code Section 52052.

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

LEGAL REQUIREMENTS FOR CHARTER RENEWAL	
Education Code Section 47607(b) – Charter School Must Meet at Least ONE Criteria for Renewal	
Renewal Criteria	Criteria Met
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.	Not Applicable; Discovery II opened in 2013 and has no API data
Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.	Not Applicable; Discovery II opened in 2013 and has no API data
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.	Not Applicable; Discovery II opened in 2013 and has no API data
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.	Yes; see below
Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052	Not Applicable; Discovery II has not qualified for DASS
(Source: CDE DataQuest, accessed September 1, 2017)	

Additional Justification for Charter Renewal

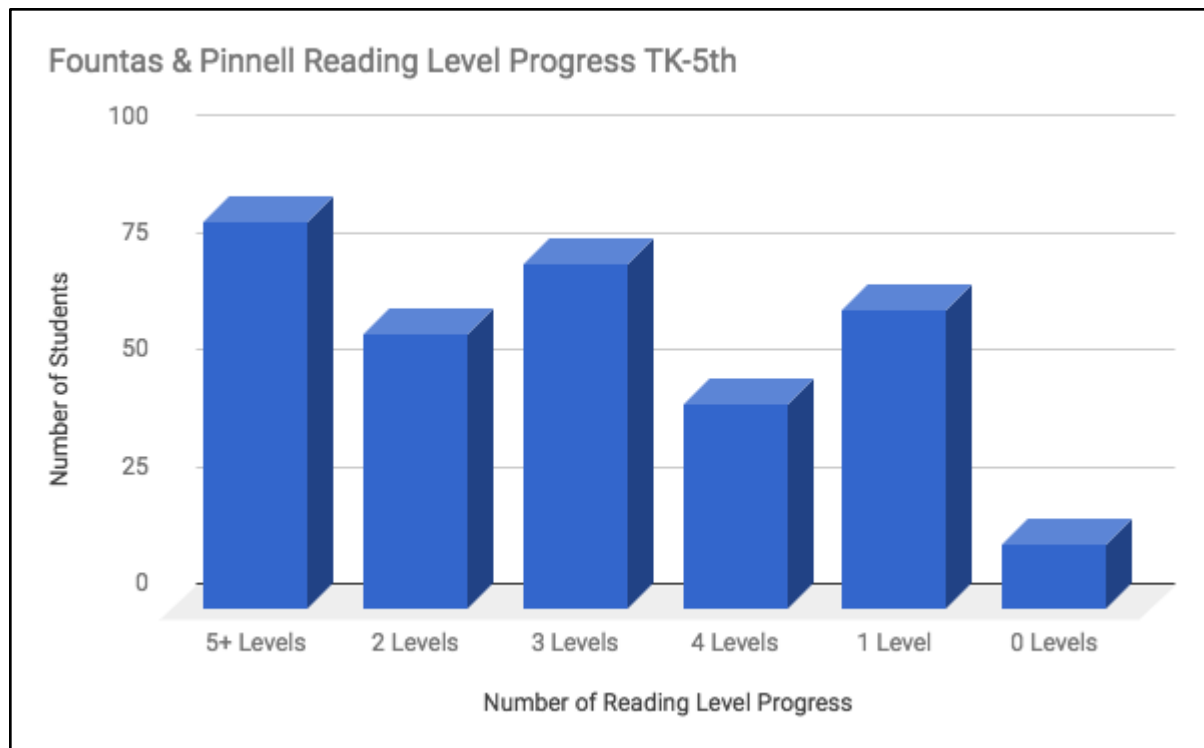
Analysis of Charter Renewal Criteria – Student Subgroups

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

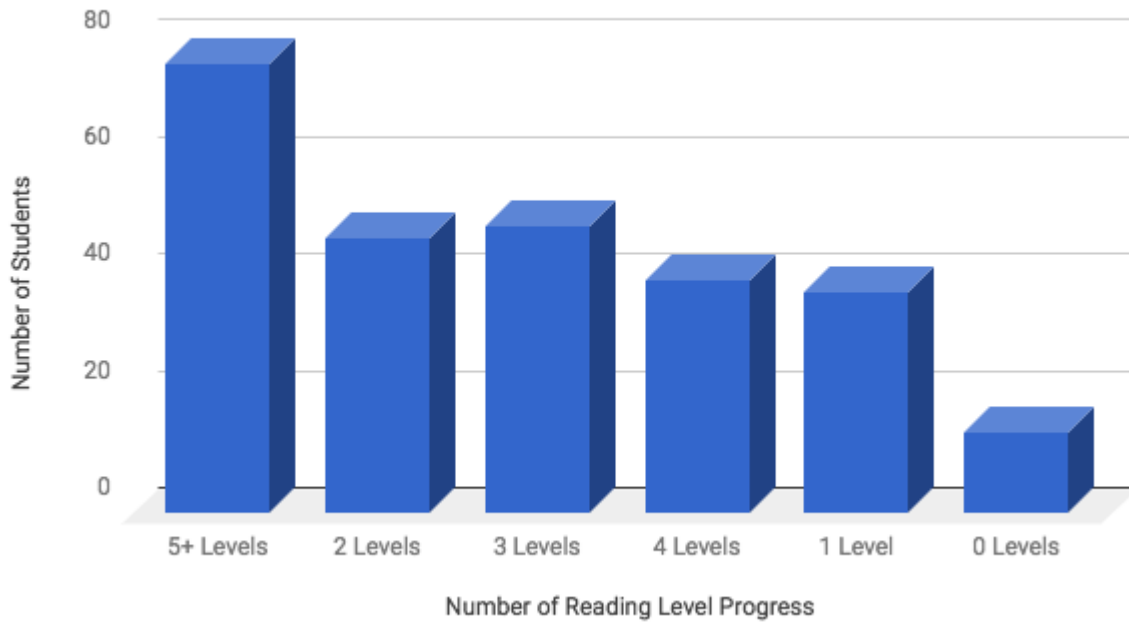
The authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school (defined as “a numerically significant pupil subgroup, as defined by paragraph (3) of subdivision (a) of Section 52052.” EC §47607(a)(3)(B)) as the most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

Summary of Reading Data

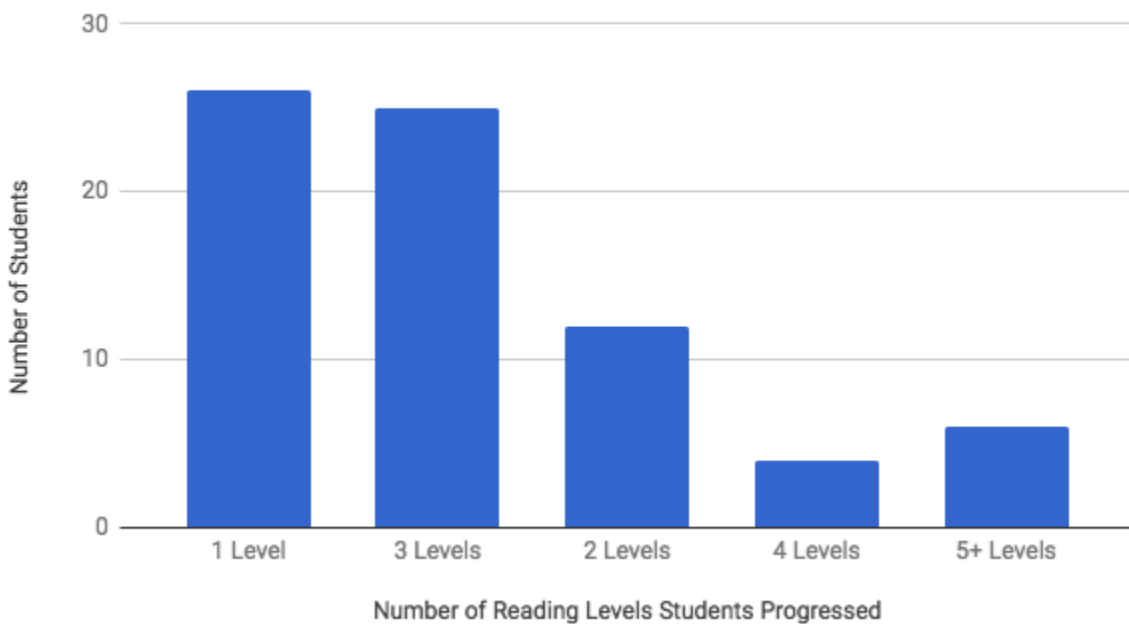
Discovery Charter School II utilizes Fountas and Pinnell to assess and monitor student progress in the area of reading. The graphs below show that most students have achieved significant growth over the course of the last academic year, with more than 75 students achieving five levels of growth.

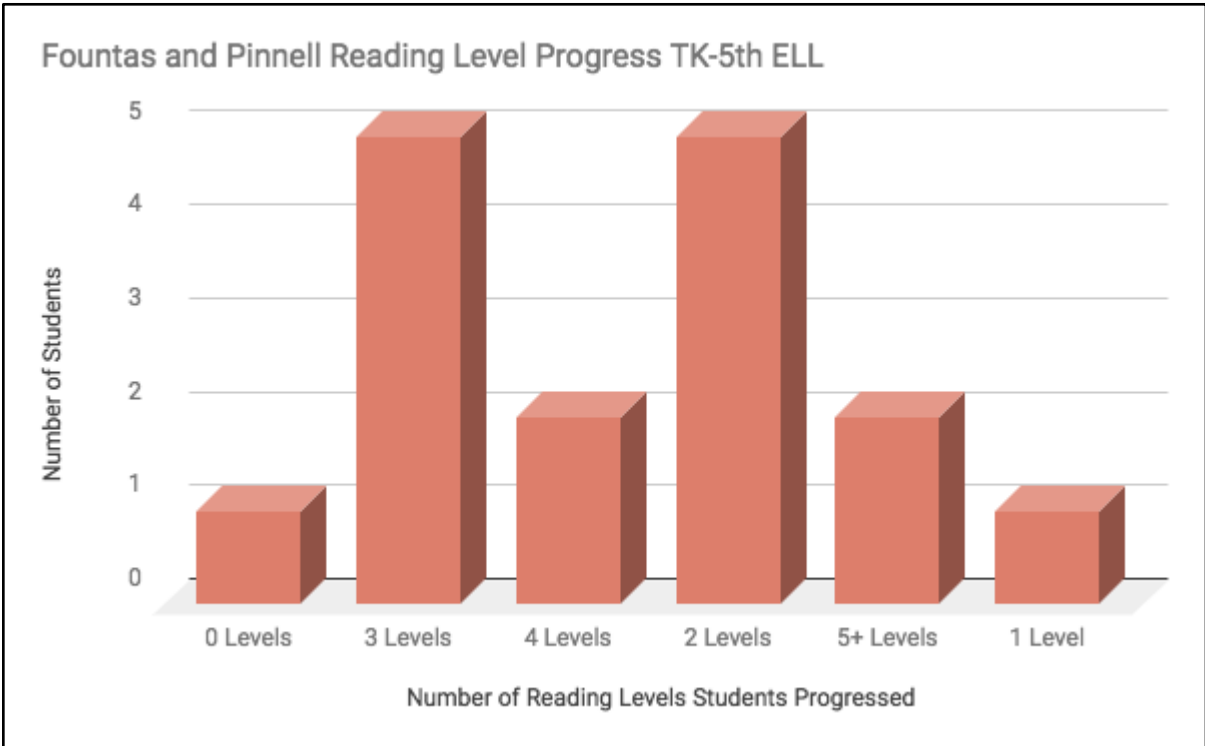
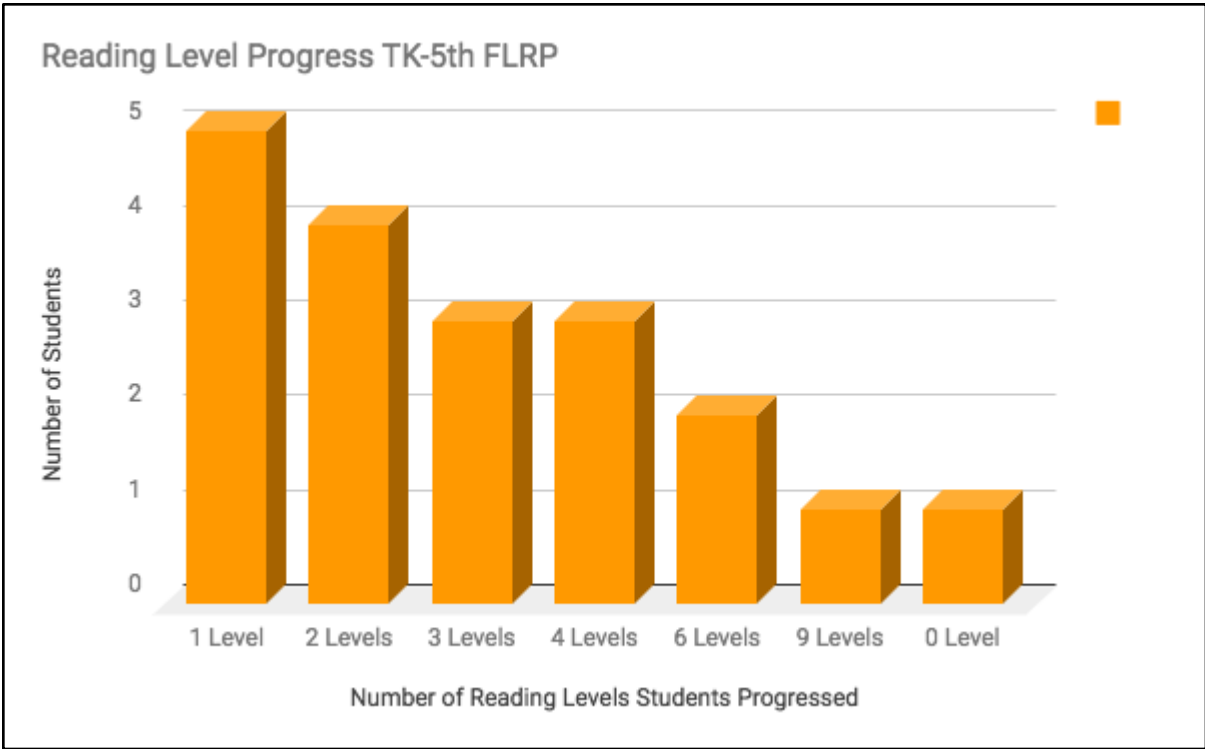


Fountas & Pinnell Reading Level Progress TK-3rd



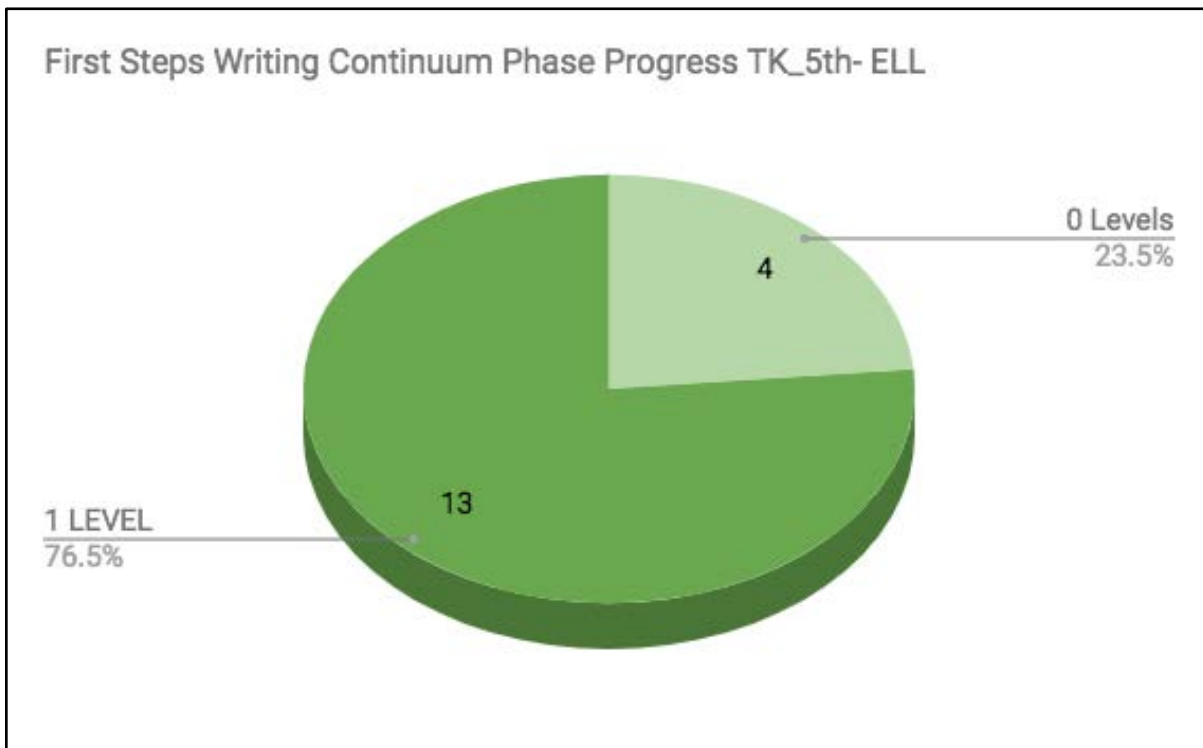
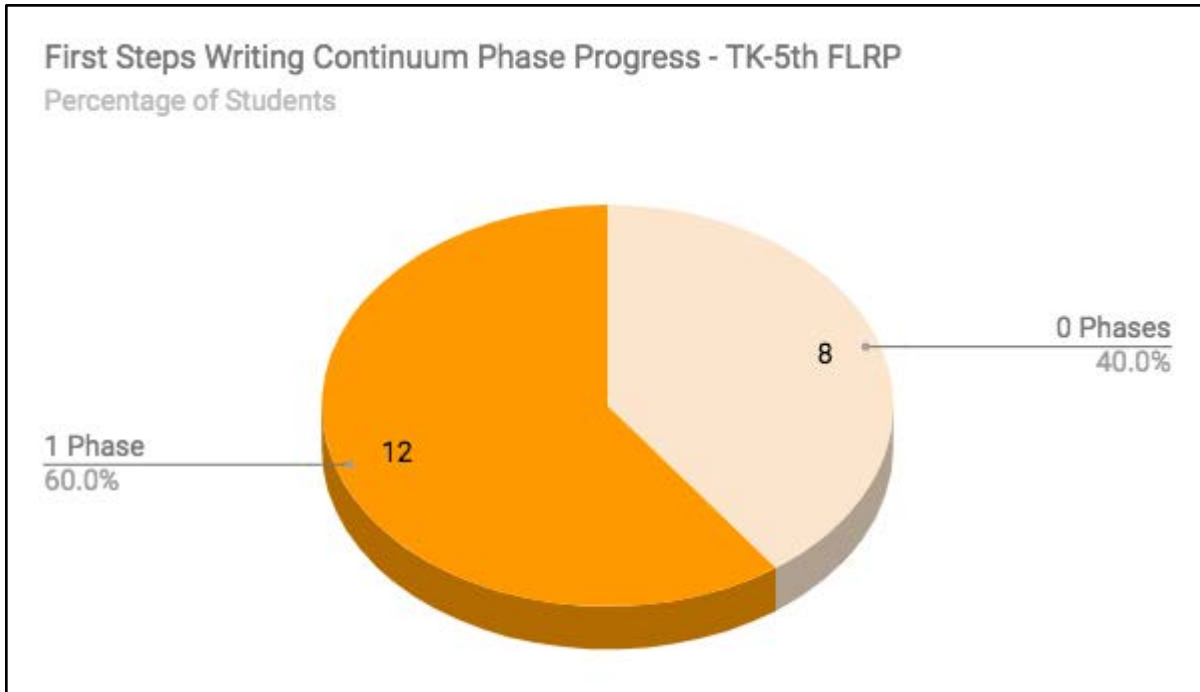
Fountas & Pinnell Reading Level Progress 4th-5th

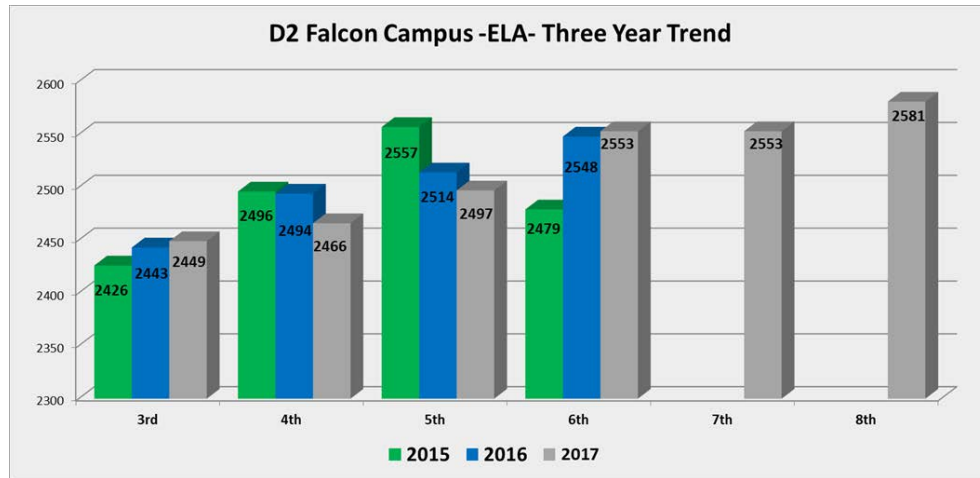




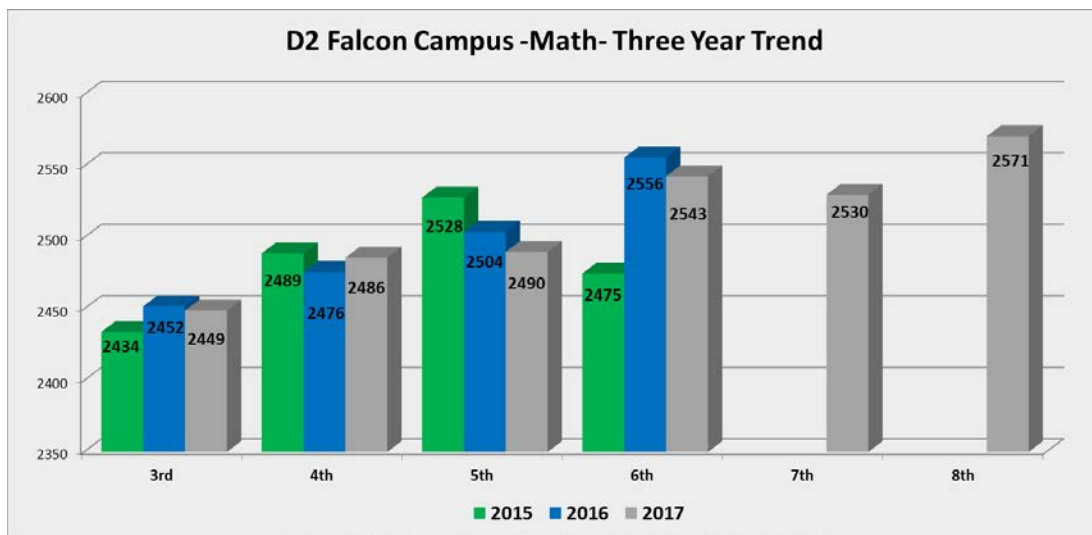
Summary of Writing Data

Discovery Charter School - Falcon Campus utilizes First Steps Developmental Writing Continuum to assess and monitor student progress in the area of writing. The continuum consists of six different phases, each with between 15-18 writing indicators describing writing behaviors as well as elements of the writing process. In order to progress to a new phase on the continuum, student writing samples must demonstrate all writing indicators within a phase before progressing to the next phase.





- The 2017 fourth grade ELA results includes a 157% increase in the number of students with disabilities
- Out of 10 surrounding districts 8 saw lower 5th grade mean scores in ELA from 2016 to 2017



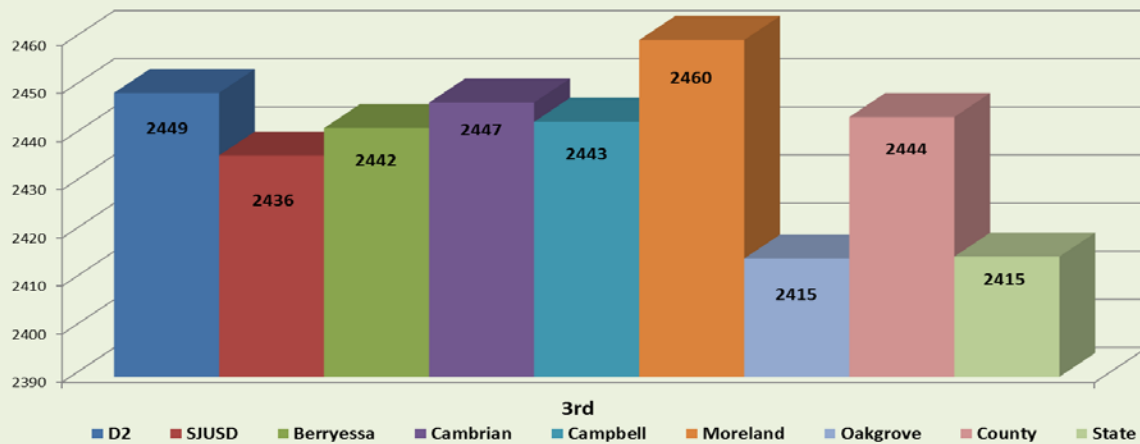
- Out of 10 surrounding districts 7 saw lower 5th grade mean scores in Math from 2016 to 2017

Analysis of Comparison Schools Data for Charter Renewal Under Education Code Section 47607(b)(4)

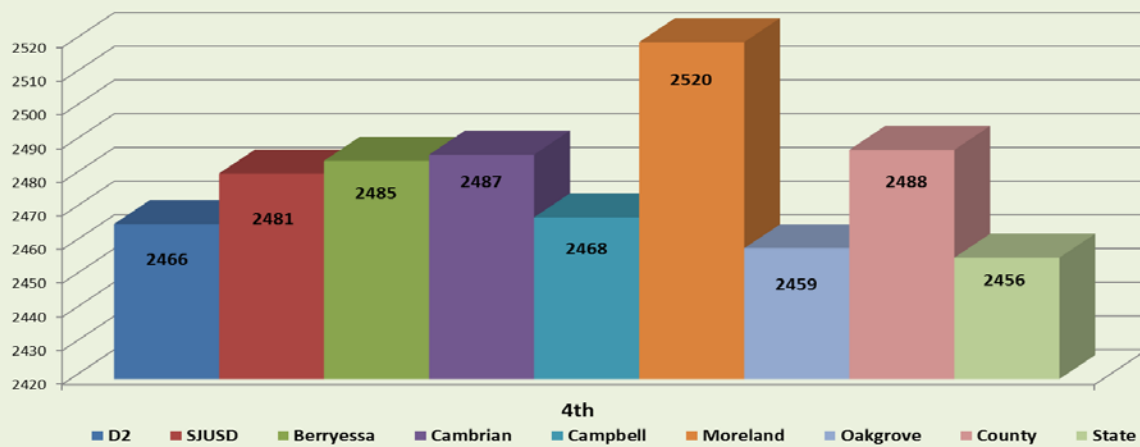
Summary of CASSPP Data

Discovery II is achieving at or above the level of neighboring districts on the CASSPP test. Unable to find demographically similar schools, we compared ourselves to districts, including San Jose Unified, the district in which we are located, and neighboring districts such as Oak Grove, as well as the County and State.

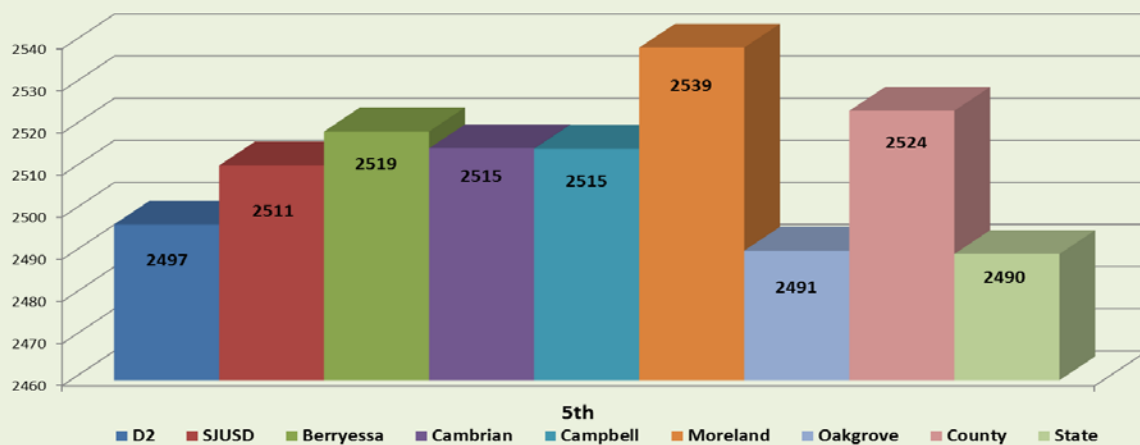
2017 Falcon Campus to Districts - 3rd Grade ELA



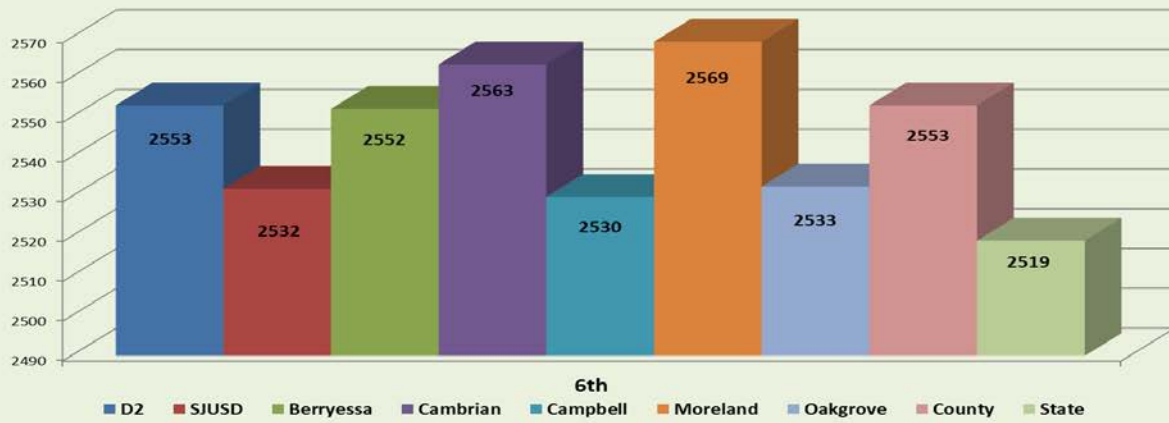
2017 Falcon Campus to Districts - 4th Grade ELA



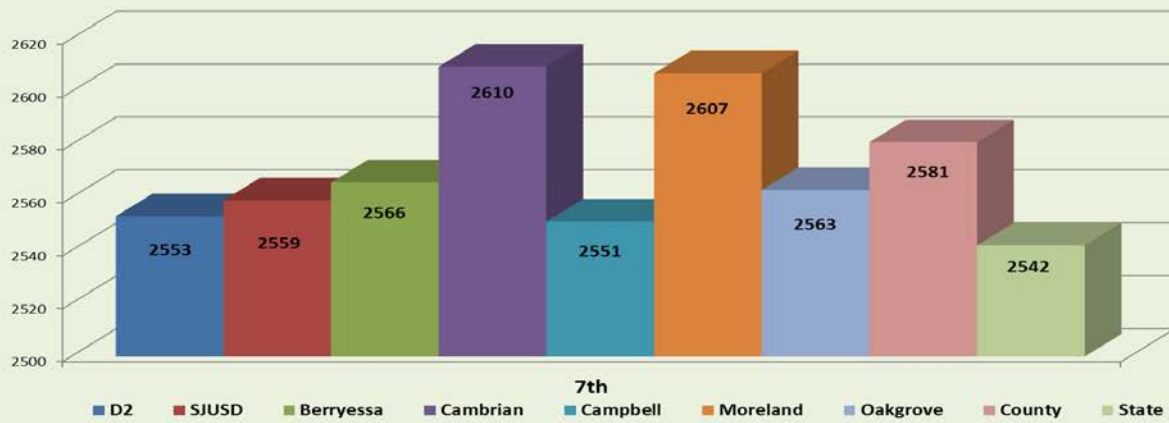
2017 Falcon Campus to Districts - 5th Grade ELA



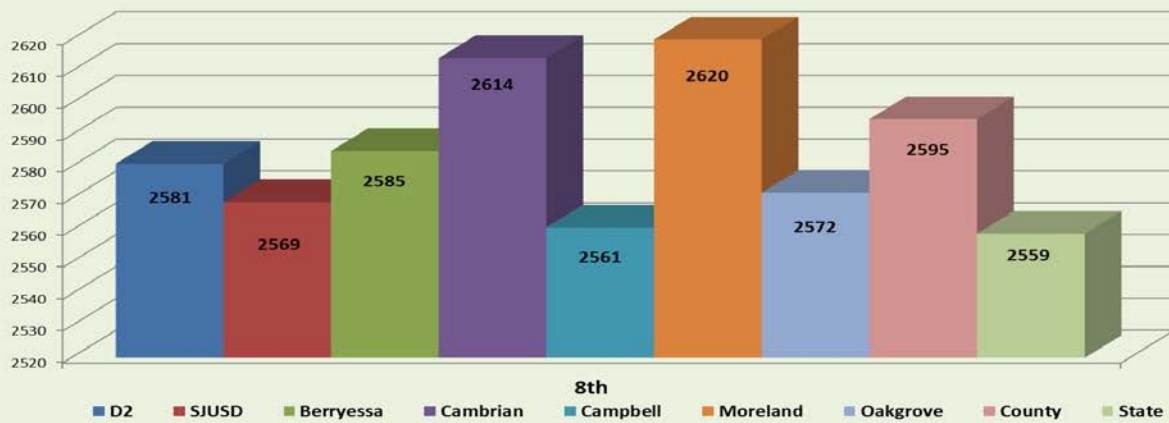
2017 Falcon Campus to Districts - 6th Grade ELA



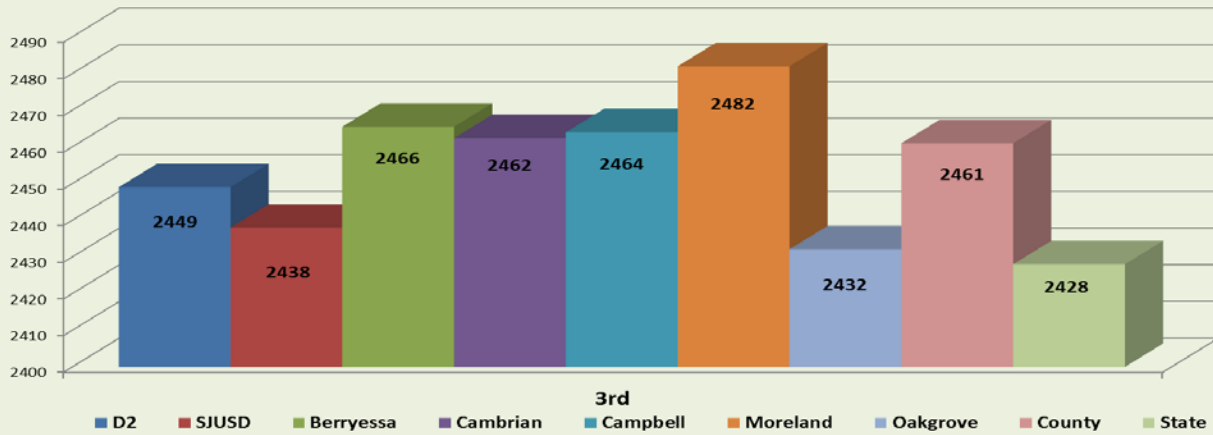
2017 Falcon Campus to Districts - 7th Grade ELA



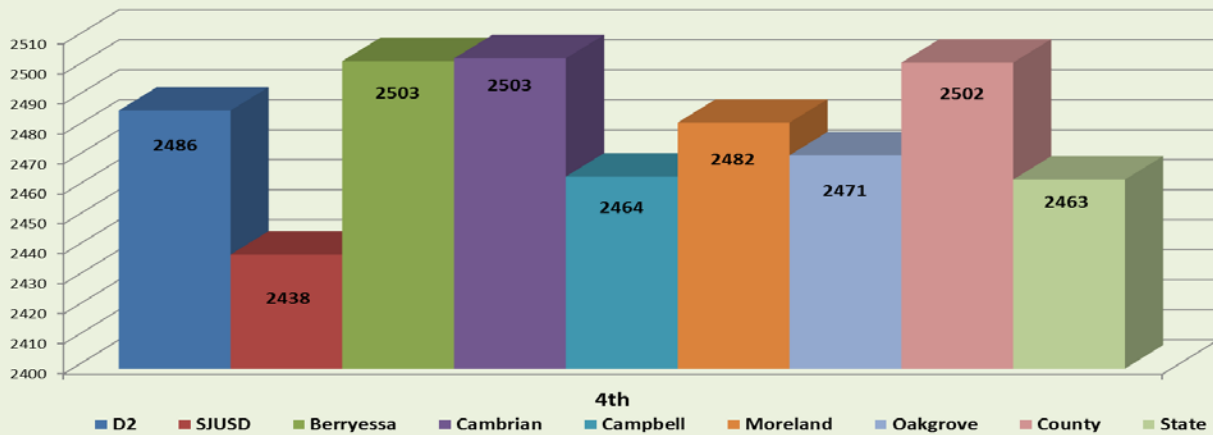
2017 Falcon Campus to Districts - 8th Grade ELA



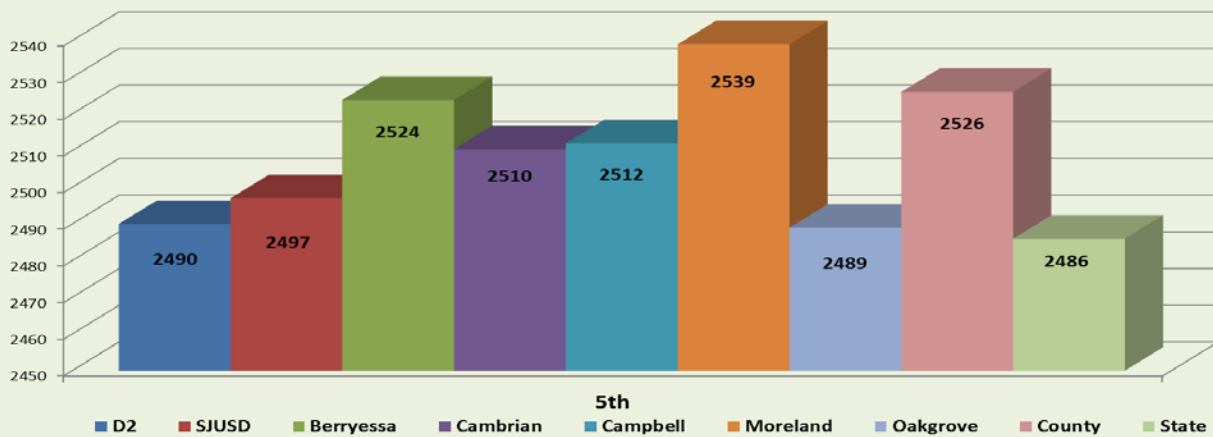
2017 Falcon Campus to Districts - 3rd Grade Math



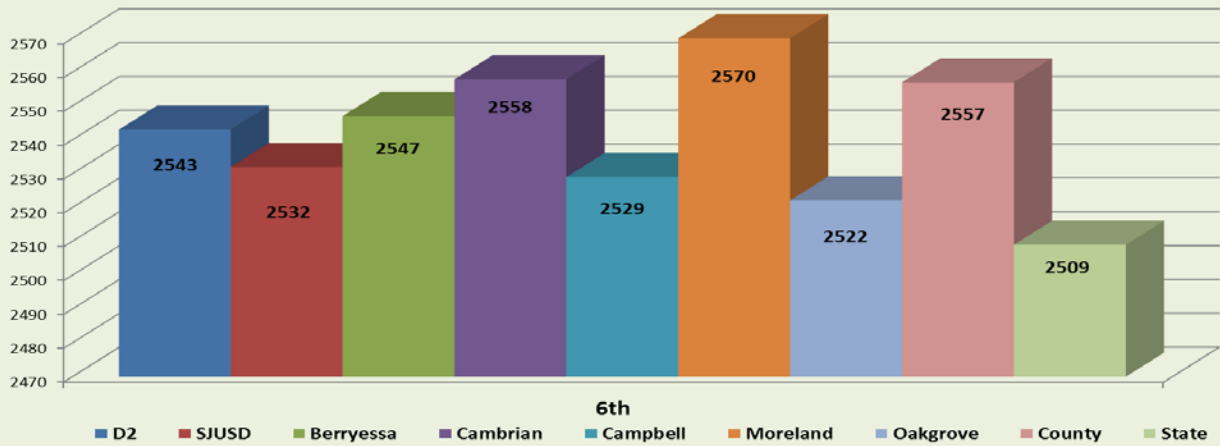
2017 Falcon Campus to Districts - 4th Grade Math



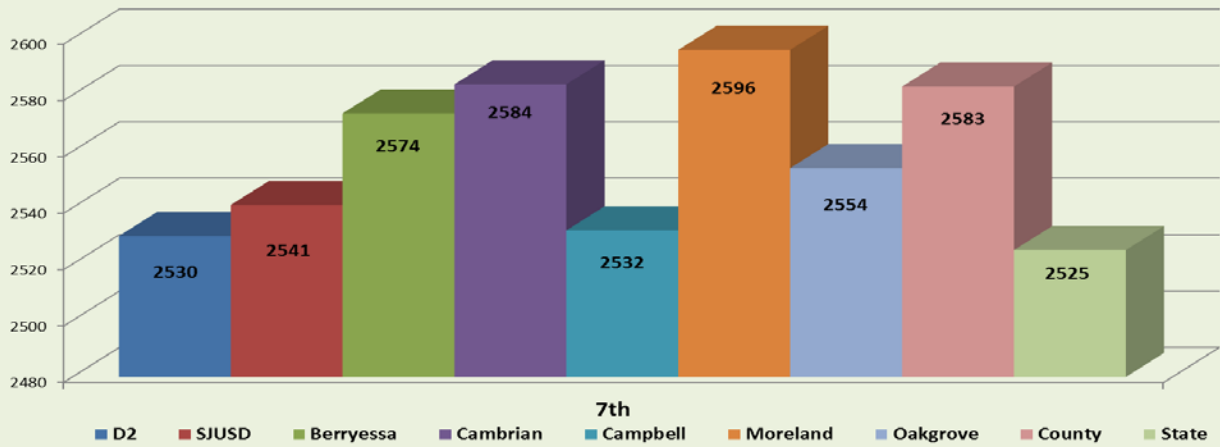
2017 Falcon Campus to Districts - 5th Grade Math



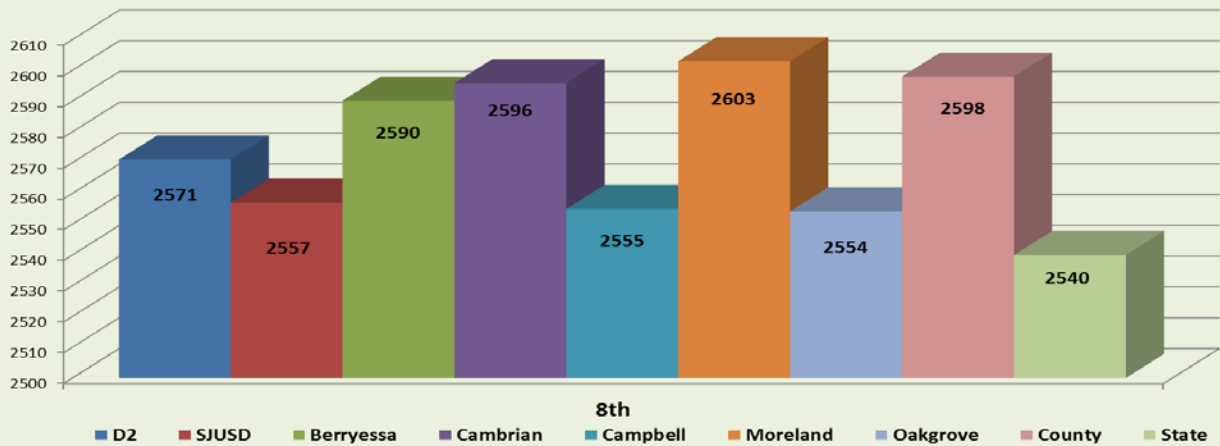
2017 Falcon Campus to Districts - 6th Grade Math



2017 Falcon Campus to Districts - 7th Grade Math



2017 Falcon Campus to Districts - 8th Grade Math



VI. Educational Philosophy and Program

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

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

(A) Mission

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

Discovery II 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, parents, and community to create a unique, challenging, and individualized learning environment with high academic standards and expectations;

Building programs that foster thinking which is original, critical, collaborative, and reflective; and

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

(B) Educational Philosophy and Instructional Design

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 standards based

Classes are developmental, hands-on, student-centered, and theme-based to accommodate individual learning styles and achievement levels.

Classes use a looping model (students stay with their teacher for two years) to provide 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 using state standards, brain-based research, students' ideas, 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 on-going assessments are used to inform instruction. Students and teachers work to develop and monitor learning goals and share them with their parents during student-led conferences.

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

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

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

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

How Learning Best Occurs

Research indicates that children learn by doing, and the hands-on learning approach will give 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 which will prepare them for the 21st century.

Research also indicates 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). 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 parents 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 to address diverse learning styles (Gardner, 1999).

Learning best occurs in a collaborative environment. 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.

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 II provides a continuous collection and application of data for students, parents, teachers, and administrators.

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

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

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

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 the ability to make coherent arguments 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 come from having positive relationships with parents, teachers, other adults, and other 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 of helping 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 II seeks to enable pupils to become self-motivated, competent, and lifelong learners.

(C) Students Served

Discovery II serves students in Transitional kindergarten (TK)¹ through eighth grade. We currently have 573 students enrolled for the 2017-18 school year.

Discovery II attracts those who are seeking an alternative to their current educational system, desire an innovative approach, and share the vision of Discovery Charter Schools.

(D) Curriculum

Discovery II 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 II curriculum addresses the developmental needs of a diverse population. Students are encouraged to be active in the community through various community service projects. See Attachment 8: Sample Curriculum.

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

All students at all grade levels are engaged in challenging, hands-on math activities which involve thinking mathematically and using tools, techniques, and strategies to solve real world problems. Our program develops number sense and problem-solving skills through concrete experiences using manipulatives before moving on to more abstract concepts. Teachers use a variety of resources such as Holt, TERC Investigations, CPM (College Preparatory Math), Kathy Richardson, Marcy Cook and Greg Tang activities, and teacher-created materials. Math activities are integrated throughout the curriculum. Many math activities are multi-leveled and provide students with a variety of skill levels and opportunities for meaningful work. Parents volunteers may be invited to lead concept or needs-based math learning centers.

The science program at Discovery II uses resources such as FOSS (Full Option Science System) kits and 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 interests as well as the Next Generation Science Standards. Science at Discovery Charter School II includes real-life experiences with lab experiences, the scientific method, problem-solving, gardening, and cooking. Students also participate in field experiences off campus to supplement and solidify what they are learning in the classroom.

The social studies curriculum also ties in closely with other curricular areas such as language arts and science. Using resources such as the Teachers Curriculum Institute's "History Alive" program, content is based on the state standards and emphasizes living and working together in our diverse community.

¹ If the Charter School receives apportionment for students in a transitional kindergarten program, it shall offer transitional kindergarten, the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate.

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 to respect the ideas and skills of others. Service learning projects are integrated into the curriculum where applicable.

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

Through their work as part of the Discovery II community of learners, students develop skills that 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, library research skills, and study strategies. Through self-evaluation and goal setting, students learn to reflect on and evaluate their own learning and progress toward achieving a goal. During student-led conferences, students share their goals, class work, and activities that demonstrate their goals and reflect on their work with their parents. Project-based learning provides practice in reasoning, decision-making, and problem solving. Students learn to identify and use available resources and to articulate their thought processes to others.

Learning Environment

Discovery II 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 II allows and encourages collaborative work between students and teachers and values cooperation and collaboration as important life skills. Learning at Discovery II takes place in many settings during the day.

Our classrooms are organized by grade level to ensure that teachers can meet the more structured curriculum standards. All of our teachers use the organizational structure of looping to allow students to stay with their teacher for more than one year. This structure leads to greater bonding between students and teachers, improved learning, and deeper connections to the school.

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.

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

(E) Plan for Students Who Are Academically Low-Achieving

At Discovery II, 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 II at-risk 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 helps provide teachers with the ability to offer differentiated instruction. Students have the opportunity to work in small groups or individually with an adult for a large portion of the school day. Under the direction of the teacher, parent volunteers can work with small groups or 1:1 to ensure that all children get the individual help and attention they need to succeed. Activities are differentiated so that students who are ready can move on without leaving any other student behind. Parents who can and want to help in the classrooms may be trained in certain interventions in order to help at-risk or low-achieving students in the classroom. Parent talents and skills are also used to provide enrichment and extension activities for students

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

Looping classrooms give at-risk and low-achieving students continuity with one teacher for two years. Students have time to develop at their own rate and are presented with daily opportunities to learn at their own developmental level in each academic area. Flexible grouping across age groups allows students to work at an instructional level with others possessing 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-risk or low-achieving students to be successful in their school work each day and builds student confidence.

Hands-on, integrated curriculum provides concrete experiences to scaffold learning for at-risk students. Students have opportunities to follow interests and connect their previous knowledge to new concepts. Through broad themes, students are given an opportunity to broaden their knowledge of big concepts, giving them a strong base for adding and retaining new knowledge. Concrete learning experiences at every grade level give at-risk 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-risk or low-achieving students are included in the development of strategies to meet the specific needs of the student. Further support for such students includes intervention programs beyond the classroom, such as cross-age tutoring and student study teams.

(F) Plan for Students Who Are Academically High-Achieving

At Discovery II, 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 II 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.

All students are assessed for giftedness during the first 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.

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. 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 II.

The teacher can organize students working in small groups with the help of volunteers. The teacher can organize the students into small groups and with the help of volunteers. The school forms the core of students’ daily social and academic experiences, which in turn play a critical role in the students’ social and emotional adjustment. With the help of trained volunteers cooperative learning groups can have students that can take on the roles themselves. In order to ensure a positive environment, the Discovery gifted program, with the help of the gifted parent support group, shall provide workshops to help parents understand the social and emotional aspects of gifted children. See Attachment 9: Plan for Students Who Are Academically High Achieving.

(G) Plan for English Learners

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

Home Language Survey

The Home Language Survey (HLS) is administered upon a student's initial enrollment into a California public school. If Discovery II is not a student's first California public school, then Discovery II 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 II shall follow all English Language Proficiency Assessments for California (ELPAC) testing timelines to ensure students who have indicated that English is not the primary language spoken at the home are assessed as to English fluency annually until re-designated as FEP to ensure these students receive proper instruction based upon current English proficiency levels.

English Learners and Core Instruction

Discovery II shall offer Mainstream English instruction for all English Learners, as well as regular small group, intensive support in vocabulary and language development. That instruction is designed to ensure that students acquire English language proficiency and recoup any academic deficits that may have developed in other areas of the core curriculum. Mainstream English instruction contains the following components:

Well-articulated, standards-based, differentiated English Language Development (ELD) instruction specifically designed for English Learners;

Well-articulated, standards-based, differentiated instruction in the core curriculum, with primary language support and/or Specially Designed Academic Instruction in English (SDAIE);

Structured activities designed to develop multicultural proficiency and positive self-esteem.

Each EL is expected to make progress in English and in grade level academics. Our program for English Learners (EL) involves immersion in language based classrooms and individual and small group lessons. The instructional strategies that we use require the use of language as opposed to workbooks and worksheets.

Reclassification and Monitoring

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

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

- Overall proficiency levels of Early Advanced or Advanced 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

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

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

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

(H) Plan for Special Education

Overview

Discovery II 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"). All students are given equal access to the school, regardless of disabilities, and the school does not discriminate against any student based on his disabilities. We do not require the modification of an IEP or 504 plan as a condition of acceptance at the Charter School.

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

Our program is based on the "Learning Center" model of service delivery, which is an integrated approach to meeting the needs of students with learning, behavioral, and social-emotional challenges. In the Learning Center model students receive "push-in" or "pull-out" support from our resource specialists, speech and language pathologist, occupational therapist, counselor, school psychologist, and trained aides, working together to address the unique needs of their students. Discovery II is moving towards a full inclusion model of special education, attempting to serve all students with special needs in the regular classroom as much as possible.

IDEA

Discovery II shall be a public school of the Santa Clara County Board/Office of Education ("County") for purposes of special education pursuant to Education Code Section 47641(b).

Discovery II and the County maintain an agreement regarding special education which specifies in detail the responsibilities for provision of special education services by the Charter School and the manner in which special education funding will flow through the County to the students of the Charter School.

The details of this arrangement are discussed and codified in a memorandum of understanding between the County and the Charter School. Discovery II seeks to extend this agreement, with changes that will be developed this year in meetings between charter leaders and SCCOE staff.. Nothing in this Section, however, shall be deemed to prevent the Charter School from seeking LEA status pursuant to Education Code Section 47641(a) or from contracting with a third-party to provide special education services.

The Charter School intends to provide special education instruction and related services in accordance with the IDEA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area (“SELPA”). The Charter School reserves the right to make written verifiable assurances that the Charter School shall become an independent LEA and join a SELPA pursuant to Education Code Section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium. The Charter School provides its own staffing and runs its own special education program under the guidance and supervision of the County Office of Education.

The Charter School shall follow County policies and procedures, and shall utilize County forms in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and parent complaints, and maintaining the confidentiality of pupil records. The Charter School shall comply with County protocol as to the delineation of duties between the County and the local school site in providing special education instruction and related services to identified pupils.

The Charter School is designated as the Local Educational Agency (“LEA”) serving Charter School students.

Staffing

All special education services at the Charter School shall be delivered by individuals or agencies qualified to provide special education services as required by California’s Education Code and the IDEA. It is the Charter School’s understanding that 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 and without limitation to, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired by the Charter School are qualified pursuant to County and 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 and without limitation to, speech therapists, occupational therapists, behavioral therapists, and psychologists.

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

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 shall implement County policies and procedures and federal law to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

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

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 County 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 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 Meetings

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

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team. 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, at least three times a year. 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 an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate, that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

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

Non-discrimination

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

Parent/Guardian Concerns and Complaints

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

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

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

Due Process Hearings

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

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

SELPA Representation

It is the Charter School's understanding that the Santa Clara County Office of Education shall represent the Charter School at all SELPA meetings and report to the Charter School of SELPA activities in the same manner as is reported to all schools within the County Office's administration.

Funding

The Charter School shall receive funding through the County Office of Education allocated for Charter School students through the SELPA. 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 Charter School students through the SELPA. Pursuant to Education Code Section 47646(c), the Charter School shall contribute an equitable share of resources for SELPA-wide special education expenditures. Additional details regarding the funding arrangements between the Charter School and County are set forth in the MOU.

The Charter School acknowledges that it may be required to pay for or provide Charter School students with placements at locations other than at the Charter School's school site in order to provide them with a free appropriate public education. Such placements could include, without limitation, programs or services in other public school districts within the SELPA, in a County Office of Education program, in a non-public school, at home, at a hospital, or in a residential program.

Section 504/ADA

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

See Attachment 11: Board Policy on 504 Compliance.

(I) Annual Goals and Actions to be Achieved in the State Priorities

Please see Attachment 31: Local Control and Accountability Plan.

(J) Independent Study / Home School Support

Discovery Charter School II offers independent study / home school support to meet the educational needs of pupils enrolled in the charter school. Independent study is an alternative education designed to teach the knowledge and skills of the core curriculum. Current and prospective families encouraged us to start this program, and we feel this option furthers our mission and provides a unique alternative to parents. In 2015, a home school program was established at the Discovery II campus. Discovery Charter School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully.

Discovery shall continue to provide a “blended” independent study/home school support program (Home School Class), with students attending class on the Discovery II campus for two days each week and on independent study or “home schooling” for the remainder of the week. The students in this program meet together on the same days, with a teacher assigned to teach these students. The Home School Class also attends field trips, school assemblies and enrichment classes together, including after school enrichment classes.

All of the programs and services offered by Discovery Charter School shall be available to students in the Home School Class, including GATE, special education, “RTI” interventions, and ELL interventions.

Program Outline

- Discovery shall support up to 100 home-schooled students in the “Home School Program”. This shall be a “blended program” with a mix of on-site instruction and home-based instruction at Discovery II.
- Parents in the program at Discovery II shall be invited to aide in the classroom for one to two hours each week on the days when the students are at school.
- A teacher at Discovery II shall provide direct services to these students and their parents.
- As written above, students enrolled in this program at Discovery II shall attend school two days each week and complete their school week with independent educational experiences off campus.
- On the days when they’re not attending class onsite, students enrolled in this program shall continue to have access to site-based programs and events, including elective and enrichment classes, assemblies, field trips, after school classes, GATE activities, social events, middle school dances, and after school sports.

- Parents in this program shall be invited to all parent education and trainings, including Positive Discipline classes. Parents shall also have access to the teachers' professional library.
- Parents shall also be invited to attend professional development for teachers, including training in Thinking Maps, Reggio Emilia, Readers and Writers Workshop, Positive Discipline in the Classroom, and any other relevant trainings.
- The teacher overseeing this program shall work with parents to provide the Discovery philosophy in a home school environment, including Project Based Learning, integrating field trips with instruction, Whole Child approaches, and thematic instruction.
- This program shall be available to students in grades Kindergarten through 8th.
- The teachers and site directors (principals) shall ensure that all contracts and program requirements are met.
- Students and families in the home school program shall be afforded all of the services and supports (i.e. ELL and Special Education) given to all of our students.

Program Implementation

The following describes how the Home School/Independent Study Program is implemented at the Charter School:

1. Students who wish to enroll in this program shall apply through the regular lotteries at each school, with the space allocated as if it were a separate grade level. Parents would apply specifically for the home school program and be granted admission on a space available basis, following the same admission priority criteria as we use for all other students (i.e. preference for San Jose Unified residents). If more students apply than there are spaces available, one lottery for all students in grades Kindergarten through eighth will be held to determine enrollment.
2. For pupils in all grade levels offered by the School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupils must complete the assigned work shall be 30 school days.
3. When any pupil fails to complete five or more assignments during any period of 60 school days, the Director or his or her designee, along with the Home School Class teacher, shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school. See Attachment 32: Forms for Homeschool Program.
4. A current written agreement shall be maintained and on file for each independent study pupil (see Addendum 32: Homeschool Program Forms), including but not limited to, all of the following:

- ◆ The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her progress.
 - ◆ The objectives and methods of study for the pupil's work and the methods utilized to evaluate that work.
 - ◆ The specific resources, including materials and personnel, which shall be made available to the pupil.
 - ◆ A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.
 - ◆ The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
 - ◆ Measures of academic accomplishment appropriate to the agreement to be earned by the pupil upon completion.
 - ◆ The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
 - ◆ Prior to the commencement of independent study, each written agreement shall be signed by the pupil, the pupil's parent, legal guardian or care giver if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For the purposes of this paragraph, "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.
5. Discovery Charter Schools shall comply with the Education Code Sections 51745 through 51749.6 and the provisions of the Charter Schools Act and the State Board of Education regulations adopted thereunder.
 6. The Executive Director shall establish regulations to implement these policies in accordance with the law.

Narrative Description of Home School / Independent Study Program

Traditionally, homeschool programs use district textbooks and hire a dedicated homeschool teacher to meet monthly with participating families at which time work is checked, questions are answered and learning targets are made for the month to come. In some larger districts when students reach middle school, they are given the option of signing up for elective classes at one of the schools in the district. If there is space, they are also invited to take classes that parents don't feel equipped to teach or that require lab materials. In smaller schools, parents often hire teachers to work with their students. In these situations, classes are small and students have an opportunity to both get help and interact with other homeschool students. Our program is designed to blend the benefits of the unique environment of home study with the opportunity for students to participate in a group learning experience as well as take advantage of the school's extracurricular activities. This shall provide a strong educational program in line with our unique educational philosophy.

The Discovery philosophy relies heavily on the idea that students should have an active role in determining the curriculum through which they will learn the skills needed to be both critical thinkers and develop into lifelong learners. We encourage them to remain creative in their thinking and curious about the world around them. We provide them with multiple opportunities to express their learning both orally and in writing, with the goal of them growing into active members of a democratic society. In keeping with our philosophy, students participating in our homeschool program shall also determine the content of their learning. Some topics will be decided on an individual basis and some as a homeschool learning community. We shall likewise present them with opportunities to share their learning with others. Parents shall be trained in strategies for providing the skills needed for their children to be successful.

Materials

As with traditional programs, each participating family shall be required to meet with the homeschool teacher on a monthly basis at which time they shall together outline the coming month's assignments. This time shall also be used for parents, and where appropriate children, to have an opportunity to talk about any concerns that came up during the month, any questions they might have, any exciting discoveries they would like to share, and to reflect on the month's activities. The teacher shall provide parents with curriculum materials and teaching strategies needed for them to help students successfully complete their agreed upon assignments. This can be in the form of textbooks, websites, trade books, and manipulatives. We use TERC Investigations and CPM (College Preparatory Math) for math, History Alive for social studies, literature study books for language arts, and Gems science books. Although our teachers have access to content-specific materials, it is our goal to have the majority of student learning be both integrated and project-based.

Assessment

Assessment, in addition to the state test that students shall take at school, shall be by portfolio. Portfolios shall contain benchmark assessments used by our school in reading, writing, and math (provided by textbook companies or teacher created) as well as projects selected by the students that they feel represent their best efforts. The projects shall involve the integration of multiple subject areas and shall be collected over the course of the year. Four times a year students shall review their portfolios, reflect on their growth, and set goals for themselves.

Time At School

In addition to the homeschool component, children shall spend two days each week at school working together on projects of their choice in multi-grade level classes. During this time, students will participate in a regular school day including a PE period, and recess and lunch breaks with the other students. Specific curriculum will be determined by the students in conjunction with the homeschool teacher and will focus on giving students an opportunity to work in groups on projects of interest to them as well as having an opportunity to share what they are learning at home.

Parent Involvement

There are three particularly exciting aspects of our plan: involving parents, involving children and having a consistent teacher who works as a “co-teacher” with parents and students. For parents, one of the most difficult aspects of teaching at home is having a collection of strategies and materials that will work most effectively to meet their child’s intended goals. The program we are providing offers parents help with this in multiple ways. First, it provides parents with an opportunity to directly meet on a monthly basis for an extended period of time with a teacher who is familiar with their child. Secondly, as a parent participation school, parents will be given the opportunity to work a shift during the day(s) their children are in school, providing them with an opportunity to observe a variety of teaching techniques they might use at home. Additionally, they will be invited to attend parent meetings where there will be instruction in teaching strategies reflective of our philosophy, as well as an opportunity to meet and work with other families in the program. Lastly, parents are allowed to attend professional development for the Discovery staff and Discovery’s parent education opportunities, including the Positive Discipline parenting trainings. In line with our philosophy, parents are key in selecting the areas where they would most appreciate guidance.

Opportunities For Students

A second area involves the opportunities for involvement available to homeschooled students. In addition to the activities they plan at their weekly meetings, they are invited to participate in Discovery II afterschool classes and to attend field trips, including overnights, planned at their grade level. When the school has guest performers or special programs, they likewise are invited to participate. These include all parent-planned events for families as well as all school events, such as author events, “Box City,” “Laps for Learning,” and the Harvest Festival.

Opportunities For Teachers

A blended homeschool program presents a unique opportunity for teachers. In most homeschool programs the teacher experiences the child only through the eyes of the parents. Our blended homeschool idea offers the teacher an opportunity to work closely with each family as well as being able to develop relationships with their students. Working directly with our homeschoolers allows us to become a more knowledgeable and potentially helpful participant in their education.

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

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

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), Discovery II’s annual goals, actions and measurable outcomes, both schoolwide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in Discovery II’s Local Control Accountability Plan (“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 II 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 34: Local Control Accountability Plan. Discovery II 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 II reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. Discovery II shall submit the LCAP to the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.

(B) Core Academic Skills

Discovery II 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 II 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.

(C) Lifelong Learning Skills

Discovery II 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 and to participate in multilingual communities.

Technology

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

Ability to utilize computers and commonly used software applications.

Visual and Performing Arts Skills

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

Health Science/Physical Fitness

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

Social/Interpersonal Skills

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

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

The ability to engage in responsible and compassionate peer relationships.

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

(D) Academic Performance

Please find documentation of the alignment of Discovery II's pupil outcomes to the State Priorities in Attachment 34: Local Control Accountability Plan.

Discovery II 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 II 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 II shall strive to:

Increase the number of students performing proficient and advanced on mandated standardized tests by 1% in each of the subject areas in each year of this charter;

Ensure 75% of the students in grades K-8 will receive a score of proficient or above on the progress report at the end of the academic year; and

Achieve a student attendance rate of at least 96.5%.

(E) Methods of Assessment

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

To measure the progress of the students at Discovery II and ensure that the goals of the charter are being met, Discovery II 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 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 (CAASPP) assessment system. The Charter School may also administer supplemental standardized tests as appropriate.

Benchmark Assessments: Benchmark assessments in reading, writing, and math are given in the fall and spring of each year. They are used as formative and summative assessments, which inform instruction and demonstrate growth over the year.

Evidence Folder: A systematic collection of student work collected over 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 II.

Portfolios: These 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 shall 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. Portfolios shall 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.

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 II we believe student-led conferences are educationally meaningful for students and an extremely informative format for parents to learn about their child's goals and progress. Therefore, the teacher and family meet together to give the student an opportunity to discuss their progress with his/her parents.

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

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

Discovery II affirms that its methods for measuring pupil outcomes for the 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(b)(5)(C).

Use and Reporting of Data

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

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

VIII. Governance

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

(A) Legal Status

Discovery II 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 12: Articles of Incorporation and Attachment 13: 501(c)(3) Letter. Discovery II 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 14: Discovery Charter School Bylaws.

Discovery II shall operate independently from the Santa Clara County Office of Education, with the exception of the supervisory oversight as required by Education Code. Pursuant to the Education Code Section 47604(c), the Santa Clara County Office of Education shall not be liable for the debts or obligations of the School, operated as or 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 Office 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 II/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 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 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 Superintendent/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 all Discovery Charter Schools. The make-up of the Board will consist of a minimum of one member representing each school operated by Discovery Charter Schools.

Additionally, in accordance with Education Code Section 47604(b), the chartering authority may select a representative to sit on the Board.

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. See Attachment 15: Board Member Development Plan. 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). The responsibilities of the Board include but are not limited to:

VISION AND STRATEGIC PLAN

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

ACADEMIC PERFORMANCE MONITORING

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

STAFFING AND PERSONNEL

- The Board reviews and approves personnel policies and any amendments thereto;
- The Board approves staffing contracts and termination upon recommendation of the Executive Director. When the Board does not agree with a personnel recommendation by the Executive Director, the decision of the Board is final after further consideration appropriate to the circumstances.
- The Board hires, evaluates, and terminates the employment of the 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 establishes and annually reviews the Executive Director succession and recruitment plans;
- The Board approves the salaries and compensation policies for all School personnel in compliance with

any applicable state laws and collective bargaining procedures (if applicable);

- The Board hears and decides employee grievances (only applicable if employees are given grievance rights under a contract or collective bargaining agreement).

PARENT, STUDENT AND COMMUNITY RELATIONS

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

FINANCE AND BUDGET

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

FACILITIES

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

BOARD INTERNAL BUSINESS

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

CHARTER PERFORMANCE AND RENEWAL

- The Board annually reviews the school performance reports;

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

The Board has adopted policies and procedures regarding self-dealing and conflicts of interest. See Attachment 16: Conflict of Interest Code. The Board may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established. The Board may execute any powers delegated to it by law and shall dis-

charge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated.

(C) Superintendent/Executive Director

The Superintendent/Executive Director shall be the Chief Executive Officer (CEO) of the Discovery Charter School system. She is responsible for the effective operation of all the 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. She shall perform all the duties and accept all of the responsibilities usually required of a Superintendent as prescribed by the Education Code of the State of California, the rules and regulations of the Board of Regents and Commissioner of Education, the laws and regulations of the United States, statutes of the State of California, and the policies, rules, and regulations established by the Discovery Charter School Board.

(D) Director

Under direction of the Superintendent/Executive Director, the Director is responsible for the day-to-day operations of Discovery Charter School II. The Director serves as leader of educational programming and advises the Superintendent/Executive Director and the Discovery Board regarding budget decisions, Board policies, programming, etc. In collaboration with the Superintendent/Executive Director, the Director implements Board policies, administers and supervises the school and its employees, leads development of educational program improvement, fosters a culture of positive, engaged learners, and serves as a strong advocate for the school's developmental philosophy. See Attachment 21: Job Descriptions.

(E) 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.

AB 1360 law: 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)]

(F) Program Site Council

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

The PSC is a volunteer organization run by parents and teachers. Each parent-led program has a group of volunteers that works together to monitor and implement the specific requirements of each program. A volunteer coordinator from these committees 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, and one coordinator for each parent-led program. All Discovery parents and teachers are welcome to attend and participate in PSC meetings. The Program Site Council holds monthly meetings to discuss school activities. The Program Site Council is not a decision-making organization and reports to the Director. The PSC officers are selected through a nominating committee and voted on by the Discovery community.

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 school-wide Yahoo group;
- Works as an advisory body to the Director to assess school community support and interests by conducting annual parent/student surveys;
- Reports directly to the Director and implements approved changes on behalf of the Director;
- Sponsors activities that enhance the intrinsic value of the Charter School, contribute to the fulfillment of the 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.

See Attachment 17: Program Site Council.

(G) Leadership Team

The Charter School has its own leadership team comprised of teacher representatives from all grade levels, as well as at least one representative from the classified school staff. The leadership team facilitates shared governance and serves as an advisory body to the Director, represents staff interests and employee relations, provides input to the school budget, and facilitates the execution of the annual development plan for the school. For more information refer to Attachment 4: Leadership Team.

(H) Student Government

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

IX. **Human Resources**

(A) **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 II, as well as the original Discovery Charter School.

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

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

(B) **Qualifications of School Employees**

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

Discovery II shall recruit professional and qualified personnel who believe in the philosophy of the school for all staff positions. In accordance with Education Code 47605(d), Discovery II 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 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 Charter School. For descriptions of the positions that will be hired at each Discovery Charter School, see Attachment 21: Job Descriptions.

All Charter School employees shall be fingerprinted and shall successfully pass all required Department of Justice/Federal Bureau of Investigations checks and background checks that provide for the health and safety of the School’s faculty, staff, and students prior to beginning work.

See Attachment 18: Employee Organization Chart and Attachment 21: Job Descriptions.

Director

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

Candidates for this position will possess:

Excellent communication and community-building skills;

Extensive knowledge of and experience with curriculum development and developmentally-based educational programs;

A thorough knowledge of Special Education needs and issues;

Strong leadership capabilities; and

Experience in performance assessment.

This individual must meet all of the following minimum requirements:

Bachelor's Degree in education or related field (required)

MA or equivalent (desirable)

California Administrative and Teaching Credential (desirable)

Teach or Experience in Related Field (desirable)

The Board reserves the right to consider candidates based upon a combination of education and experience

Teachers

“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, non-college preparatory courses. - California Education Code Section 47605(1).

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

Core, college-prep 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(1).)

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

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

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

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

Office Manager

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

Principles and practices of public school services and administration;

Personnel and finance administration and sources of information related to public school issues;

Research methods and report writing; and

Effective public relations techniques.

The candidate must meet all of the following minimum requirements:

Any combination of education and/or experience equivalent to completion of a Bachelor's Degree in Public or Business Administration or related field; and

Three (3) years related experience in fiscal services, administration, and human resources. Experience with a public school is preferred.

School Secretary

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

Principles and practices of public school services and administration;

Personnel and finance administration and sources of information related to public school issues;

Research methods and report writing; and

Effective public relations techniques.

The candidate must meet all of the following minimum requirements:

Any combination of education and/or experience equivalent to completion of a Bachelor's Degree in Public or Business Administration or related field; and

Three (3) years related experience in fiscal services, administration, and human resources. Experience with a public school is preferred.

(C) Compensation and Benefits

Employees of Discovery Charter Schools 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.

(D) Other Terms and Conditions of Employment

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

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

X. **Health and Safety**

“The procedures that the charter school will follow to ensure the health and safety of the pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.” - California Education Code Section 47605(b)(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 new employees must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Superintendent/Executive Director of Discovery Charter Schools shall monitor compliance with this policy and report to the Charter School Board of Directors on a regular basis. The Discovery II Director shall monitor the fingerprinting and background clearance. The Board President shall monitor the fingerprinting and background clearance of the Superintendent/Executive Director. All volunteers shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Role of Staff as Mandated Child Abuse Reporters

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

Tuberculosis Risk Assessment and Examination

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

Immunizations

All enrolled students 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.

Medication in School

The Charter School shall adhere to Education Code Section 49423 regarding administration of medication in school.

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 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.

Emergency Preparedness

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

Blood Borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. Discovery II 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.

Epi Pens

The Charter School will provide Epi pens to train personnel to administer in the event that a student, staff member, or parent has a severe allergic reaction that inhibits breathing, or suffers anaphylactic shock. Students who have known severe allergies are identified to office staff and teachers and their protocols and medications, when applicable, are readily available in the school office. All teachers and the office staff are trained in the use of Epi pens.

Suicide Prevention Policy

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. See Attachment 30: Suicide Prevention Policy.

Drug Free/Alcohol Free/Smoke Free Environment

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

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.

Health Care and Emergencies

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

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

XI. **Racial and Ethnic Balance**

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

Discovery II programs and activities shall be free from discrimination. Discovery II 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 or association with an individual who has any of the aforementioned characteristics).

Discovery II shall 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 II shall implement a student recruitment strategy (see Attachment 25: Discovery Charter School Marketing and Community Outreach Plan) that includes, but is not necessarily limited to, the following elements or strategies:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process;
- 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.

XII. Admission Requirements

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

(A) Student Admission Policies and Procedures

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

Discovery II shall maintain procedures which provide for the verification of all admissions requirements specified in law and in Discovery policies and regulations. See Attachments 24 and 26 for additional information.

Discovery II 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.

Students shall be considered for admission without regard to any of the characteristics described in Education Code Section 220.

Discovery II 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 II 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 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 parents.

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

Parent attendance at a school information meeting and school tour

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

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

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

1. Enrollment Form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements

6. Release of records

Discovery shall admit all students who submit a complete enrollment application and wish to enroll in the school subject only to capacity. See Attachment 26: Enrollment and Admission Procedures.

(B) Public Random Drawing

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. If the number of students applying for any grade exceeds the expected capacity for that grade, a public random drawing shall be conducted for the oversubscribed grades for those applicants who submitted complete application packets during the open enrollment period. Existing students of the Charter School are not subject to the public random drawing and are guaranteed admission in the following school year. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. Also see Attachment 24: Public Random Drawing Policy.

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

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

1. Siblings of currently enrolled students at Discovery Charter School II, including siblings of students from the Home School classes.
2. Children of Discovery Employees
3. Home School families who desire to move back to Discovery II, providing their most recent previous enrollment was at Discovery II.
4. Residents of San Jose Unified School District students who are eligible to receive free or reduced price meals as determined by federal guidelines*.
5. Students located outside the San Jose Unified School District who are eligible to receive free or reduced price meals as determined by federal guidelines*.
6. Residents of San Jose Unified School District.
7. All other California residents

*Following admission, Discovery will conduct an audit of the records of students who utilize this preference. Any student who utilizes this preference but is not eligible to receive free or reduced price meals will forfeit admission and be placed at the end of the waitlist.

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).

A waiting list of applicants at each grade level shall be maintained to fill vacancies that occur during the school year. Applicants will be added to the proper wait list according to admission preferences.

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 II shall be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School shall be kept in accordance with generally accepted accounting principles and, as required by applicable law, 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 Controller’s list of approved education auditors. To the extent required under applicable federal law, the audit scope shall be expanded to include items and processes specified in applicable federal Office of Management and Budget (“OMB”) Circulars. .

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year. A copy of the audit report 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 School’s Superintendent/Executive Director along with the Director of Business Services will review any audit exceptions or deficiencies and report to the Discovery 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 the Charter. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

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

XIV. Suspension/Expulsion Procedures

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

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

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

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

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

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

Discovery II has developed and maintains a comprehensive set of student discipline policies. See Attachment 27: Pupil Suspension and Expulsion 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 is required annually to verify that they have reviewed the policies with their student/s and that they understand the policies.

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

XV. 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 II 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 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 II shall make all employer contributions as required by STRS, PERS, or Social Security, as applicable. The Office Manager or Business Services Manager 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 and PERS. Discovery II shall also make contributions for workers compensation insurance, unemployment insurance, and any other payroll obligations of an employer.

XVI. Public School Alternatives

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

No pupil shall be required to attend Discovery II. Each student enrolled at Discovery II 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 II, 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.

XVII. Description of Employee Rights of Return

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

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

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.

XVIII. **Dispute Resolution**

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

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 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 II, 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 II shall also maintain a Uniform Complaint Policy and Procedures as required by state law.

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

In the event of a dispute between Discovery and the County, the Board of the School and the County agree to first frame the issue in writing and refer the issue to a County representative and the Superintendent/Executive Director of Discovery. 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 District to do so. However, 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.

The Superintendent/Executive Director and the County representative 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. If this joint meeting fails to resolve the dispute, the County representative and the Superintendent/Executive Director 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, 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 School and the County jointly agree to bind themselves.

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.

XIX. Closure Protocol

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

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

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

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

- 1) Notification of the closure of the Charter School within 10 days to parents/guardians of students, students, the SCCOE, the Charter School’s SELPA, the State Teachers Retirement System, the Public Employees Retirement System, or any other qualified retirement system in which the school’s employees participate, and the California Department of Education, providing at least the following:
 - (a) The effective date of the closure;
 - (b) The name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure;
 - (c) The students’ school districts of residence; and
 - (d) The manner in which parents/guardians and students may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements.
- 2) Provision of a list of students in each grade level and the classes they have completed, together with information on the students’ districts of residence, to the responsible entity.
- 3) As applicable, the Charter School will provide parents, students and the County with copies of all appropriate student records and will otherwise assist students in transferring to their next school. The Charter School shall provide for transfer and maintenance of all student records, all state assessment results, and any special education records to the custody of responsible entity, except for records and/or assessment results that the charter may require to be transferred to a different entity. Parents will be notified of placement options for their student(s). Employees will be notified of their rights for reemployment.
- 4) All transfers of student records shall be made in compliance with the Family Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. §1232g. All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law. The Charter School will ask the County to

store original records of Charter School students. All student records of the Charter School shall be transferred to the County upon the Charter School's closure. If the County will not or cannot store the records, the Charter School shall work with the County to determine a suitable alternative location for storage.

- 5) Completion of an independent final audit within six months after the closure of the school that may function as the annual audit. Discovery II 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 Charter School Board and shall be provided to the County promptly upon completion. It shall include at least the following:
 - (a) An accounting of all financial assets, including cash and accounts receivable, and an inventory of property, equipment, and other items of material value.
 - (b) An accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation.
 - (c) An assessment of the disposition of any restricted funds received by or due to the Charter School.
- 6) Disposal of any net assets remaining after all liabilities of the Charter School have been paid or otherwise addressed, including but not limited to, the following:
 - (a) Any assets acquired from the County or County property will be promptly returned upon the Charter School's closure to the County.
 - (b) The return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports.
 - (c) The return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.
- 7) Completion and filing of any annual reports required pursuant to Education Code section 47604.33.
- 8) Identification of funding for the activities identified in sections 1 through 8 above.

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 Charter School, shall be distributed in accordance with the articles of incorporation and applicable law. 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 school and the County.

XX. Miscellaneous Provisions

(A) Budgets

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

In Attachment 28: Discovery Charter School Multi-Year Financial Projections, please find the following:

Budget assumptions

Financial projections for the next three years of operation

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

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

(C) 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, and errors and omission policies of the type and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the County and the Charter

School's insurer. That 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 school are to be provided." - Education Code Section 47605(g).

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 II 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 for actual costs of oversight in accordance with Education Code section 47613.

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

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

(E) Facilities

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

Discovery II intends to continue operating at the Randol School Site in San Jose Unified, located at 762 Sunset Glen Drive in San Jose. We currently have a five-year lease agreement with the District that is valid through June 30, 2021. Discovery II reserves the right to find alternative facilities, and will inform the County of changes in its facility plans.

Discovery II pays Fair Market Value rent to the District and under our current lease agreement has waived the rights to facilities under Proposition 39. Discovery II 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.

(F) Transportation

Since Discovery II is a school of choice, it 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 school and upon the school district.” - Education Code Section 47605(g).

Discovery II 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, California Education Code Section 47600, et seq.

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

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

The governing board of Discovery may request from the Santa Clara County Office of Education Board a renewal of the charter at any time. The Santa Clara County Office of Education Board agrees to hear and render a renewal decision pursuant to the timelines and processes specified in the California Education Code Section 47605(b) and California Education Code Section 47607 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 U.S. Mail, postage prepaid, and addressed to those set forth below (except that a party may from time to time give notice changing the address for this purpose). A notice shall be effective either when personally delivered, on the date set forth on the receipt of a telecopy or facsimile, or upon the earlier of the date set forth on the receipt of registered or certified mail or on the fifth day after mailing.

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

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

XXI. **Attachments**

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

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

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

Public Records Act:¹

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

The Brown Act:²

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

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

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

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

ATTACHMENT 2. DISCOVERY CHARTER SCHOOL BOARD

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

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

Libby Morris - *Discovery Charter School Board President*

Libby Morris is the Senior Operations Director of Small Business Lending at Opportunity Fund. As California's leading microfinance provider, Opportunity Fund has deployed \$115 million and helped more than 12,000 entrepreneurs, students and low-income families since 1994. With a current portfolio of 3,000 clients and roughly \$66 million in small business loans Libby manages teams that support clients from approval to payoff. Libby is a parent at Discovery I. She enjoys working in the classroom teaching art, math and filling an advisory role. She also volunteers in the school Library and with her sons Cub Scout pack. She enjoys gardening, hiking and traveling.

Joan McCreary - *Discovery Charter School Board Vice President*

Joan McCreary is owner and CEO of Joan McCreary Professional Organizer, LLC, an estate and home organizing company servicing the south bay area established in 2009. Her experience includes: Founder of Discovery Charter School; Program Site Council President of Discovery Charter School I; Product Manager, Oratec Interventions; Clinical Research Associate, VidaMed Inc.; B.A. in International Relations and French, University of California at Davis. Her two children graduated from Discovery I.

Joel Mettler - *Discovery Charter School Board Treasurer*

Joel is a Discovery II founder, and both of his children are proud Discovery students. The son of a teacher, Joel grew up in Santa Clara where he attended Santa Clara High and Santa Clara University. He has 25 years of experience in the medical device manufacturing industry and is the General Manager at a contract manufacturer. Joel is an active member of the Society of Manufacturing Engineers and the American Society for Quality. He enjoys sports, outdoor activities, and cooking. Most of all, he enjoys spending time with his family.

Christiana Sanchez - *Discovery Charter School Board Director*

Christiana has worked in public policy for over 15 years and is passionate about community service. She is the former vice president of MANA del Norte, an educational non-profit, and worked in Wash-

ington, D.C. as a Congressional Fellow. In addition she has worked in several capacities for the New Mexico State Attorney General and the Secretary of State including consumer advocacy, public relations, campaign finance and elections, and ethics compliance. Christiana has a bachelors degree from The University of New Mexico and a Masters degree in School and Community Counseling from New Mexico Highlands University. She lives with her husband and two children in San Jose, California. Christiana has one child at Discovery I.

Peter Shepherd - *Discovery Charter School Board Secretary*

Peter Shepherd is a Financial Analyst for Cadence Design Systems. His work is in the realm of commission finance where he works to create and execute sales compensation plans. He has an MBA from UC Davis. Previous experience includes Air Traffic Controller, Bizworld Simulation Instructor, Restaurant General Manager, and Swim Coach. Peter is a former Discovery II parent and has been busy since the school opened teaching math to middle school students, volunteering in his son's classroom, and food coordinator for Spring Fun Fest.

ATTACHMENT 3. STRATEGIC PARTNERS

New Teacher Induction Program

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

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

California Charter Schools Association

The California Charter Schools Association (CCSA) is a professional membership organization serving more than 1000 public charter schools in the State of California. The CCSA mission is to increase student achievement by strengthening and expanding public charter schools throughout California.

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

Advocacy

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

Leadership & Quality

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

Membership Services & Products

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

Charter Schools Development Center

California Schools Development Center (CSDC), a 501(c)(3) non-profit corporation and Community Development Financial Institution (CDFI), promotes innovation and excellence in education by financing and developing facilities for great public charter schools nationally. As the only CDFI in the country focused exclusively on the facility and financing needs of charter school organizations, CSDC helps charter school entrepreneurs and leaders finance, build, expand, and replicate their school models, turning educational visions into reality, with the goal of ultimately improving student achievement by increasing school choice and catalyzing competition within the American K-12 public education system.

EdTec, Inc.

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

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

Squarmilner - Certified Public Accountants & Financial Advisors

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

Santa Clara County Office of Education

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

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

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

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

YMCA of Silicon Valley

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

Young, Minney & Corr, LLP

The Charter Law team of Young, Minney & Corr, LLP has been providing expert, effective, and responsive legal advice to California's charter school community since the inception of the Charter Schools Act of 1992. They are the leader in all areas of law that are most significant to the successful development and operation of a charter school such as: labor and employee matters, student discipline, constitutional claims, facilities, finance, and non-profit corporate issues. The firm has experience with representation before state and federal courts and administrative bodies.

Young, Minney & Corr has assisted hundreds of charter schools in the successful development and operations of charter schools. They currently represent more than half of California's charter schools, charter school associations, insurers, private schools, and businesses providing support services to schools in California.

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

Chase Bank

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

Media Partners

Alpha Media

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

Bay Area Parent

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

El Observador

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

Screenvision Media

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

Silicon Valley Community Newspapers

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

ATTACHMENT 4. LEADERSHIP TEAM

The role of the Leadership Team is to:

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

To be eligible for the Leadership Team you must:

- Be nominated or add your name to the ballot
- Be a representative from your grade level or the classified staff
- Be in good standing

Terms of Service for the Leadership Team shall be:

- Position begins in June and will remain until June of the following calendar year
- Expected to work over the summer
- Attend monthly meetings
- Help create the agenda
- Facilitators rotate
- Represent staff at board meetings on a rotating basis
- Represent staff at PSC on a rotating basis
- Must check in with grade level monthly

Accountability as a Team Member requires:

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

ATTACHMENT 5. A DAY IN THE LIFE OF A KINDERGARTENER

Sami is eager to get to school this morning. He wants to get to school early so that he has time to tell his teacher about the book on sharks that he checked out from the library. As he runs to the door he is happy to see that it is already open. He signs in and chats with his teacher about the book. Sami has become very interested in ocean life over the past few months because the classroom has been immersed in the study of the ocean. Much of the learning that is occurring in the classroom is centered on the ocean theme. Yesterday, the class participated in their weekly thematic centers, which integrate all the curricular areas around the ocean. The thematic centers were designed by the teacher to cover content standards. Sami worked in a center where he created a book about sharks, while other students built food chains, looked online to check the temperature of different oceans, and wrote math stories using ocean animals. Sami took his shark book home to read to his parents and then went to the library to get more information.

Sami's teacher blows a train whistle and Sami puts away their projects and joins his fellow students on the rug for the morning meeting. Together they sing and sign their favorite morning song. The students sit down and the teacher announces the schedule for the day and leads them in a chant about the days of the week. As the students listen, the student of the day passes out white boards so that they can write equations for the number of the day. The teacher has students come up to share their equations and they search together for patterns in the calendar. The teacher reads a book to the class, *Swimmy*, which is part of their current author study of Leo Lionni. Sami enjoys the story, but is waiting patiently for what he knows comes next... Writer's Workshop!

Sami is eager to write about what he has learned about sharks. The teacher gives the students a mini-lesson and the students are dismissed to write. Some of the students work on books they have already started about sea creatures, others start new ones. Some students work in their journals. Students develop their ideas and move through the writing process. The students in this K/1 class love to write and share their writing in the Author's Chair with their classmates!

After Writer's Workshop, the students move into Reading Centers. Sami is in kindergarten, but is reading above a first grade level already. He joins his reading group made up of Kindergarten and First Grade students who all read at the same instructional level. Each reading group works at their own level. Some groups are reading and responding to literature and one group is playing a spelling game. The room has a quiet buzz as children enjoy learning to read.

At recess, Sami hurries out to eat snack with his classmates. Students eat community style, passing food and pouring water independently. Sami enjoys his healthy snack because his mother has brought his favorite, yogurt and fruit. As he finishes and throws his trash away, he sees his Fifth Grade reading buddy sitting nearby. He walks over and chats with his buddy, sharing a little about the sharks he read about in his book, since they were just like the ones he and his buddy were reading about together the week before. He says goodbye and runs off to find some of his classmates.

It's Friday, and Sami runs to line up at the room next door. Sami is excited because it's Friday Enrichment Clubs instead of the thematic literacy centers that students usually enjoy at that time. Each week the K/1 students mix and rotate through a variety of enrichment activities. Sami runs to meet his new friends from two other classes and tells them what he has been learning about sharks. Last week, Sami's group was in the Performing Arts Enrichment Club. They learned about different kinds of music and enjoyed acting out stories about fish and did a wiggly interpretive dance. Sami always looks forward to Performing Arts, but today is his group's day to cook! The teacher reads a book about food in Asia then goes over the giant recipe printed on the whiteboard. They are

making sushi today! Groups of five students work together to read the recipe, measure ingredients, mix, stir and pour. When they are done, the students clean up and then write in their cooking journals about the experience. They eat the sushi together and the teacher passes out a recipe to take home. Next door, Sami can hear the familiar music he remembers from a creative movement activity in the Performing Arts Enrichment Club. Next week, Sami's group will visit the Art Enrichment Club. The group has been working on a multi-media art piece inspired by the children's artist and author, Eric Carle. Sami is trying to decide whether to display a weaving he created in the Industrial Arts Enrichment Club or his multi-media art piece inspired by Eric Carle for the upcoming art show. Either way, he can't wait to see his work on display!

While the kindergartners at most schools go home before lunch, Sami and his kindergarten friends have a longer school day. His teacher says that is because there is so much to learn, but Sami doesn't want to go home anyway. After lunch, the students come in to read from their own "just right" book collection, specially designed to meet each child's reading needs. Sami's teacher conferences with individual students and listens while they read their "just right" books. The teacher and student talk quietly then select new books to put in their book bins. It's Sami's turn and he has his library book about sharks. His teacher asks him to read from it and talks a little with Sami about what he has learned. She suggests that Sami might want to choose the great white shark as a topic for the animal projects students will begin later in the month. Sami thinks it might be hard to choose which shark is the most interesting!

The kindergarten bell rings and it is time to go home. Sami can't wait until he is a first grader and gets to stay an hour longer. He hears all about what the first graders do after the kindergartners leave—writing, reading, more math—and it all sounds like fun. Sometimes they share their work with the class the next morning and it always gives Sami good ideas. Sami says good-bye. His family has plans to visit the Aquarium this weekend. Sami can't wait to get back to school on Monday and tell everyone about what he learns there!

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

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

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

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

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

Tomorrow, Angela and the other students will continue to rehearse for their presentation of the play "Who Was the Piltdown Man?" They will also map the migration of early hominids, and attempt to put fossils together to form a skeleton.

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

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

Every other day, Angela takes P.E. and Spanish during the Selective periods. Next term, she will choose from a wide variety of Selective classes – Dance, Technology, Math Tutorial, Drama, Junior Achievement, Fitness, Native Art and Culture, or Communication.

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

ATTACHMENT 7. CITED CURRICULUM REFERENCES

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

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

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

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

ATTACHMENT 8. SAMPLE CURRICULUM

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

Beliefs about Reading

At Discovery Charter School we believe:

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

Beliefs about Writing

At Discovery Charter School, we believe:

- ★ class time is spent writing original pieces:
 - for real purposes and audiences
 - with instruction and support for all stages of writing: prewriting (organizing thoughts through graphic organizers), drafting, revising, editing, conferencing and publishing

- ★ student ownership and responsibility for writing are taught by:
 - helping students choose their own topics and goals for improvement
 - using brief conferences with teacher, parent, or peer
 - teaching students to examine their own craft and conventions

- ★ teachers model and share writing as a fellow author through drafting, revising, and sharing

- ★ students learn grammar and mechanics in the context of mentor texts and original writing

- ★ young writers are encouraged to use inventive spelling throughout the writing process

- ★ older students are encouraged to use inventive spelling in the early stages of the writing process (prewriting, drafting and revision)

- ★ teachers create a supportive classroom setting by:
 - valuing students' ideas
 - using collaborative small-group work
 - using conferences and peer critiquing

- ★ students write across the curriculum, when appropriate

- ★ students write in different genres:
 - narrative
 - personal/memoir
 - descriptive
 - expository
 - informational (all about . . ., report, biography, etc.)
 - functional (letters, emails, lists, how to's, etc.)
 - persuasive
 - response to literature
 - poetry

- ★ evaluation is constructive and involves:
 - brief, informal, oral responses as students work
 - encouragement of risk taking and honest expression

- focus on a few errors at a time
- assessment of on-demand writing
- thorough grading of just a few polished papers
- cumulative review of growth and self-evaluation

Beliefs about Mathematics

At Discovery Charter School we believe

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

Reading

Grade Level	Materials
K	Zoo Phonics A – Z reading Rigby, National Geographic, Newbridge level readers (fiction and non-fiction) Differentiated literacy centers Author studies
1 • Grouped in the afternoon by reading level	<i>Phonics and Word Study Lessons</i> by Fountas and Pinnell A – Z reading Rigby, National Geographic, Newbridge level readers (fiction and non-fiction) Guided reading Differentiated literacy centers Author studies
2/3	Rigby, National Geographic, Newbridge level readers (fiction and non-fiction) Guided reading Differentiated literacy centers Author studies
4	Rigby, National Geographic, Newbridge level readers (fiction and non-fiction) Guided reading, based on individual need Differentiated literacy centers Literature circle groups Author studies
5	Rigby, National Geographic, Newbridge level readers (fiction and non-fiction) Guided reading, based on individual need Differentiated literacy centers Literature circle groups Author studies
6	Prentice Hall Literature Series Literature circle groups Author studies Guided reading, based on individual need

Grade Level	Materials for Reading (continued)
7	Prentice Hall Literature Series Literature circle groups Author studies Guided reading, based on individual need
8	Prentice Hall Literature Series Literature circle groups Author studies Guided reading, based on individual need
Assessment	Grades K – 1 >Reading Assessment (fall and end of the year) Grades K – 5 >DRA (Developmental Writing Assessment, Fall, winter, end of year) >running records >classroom formative and summative assessments Grades 2 – 8 >SRI (Scholastic Reading Inventory – gives a Lexile score) >classroom formative and summative assessments

Writing

Grade Level	Materials
K/1	Step Up to Writing Six Trait Writing <i>Units of Study for Primary Writing</i> by Lucy Calkins Writing Workshop model
2/3	Step Up to Writing Six Trait Writing <i>Units of Study for Primary Writing</i> and <i>Units of Study for Teaching Writing</i> (grades 3 – 5) by Lucy Calkins Writing Workshop model
4	Step Up to Writing Six Trait Writing
5	Step Up to Writing Six Trait Writing
6	Step Up to Writing Six Trait Writing
7	Step Up to Writing Six Trait Writing
8	Step Up to Writing Six Trait Writing
Assessment	<p>K – 8</p> <ul style="list-style-type: none"> ➤ Narrative prompt in September ➤ 3 – 4 writing pieces taken through the process <input type="checkbox"/> K: 3 narrative or 2 narrative and 1 expository <input type="checkbox"/> Grade 1: 2 narrative and 1 expository <input type="checkbox"/> Grade 2: 2 narratives, and 1 expository <input type="checkbox"/> Grade 3: 1 narrative, 1 description and 1 expository <input type="checkbox"/> Grade 4: 1 narrative, 1 expository, 1 descriptive, and 1 summary <input type="checkbox"/> Grade 5: 1 narrative, 1 expository, 1 persuasive and 1 response to literature <input type="checkbox"/> Grade 6: 1 narrative, 1 expository, 1 persuasive and 1 response to literature <input type="checkbox"/> Grade 7: 1 narrative, 1 expository, 1 persuasive and 1 response to literature <input type="checkbox"/> Grade 8: 1 narrative, 1 persuasive and 1 response to literature

Mathematics

Grade Level	Materials
K/1	<i>Developing Number Concepts</i> by Kathy Richardson Scott Foresman Teacher Resource Kit TERC <i>Investigations</i> for Grade 1 <i>Box It, Bag It</i> by The Math Learning Center <i>Math Excursions</i> by Allyn Snider, Donna Burk, Paula Symonds <i>Math Their Way</i> by Mary Baratta-Lorton Marcy Cook Mathematics
2/3 Regroup according to math level	Scott Foresman Teacher Editions and resources TERC <i>Investigations</i> Math activities and resources by Marilyn Burns <i>Teaching Student-Centered Mathematics</i> by John Van De Walle
4 Regroup according to math level	Scott Foresman Teacher Editions and resources TERC <i>Investigations</i> Teacher created hands-on activities
5	Scott Foresman Teacher Editions and resources TERC <i>Investigations</i> Teacher created hands-on activities CPM (College Preparatory Mathematics) >Foundations for Algebra, Book 1 (Advanced)
6	CPM (College Preparatory Mathematics) >Foundations for Algebra, Book 1
7	CPM (College Preparatory Mathematics) >Foundations for Algebra, Book 2 >Algebra Connections (Advanced) >Geometry Connections (Advanced)
8	CPM (College Preparatory Mathematics) >Algebra Connections >Geometry Connection >Foundations for Algebra (remedial)

Assessment	K – 1 >Mathematics Assessment (fall and end of year) 2 – 8 >School Benchmark assessments (fall and spring) >Teacher created formative and summative assessment >Publisher created assessments
------------	--

Second Grade Sample Math Assessment

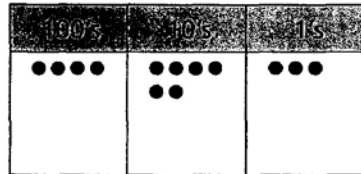
Directions: For each of the following questions, decide which of the choices is best and fill in the corresponding space on the answer document.

1. What is the place value of the 3 in 723?

- A. threes place
- B. ones place
- C. tens place
- D. hundreds place

ItemID: DD.1006604

2. Look at the hundreds, tens and ones chart. Which number is represented by the dots on the chart?



- A. 403
- B. 436
- C. 443
- D. 463

ItemID: DD.1006606

3. What is the place value of the 4 in 648 ?

- A. ones place
- B. fours place
- C. tens place
- D. hundreds place

ItemID: DD.1007463

4. [What is another name for six hundred plus thirty plus nine?]

- A. 369
- B. 396
- C. 639
- D. 693

ItemID: DD.1007466

5. [Ruth did this subtraction problem. Which addition problem shows that she got the

$$\begin{array}{r} 75 \\ - 24 \\ \hline \end{array}$$

correct answer?] $\frac{75}{51}$

- A. $\begin{array}{r} 51 \\ + 75 \\ \hline \end{array}$
- B. $\begin{array}{r} 24 \\ + 75 \\ \hline \end{array}$
- C. $\begin{array}{r} 24 \\ + 24 \\ \hline \end{array}$
- D. $\begin{array}{r} 51 \\ + 24 \\ \hline \end{array}$

ItemID: DD.1007474

6. [What is the solution to this problem?]

$$\begin{array}{r} 625 \\ - 271 \\ \hline \end{array}$$

- A. 354
- B. 454
- C. 496
- D. 896

ItemID: DD.1007477

Go on to the next page >>

Second Grade Math (cont.)

7. [Which of the following addition problems is the same as four times two?]

- A. $4 + 2$
- B. $2 + 2$
- C. $2 + 2 + 2$
- D. $2 + 2 + 2 + 2$

ItemID: DD.1007480

8. [Brian collected these seashells at the beach. How many groups of 4 can he



make?]

- A. 5
- B. 4
- C. 3
- D. 2

ItemID: DD.1007482

9. [Sarah divides her dolls into groups. Each group has one-fourth of all of her dolls. How many groups are there?]

- A. 2
- B. 4
- C. 5
- D. 8

ItemID: DD.1007498

10. [The toy truck costs eight dollars and ninety-five cents. What amount goes on the price tag?]



- A. \$0.95
- B. \$8.95
- C. \$9.58
- D. \$9.85

ItemID: DD.1007505

11. [Which of the following is about six inches long?]

- A. a crayon
- B. a pencil
- C. a baseball bat
- D. a streetlight pole

ItemID: DD.1007507

Go on to the next page >>

Fourth Grade Math Sample Assessment

Directions: For each of the following questions, decide which of the choices is best and fill in the corresponding space on the answer document.

1. Which number is three million, eight hundred ten thousand, forty-five?

A. 3,081,045
B. 3,081,450
C. 3,810,045
D. 3,810,450

ItemID: DD.1008225

2. What place value is named by the 4 in 7,043,970?

A. hundreds
B. ten thousands
C. tens
D. thousands

ItemID: DD.1008230

3. What is 2,528,746 rounded to the nearest thousand?

A. 2,530,000
B. 2,529,000
C. 2,528,000
D. 2,520,000

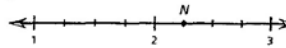
ItemID: DD.1008241

4. Yasir spent \$289 at the grocery store. If he had \$500 to spend, how much money does he have left?

A. \$211
B. \$221
C. \$311
D. \$389

ItemID: DD.1008276

5. What fraction is best represented by point *N* on the number line below?



A. $1\frac{1}{2}$
B. $2\frac{1}{4}$
C. $2\frac{1}{2}$
D. $2\frac{3}{4}$

ItemID: DD.1008262

6. Hiroshi cut a piece of rope into pieces 60 cm long. If he cut the rope into 870 pieces, how many total centimeters of rope does he have?

A. 4,820 cm
B. 5,220 cm
C. 48,220 cm
D. 52,200 cm

ItemID: DD.1008291

Go on to the next page >>

Fourth Grade Math (cont.)

7. Which of the following numbers is a prime number? 11, 15, 25, 27

- A. 11
- B. 15
- C. 25
- D. 27

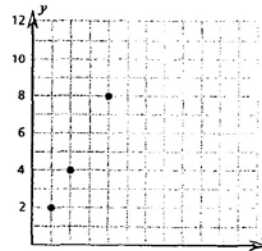
ItemID: DD.1008307

8. Naila has a total of 623 stamps and seven display cases. If she wants the same number of stamps in each display case, how many stamps will she put in each display case?

- A. 80 stamps
- B. 82 stamps
- C. 87 stamps
- D. 89 stamps

ItemID: DD.1008300

9. Jackie plotted three points on the same



line. Which of the following would connect the points in a straight line?

- A. (4, 2)
- B. (5, 6)
- C. (3, 6)
- D. (7, 7)

ItemID: DD.1008348

10. Stan had three rocks in his collection that weighed 2.74 ounces, 6.18 ounces, and 4.87 ounces. About how much do the three rocks weigh altogether?

- A. 13.6 ounces
- B. 13.7 ounces
- C. 13.8 ounces
- D. 13.9 ounces

ItemID: DD.1008399

Go on to the next page >>

History/Social Studies

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

5	History Alive Other teacher/grade level created materials <ul style="list-style-type: none">• Cooperative group activities• Hands-on, concept-based projects and activities• Small group activities• Simulations• Field trips
---	--

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

Science

Grade Level	Materials
K/1	California Edition of FOSS (Full Option Science System) Other teacher/grade level created materials <ul style="list-style-type: none"> • Cooperative group activities • Hands-on, concept based projects and activities • Small group activities • Field trips

2/3	California Edition of FOSS (Full Option Science System) Reading A – Z TeacherVision.com Other teacher/grade level created materials <ul style="list-style-type: none"> • Cooperative group activities • Hands-on, concept-based projects and activities • Small group activities • Field trips
-----	---

Grade Level	Materials for Science (continued)
4	California Edition of FOSS (Full Option Science System) Other Teacher/grade level created materials <ul style="list-style-type: none"> • Cooperative group activities • Hands-on, concept-based projects and activities • Small group activities • Field trips
5	California Edition of FOSS (Full Option Science System) GEMS (Great Explorations in Math and Science) Other teacher/grade level created materials <ul style="list-style-type: none"> • Cooperative group activities • Hands-on, concept-based projects and activities • Small group activities • Field trips
6	GEMS (Great Explorations in Math and Science) <ul style="list-style-type: none"> • Environmental Detectives • Plate Tectonics (Earth Science) • Ocean Currents Holt Science Text Other teacher/grade level created materials <ul style="list-style-type: none"> • Cooperative group activities • Hands-on, concept-based projects and activities • Small group activities • Field trips • Simulations

7	<p><i>Life Science</i> by Holt Other teacher/grade level created materials</p> <ul style="list-style-type: none"> • Cooperative group activities • Hands-on, concept-based projects and activities • Small group activities • Field trips • Simulations
8	<p><i>Physical Science</i> by Holt Other teacher/grade level created materials</p> <ul style="list-style-type: none"> • Cooperative group activities • Hands-on, concept-based projects and activities • Small group activities • Field trips • Simulations

ATTACHMENT 9. PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING

Gifted Categories

The Discovery Gifted Program addresses categories that include:

1. **General intellectual ability:** Students possessing superior intellectual ability who need and can profit from specially planned educational services beyond those normally provided by the standard school program.
2. **Specific academic aptitude:** Students who have superior ability in a specific academic area to the extent that they need and can profit from specially planned educational services beyond those normally provided by the standard school program.
3. **Leadership ability:** Students possessing leadership ability who not only assume leadership roles but also are accepted by others as a leader to the extent that they need and can profit from specially planned educational services beyond those normally provided by the standard school program.

Identification process

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

The following describes the identification process for the Discovery Gifted Program:

1. Automatic Pathways

- a. To ensure equitable access to the Discovery Gifted Program, formal assessment will be given to all students in the 1st grade.
- b. Students in 3rd grade who have CAASPP/SBAC scores greater than 450 in math or language arts and are not yet in the Discovery Gifted Program will be given the formal assessment.
- c. The formal assessment will also be given to students who join Discovery in subsequent grade levels provided they have CAASPP/SBAC scores greater than 450 in math, language arts, or science.

Individualized GATE Plan (IGP)

A GATE Study Team meeting will be held with appropriate staff and parent(s) or guardian(s) in attendance and the identified GATE student. The team will assess the student's needs, recommend gifted service options, and develop the IGP.

The IGP is a written plan that contains specific and detailed program modifications that will be needed to continue the gifted student's *academic progress and talent development, while meeting their social and emotional needs*. The goals of the IGP are to achieve the following:

1. To promote academic progress

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

To achieve the above goals, the following information will be included in the IGP:

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

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

Discovery Gifted Program Services

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

1. Acceleration

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

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

Content-based Acceleration

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

- *Dual enrollment*, where a student is allowed to enroll in higher level coursework when proficiency at grade level has been mastered. Dual enrollment may be available through a local public high school or approved online courses.

Grade-based Acceleration

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

2. Clustering in Heterogeneous Classrooms

Cluster grouping of gifted students places a group of five or more gifted learners at a grade level with a Discovery classroom teacher who has been trained to work with the gifted, while the remainder of the teacher's load includes a normal distribution of abilities. This model of grouping is one of the most effective ways to meet both the academic and social-emotional needs of the gifted on a daily basis. Clustering allows the teacher to spend a proportionate amount of instructional effort and curriculum development time on the gifted cluster, which may not be possible when the classroom contains only one or two gifted students, and allows gifted students to learn from and be enriched by each other.

3. Content and Curriculum Modification

Identified GATE students will be provided appropriate curriculum in subjects of strength throughout the school day. Such curriculum includes advanced curriculum and multidisciplinary learning.

4. Other Programs: Independent Study/Project, Mentoring, National Creativity Programs, and Talent Exhibition/Competition

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

5. Advisory

The Curriculum Specialist and Discovery Gifted Parent Support group will provide information and advise students on talent searches, scholarship, and academic competition, as well as advanced courses that are available through academic summer programs for the gifted.

Training and Staff Development

The first step to meeting the needs of gifted students is to build awareness and understanding among teachers, staff, and parents. The Discovery Gifted Program will seek opportunities for staff development, which may in-

clude workshops, seminars, webinars, and gifted conferences. Discovery teachers will be encouraged to obtain certification in teaching the gifted.

Social-Emotional Curriculum

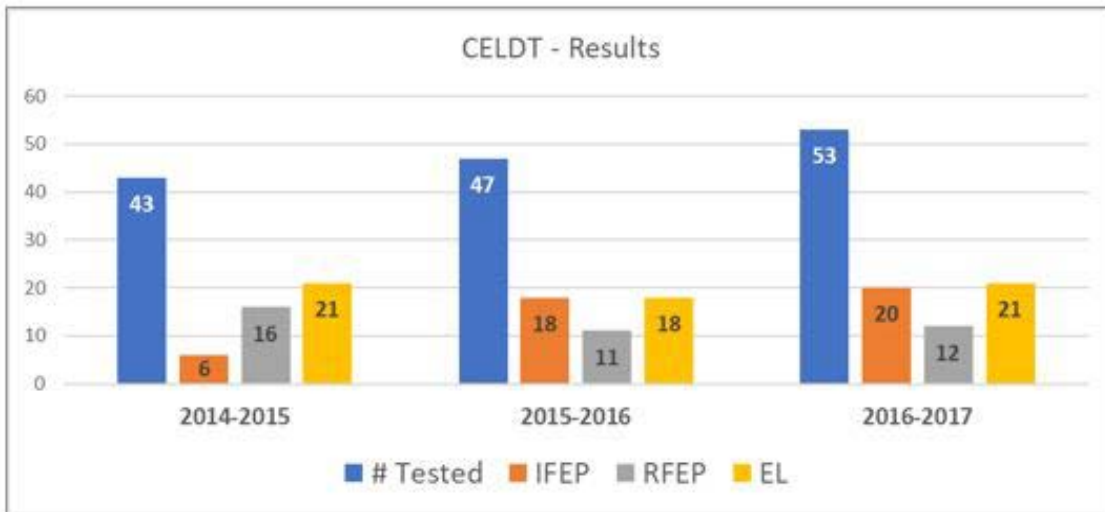
As a Positive Discipline school, Discovery Charter School since its inception has always been dedicated to educating and nurturing the whole child. However, due to the unique characteristics of the gifted students and the potential social and emotional issues that may arise from their giftedness, the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

The goals of Social-Emotional Curriculum are as follows:

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

The school forms the core of students' daily social and academic experiences. These everyday experiences, in turn, play a critical role in the students' social and emotional adjustment. At Discovery, under the direction of the teachers, parents interact with all the students, including the gifted, on a daily basis as aides in the classroom. In order to ensure a positive environment, the Discovery Gifted Program, with the help of the Gifted Parent Support group, will provide workshops to help parents understand the social and emotional aspects of the gifted children.

ATTACHMENT 10. CELDT & PLAN FOR ENGLISH LEARNERS TABLE OF CONTENTS



- Of the 21 students designated EL in 14/15, 4 students remain designated EL in 16/17

Discovery Charter School
English Learner Plan

Our English Learner Plan was created in March 2008, approved by the ELAC Committee in September 2008, and reviewed by the Santa Clara County Office of Education in May and November 2008.

Table of Contents

Introduction

Initial Identification

- Enrollment
- Initial Assessment
- English Learner Services and Placement
- Parent Notification
- Parental Exception Waivers

Instructional Program

- Instructional Programs Overview
- English Learner Services
- English Language Development
- Transferability of Skills
- Time for ELD

Progression through ELD Levels
Consideration for all EL Programs
SDAIE
Catch-Up Annual Benchmarks for English Learners
Catch-Up Plan
Special Needs

Monitoring and Reclassification

District Assessments
English Proficiency Reassessments
Use of Assessment Data for Instructional Planning
Annual Review of Student Progress
Reclassification
Monitoring and Follow-up on Reclassified Students
Initial Fluent English Proficient Students
Retention and Promotion of English Learners

Staffing and Professional Growth

Staffing
Training

Committees and Parental Involvement

English Learner Advisory Committee (ELAC) Requirements
Implementation of the Site ELAC
ELAC Roles and Responsibilities
Parent Education

Funding

General Fund
Additional EL Support Programs

Evaluation and Accountability

Program Implementation
Program Effectiveness

ATTACHMENT 11. BOARD POLICY ON 504 COMPLIANCE

Discovery Charter School
San Jose, California

Students

Board Policy

IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504

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

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and /or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Students may be disabled and entitled to services under section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities in Education Act Improvement Act of 2004 (“IDEA”). The identification, evaluation and education of students eligible for services under the IDEA are addressed under the policies and procedures of the Santa Clara County Office of Education.

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

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

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student’s individual needs. The student’s parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. Discovery shall periodically review the student’s progress and placement.

Discovery will implement this policy through its corresponding Procedure.

A. Definitions

1. **Academic Setting** – the regular, educational environment operated by the Discovery Charter School (“Discovery”).
1. **Individual with a Disability under Section 504** – An individual who:
 - a. has a physical or mental impairment that substantially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
2. **Evaluation** – procedures used to determine whether a student has a disability as defined within, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.
1. **504 Plan** – is a plan developed to identify and document the student’s needs for regular or special education and related aids and services for participation in educational programs, activities, and school –sponsored events.
2. **Free Appropriate Public Education (“FAPE”)** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
3. **Major Life Activities** - Functions such as caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.
4. **Physical or Mental Impairment** –
 - a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or
 - b. Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
8. **504 Coordinator** – Each Director shall serve as his/her site’s Section 504 coordinator. The parents or guardians may request a Section 504 due process hearing from, or direct any questions or concerns to the 504 Coordinator at 408-243-9800.

B. Referral, Assessment, and Evaluation Procedures

1. Discovery will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student’s file regardless of the final determination. This referral

should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Discovery employee will be forwarded to the Section 504 Coordinator.

3. Discovery has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who are or may be disabled are referred to the Section 504 Coordinator so that the assessment process is initiated.
4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.
5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.
6. The 504 Team will consider the following information in its evaluation of the student:
 - a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
 - b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and
 - c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)
7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.
8. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.

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

C. 504 Plan

1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a free, appropriate public education (“FAPE”).
2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
3. For each identified disabled student, the 504 Team will develop a 504 Plan describing the student’s disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the disabled student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student’s teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student’s cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
5. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student’s needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.
6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed 50 school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the student’s identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
8. If the 504 Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a disabled person under Section 504 and shall state the basis for the decision that no special services are presently needed.
9. The 504 Plan shall include a schedule for annual review of the student’s needs, and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.

D. Review of the Student’s Progress

1. The 504 Team shall monitor the progress of the disabled student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.
2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
 - Examine relevant records
 - Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
 - Have the right to file a Uniform Complaint pursuant to school policy
 - Seek review in federal court if the parents/guardians disagree with the hearing decision.
2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to Superintendent/Executive Director, 504 Coordinator c/o Discovery Charter School, 4021 Teale Ave, San Jose, CA 95117. Notifications shall advise that reimbursement for attorney's fees is available only as authorized by law.
3. The Superintendent/Executive Director shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with any district within the Santa Clara County Office of Education's SELPA or the County Office of Education in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:
 - The specific decision or action with which the parent/guardian disagrees.
 - The changes to the 504 Plan the parent/guardian seeks.
 - Any other information the parent/guardian believes is pertinent.
5. Within 5 calendar days of receiving the parent/guardian's request for a hearing, Discovery may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written

agreement of the parent/guardian and Discovery. Alternative dispute resolution options include:

- Mediation by a neutral third party.
 - Review of the 504 Plan by the Superintendent/Executive Director or designee.
6. Within 10 calendar days of receiving the parent/guardian's request, the Superintendent/Executive Director or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Superintendent/Executive Director.
 7. Within 35 calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These 35 days may be extended for good cause or by mutual agreement of the parent/guardian and Superintendent/Executive Director.
 8. The parent/guardian and Discovery shall be afforded the rights to:
 - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as disabled under Section 504.
 - Present written and oral evidence.
 - Question and cross-examine witnesses.
 - Receive written findings by the hearing officer.
 9. The hearing officer shall issue a written decision within 10 calendar days of the hearing.
 10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.

ATTACHMENT 12. ARTICLES OF INCORPORATION

ORIGINAL ARTICLES OF INCORPORATION

2632136

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

APR 08 2005

ARTICLES OF INCORPORATION

OF

PARENT PARTICIPATION CHARTER SCHOOL, INC.

Article I

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

Article II

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

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

Article III

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

Article IV

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

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

Article V

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

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



Karen Gumacr



AMENDED ARTICLES OF INCORPORATION

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

39627842

State of California
Secretary of State



[Handwritten signature]

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

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



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

MAY 10 2007

[Handwritten signature of Bruce McPherson]

BRUCE McPHERSON
Secretary of State

80627842

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

MAY - 5 2005

**CERTIFICATE OF AMENDMENT OF
ARTICLES OF INCORPORATION**

The undersigned certify that:

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

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

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

Dated: 5/4/05

Barbara Eagle
Barb Eagle, President

Cindy Hellman
Cindy Hellman, Secretary



ATTACHMENT 13. 501C3 LETTER

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

DEPARTMENT OF THE TREASURY

Date: **SEP 19 2007**

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

Employer Identification Number:
37-1509106
DLN:
17053291021006
Contact Person:
JENNIFER NICOLIN 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
Jens
9/19/07*

Dear Applicant:

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

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

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

Sincerely,



Robert Choi
Director, Exempt Organizations
Rulings and Agreements

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

Letter 947 (00/CG)

ATTACHMENT 14. DISCOVERY CHARTER SCHOOL BYLAWS

**BYLAWS
OF
Discovery Charter School**

(A California Nonprofit Public Benefit Corporation)

**ARTICLE I
NAME**

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

**ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION**

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

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote one or more California public charter schools (“Charter Schools”). Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

Section 2. **CONFLICT WITH CHARTER.** In the case of a conflict between the requirements of the Charter and provisions of the Discovery Charter School Articles of Incorporation and/or Bylaws, action taken in accordance with such Articles or Bylaws which conflicts with or is inconsistent with the requirements of the Charter shall be deemed a violation of the Charter. In the case of 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 the Charter or seek a material revision to the Charter to make the Articles, Bylaws and Charter consistent. Should the provisions of the Charter conflict with the terms of any collective bargaining agreement or other agreement of Discovery II/Discovery Charter School or its policies or practices, the provisions of the 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.

ARTICLE IV CONSTRUCTION AND DEFINITIONS

Section 1. **CONSTRUCTION AND DEFINITIONS.** Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term “person” includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. **DEDICATION OF ASSETS.** This corporation’s assets are irrevocably dedicated to public benefit purposes as set forth in the Charter Schools’ Charters. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. **CORPORATIONS WITHOUT MEMBERS.** This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. Any action that would otherwise require approval by a majority of all members shall only require approval of the Board of Directors (“Board”). All rights that would otherwise vest in the members shall vest in the Board.

ARTICLE VII BOARD OF DIRECTORS

Section 1. **GENERAL POWERS.** Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation’s activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (“Board”). The Board may delegate the management of the corporation’s activities to any person(s), management company

or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

- a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.
- b. Change the principal office or the principal business office in California from one location to another.
- c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
- d. Adopt and use a corporate seal.
- e. To make disbursements from the funds and properties of the corporation as are required to fulfill the purposes of this corporation as are more fully set out in the Articles of Incorporation, and generally to conduct, manage, and control the activities and affairs of the corporation and to make rules and regulations not inconsistent with law, with the Articles of Incorporation, or with these Bylaws, as they may deem best.
- f. To the extent permitted by the exempt status of the organization, to carry on a business at a profit and apply any profit that results from the business activity to any activity in which it may legally engage.

Section 3. BOARD COMPOSITION. In accordance with the terms of the Corporation's charters, the number of Directors shall be no less than five (5) and no more than eleven (11), the precise number of seated Directors to be determined by Board action. All Directors shall be designated by the existing Board of Directors. All directors are to be designated at the corporation's annual meeting of the Board of Directors, or at a special meeting called for this purpose.

In selecting Board members, Directors shall look for parent and community representatives with expertise in areas such as school administration or operations, teaching, business, accounting, law, nonprofit organizations, and fundraising. Additionally, in accordance with Education Code section 47604(b), the charter authorizer may appoint a representative to the Board. All Directors shall be voting.

Section 4. DIRECTORS' TERM. Each director shall hold office for two (2) years, unless otherwise removed from office in accordance with these bylaws, and until a successor Director has been designated and qualified. Directors' terms of service shall be staggered to ensure continuity in governance. The staggering of Directors' terms shall be set by Board action.

Section 5. **NOMINATIONS BY COMMITTEE.** The President of the Board of Directors will appoint a committee (“Nominating Committee”) to review applicants and designate qualified candidates for election to the Board of Directors in accordance with a timeline established by the Board. The nominating committee shall make its report in accordance with the timeline established by the Board and the Secretary shall forward to each Board member, with the notice of meeting required by these Bylaws, a list of all candidates nominated by committee. The Board of Directors shall not be limited in its consideration of candidates for Board Members to the list submitted by the Nominating Committee but may also nominate candidates.

Section 6. **USE OF CORPORATE FUNDS TO SUPPORT NOMINEE.** No corporation funds may be expended to support a nominee without the Board’s authorization.

Section 7. **EVENTS CAUSING VACANCIES ON BOARD.** A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; or (c) the increase of the authorized number of directors.

Section 8. **RESIGNATION OF DIRECTORS.** Except as provided below, any director may resign by giving written notice to the President of the Board, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director’s resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 9. **DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS.** Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 10. **REMOVAL OF DIRECTORS.** A Director may be removed from office if any of the following has been found to have occurred:

- a) The Director misses three or more consecutive Board meetings or one third of the meetings in calendar year without cause.
- b) The Director becomes physically incapacitated or his or her inability to serve is established in the minds of a majority of the Board.
- c) A conflict of interest is found to exist between the Director and the Corporation.
- d) The Director is found to have engaged in activities that are directly contrary to the interests of the Corporation.
- e) The Director is found to be engaged in the misrepresentation of the Corporation and its policies to outside third parties, either willfully, or on a repeated basis.
- f) The Director has not served as required on a Board designated committee or completed the assignment.

Before any removal occurs, the Director will be advised of the allegation and the basis for the allegation, and will be given an opportunity to present to the Board any contrary evidence, or explanation he or she may have. Removal must be by the vote of the Board at a meeting held in accordance with the provisions of the Ralph M. Brown Act (“Brown Act”), Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) and as said chapter may be modified by subsequent legislation.

Section 11. **VACANCIES FILLED BY BOARD.** Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a meeting held according to the Brown Act, or (b) a sole remaining director.

Section 12. **NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS.** Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 13. **PLACE OF BOARD OF DIRECTORS MEETINGS.** Meetings shall be held at the principal office of the Corporation. The Board of Directors may designate that a meeting be held at any place within California that has been designated in the notice of the meeting, subject to the requirements of the Brown Act.

Section 14. **MEETINGS; ANNUAL MEETINGS.** All meetings of the Board of Directors and its committees shall be called, noticed, held, and conducted in compliance with the provisions of the Ralph M. Brown Act (“Brown Act”). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code) and as said chapter may be modified by subsequent legislation. All meetings of the Board of Directors shall be conducted under the most recent version of Robert’s Rules of Order as of 1 May 2007. The version of Robert’s Rules to be used by the Board may be changed by Board action.

The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as may be specified and noticed by action of the Board of Directors.

Section 15. **REGULAR MEETINGS.** Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda at each School site as well as on the Corporation’s website containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 16. **SPECIAL MEETINGS.** Special meetings of the Board of Directors for any purpose may be called at any time by the President of the Board of Directors, or the Vice President in the absence of the President. In the absence of the President and Vice President, any other presiding officer of the Board may call a special meeting. The party calling a special meeting shall determine the place, date, and time thereof.

Section 17. **NOTICE OF SPECIAL MEETINGS.** In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours’ notice is given to the public through the posting of an agenda at each School site as well as on the Corporation’s website. Additionally, Directors shall receive notice of special meetings as follows:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 18. QUORUM. A majority of the voting directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. Voting directors may not vote by proxy.

Section 19. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;³
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.⁴

Section 20. ADJOURNMENT. A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for

³This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

⁴The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 21. COMPENSATION AND REIMBURSEMENT. Directors shall not receive compensation for their services as directors or officers but may receive reimbursement of expenses incurred in carrying out their duties as directors or officers that the Board of Directors has approved in advance and determined by action to be just and reasonable at the time the action is adopted.

Section 22. BOARD COMMITTEES. The Board, by Board action adopted by a majority of the directors then in office, may create one or more committees, each consisting of two or more voting directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- a. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- h. Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

Section 23. **MEETINGS AND ACTION OF COMMITTEES.** Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. All meetings of Board committees shall be conducted under the rules established by the Board. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

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

Section 25. **COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS.** The Charter School and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. **OFFICES HELD.** The officers of this corporation shall be a President, a Vice-President, a Treasurer, and a Secretary. The corporation, at the Board's direction, may also have a Chairman of the Board, one or more Vice-Presidents, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be appointed under Article VIII, Section 4, of these bylaws.

Section 2. **NO DUPLICATION OF OFFICE HOLDERS.** No officer may concurrently hold more than one office.

Section 3. **ELECTION OF OFFICERS.** The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board.

Section 4. **APPOINTMENT OF OTHER OFFICERS.** The Board of Directors may appoint and authorize the Chairman of the Board, the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. **REMOVAL OF OFFICERS.** The Board of Directors may, by a majority of the Directors in office, remove any officer with or without cause. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. **RESIGNATION OF OFFICERS.** Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be

accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. PRESIDENT. The President shall preside at all Board of Directors' meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 9. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, job specification, or the bylaws may require.

If required by the Board, the Treasurer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the

corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

ARTICLE IX CONTRACTS WITH DIRECTORS

Section 1. **CONTRACTS WITH DIRECTORS.** The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest unless all of the following apply:

- i. The director with a material financial interest in the proposed contract or transaction fully discloses his/her financial interest in such contract or transaction in good faith and said disclosure is noted in the Board of Directors meeting minutes.
- ii. The director with a material financial interest in the proposed contract or transaction recuses himself/herself from any participation whatsoever in the proposed contract or transaction (i.e., the interested director who recuses himself/herself shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken).
- iii. Such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose.
- iv. Before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances.
- v. The corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation.

ARTICLE X LOANS TO DIRECTORS AND OFFICERS

Section 1. **LOANS TO DIRECTORS AND OFFICERS.** This corporation shall not lend any money or property to or guarantee the obligation of any director or officer. The corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XI INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any “proceeding,” as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. “Expenses,” as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XII INSURANCE

Section 1. **INSURANCE.** This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director’s, officer’s, employee’s, or agent’s status as such.

ARTICLE XIII MAINTENANCE OF CORPORATE RECORDS

- Section 1. **MAINTENANCE OF CORPORATE RECORDS.** This corporation shall keep:
- a. Adequate and correct books and records of account;
 - b. Written minutes of the proceedings of the Board and committees of the Board; and
 - c. Such reports and records as required by law.

ARTICLE XIV INSPECTION RIGHTS

Section 1. **DIRECTORS’ RIGHT TO INSPECT.** Every director shall have the right at any reasonable time to inspect the corporation’s books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director’s agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. **ACCOUNTING RECORDS AND MINUTES.** On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any

reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

**ARTICLE XV
BYLAW AMENDMENTS**

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors in office at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charters operated by the Discovery Charter School non-profit public benefit corporation, or make any provisions of these Bylaws inconsistent with that Charter, the Corporation's Articles of Incorporation, or any laws.

**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 February 24, 2016, and that these bylaws have not been amended or modified since that date.

Executed on February 24, 2016 at San Jose, California.

(Signature is on original)

Joan McCreary, Secretary

ATTACHMENT 15. BOARD MEMBER DEVELOPMENT PLAN

Recruiting Board members who can and will govern the school is vital. The Initial selection of individuals to the Board of Directors will begin with a strong set of qualifications. Members need to have understanding, skills, experience, and a willingness to contribute.

Five general qualifications that are necessary are:

- Commitment to and ownership of the school's mission
- Propensity to think in terms of systems and context
- Ability and eagerness to deal with values, vision, and the long term
- Ability to participate assertively and positively in deliberation
- Willingness to delegate and to allow others to make decisions

Quality governance and experience is vital. Board members will need to bring experience in a variety of applications such as, but not limited to, strategic planning, financial oversight, fundraising, endowment building, business management, education, human resources, audits, and administration.

Initial and ongoing training will be available. Initial training will include activity and program participation such as, but not limited to:

- Review and discussion of governance, policies, and Board bylaws.
Prospective members will need to understand the board's governance model, bylaws, policies, current conditions, and spending issues.
- Training through a nonprofit services company such as Compass Point. *(A Bay Area company specializing in leadership services and executive transition and training.)*

Supplementing and building skills will include activity and program participation such as, but not limited to:

- Yearly participation in a class or executive training for nonprofit Board members
- Attending training held by the California Charter School Association
- Continuous reading and review on subjects of Board governance, public charter schools, and other relevant subjects
- Look for networking opportunities in the nonprofit and charter school areas

EXHIBIT A
DESIGNATED POSITIONS

<u>Designated Position</u>	<u>Assigned Disclosure Category</u>
Member of the Board of Directors	1
Executive Director	1
Business Manager	1
School Director	1
Consultant	2
Newly Created Position	*

Adopted: October 19, 2016

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, books, materials, school furnishings or equipment to be utilized by the Charter School, its employees, parents, and students for educational purposes. This includes, but is not limited to, educational supplies, textbooks and items used for extra curricular courses.
 - (c) any source which is engaged in the performance of work or services of the type to be utilized by the Charter School, its employees, parents, and students for educational purposes. 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.)

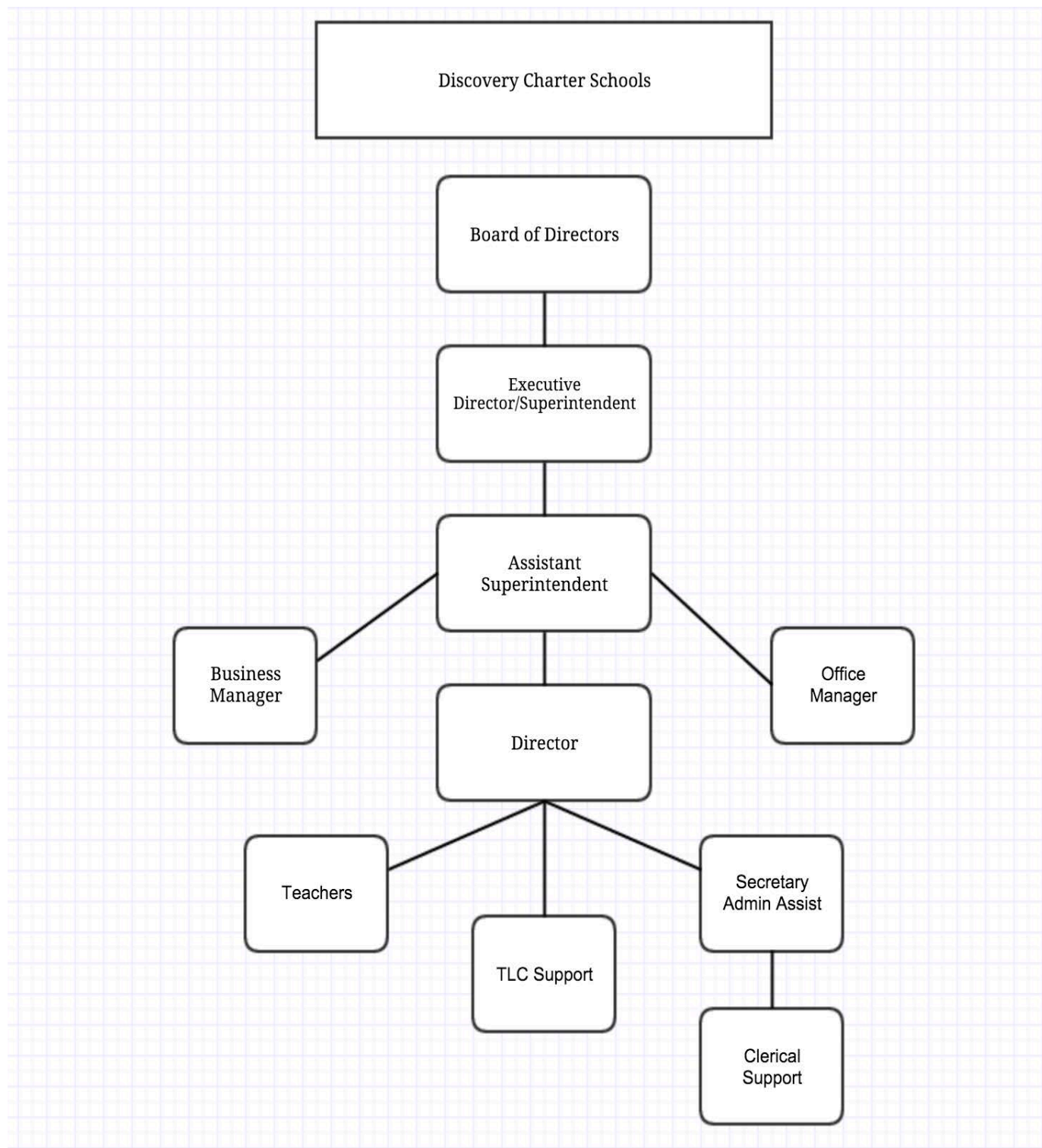
***Newly Created Positions**

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 an agency'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 school has a newly created position that must file statements of economic interests, the 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 school 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 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.)

ATTACHMENT 18. EMPLOYEE ORGANIZATION CHART



ATTACHMENT 19. DISCOVERY EMERGENCY PLAN

DISCOVERY CHARTER SCHOOL SAMPLE EMERGENCY PLAN

Emergency Disaster Teams and Assignments for Discovery Charter School - Falcon Campus								
Command Center	Communication Team	Student Care Team	Student Release	Sweep Team	Search and Rescue	Security & Traffic	First Aid	SWFS
DIRECTOR /Teacher in Command	OFFICE STAFF TEACHER/Staff	Staff Staff Staff Staff Staff TLC	Secretary Staff Staff Staff Staff	Custodian Staff Staff Staff Staff	Staff Staff Staff Staff	Staff Staff TLC	Staff Staff Staff	Staff Staff Staff Staff
↓	↓	↓	↓	↓	↓	↓	↓	↓
Accounts for all Controls communication Prioritizes, reports injuries, damages to District EOC	Ensures that all communication equipment is available Communicates with team leaders Logs communications	Stay with Students Check w/buddy teacher Convey adults & children absent	Set-up area Communicate w/Student Care Advise Student Care leader* if needed Assist with troubleshooting	Gather equipment Check in w/EOC & each room (2 groups) =rescue X=room is OK	Gather equipment Check in with EOC Follow directions to room =rescue	Gather equipment Check in with EOC Lock/open gates Place signs Help set up Student care perimeter Direct Traffic	Gather equipment Check in w/EOC Recruit help Administer First Aid and manage injured	Check in w/EOC Possibly assist other teams IF NEEDED set up Sanitation, Water, Food, Shelter (SWFS)

CODE RED DRILL PROCEDURES

The CODE RED DRILL should last 20-30 minutes. The drill will be used to assess the student and staff response to an emergency situation. The drill will be announced. When the drill is announced, please do the following:

- CLOSE your door.
- LOCK your door.
- CLOSE AND COVER windows.
- BARRICADE the doors and create an interior barricade
- TURN OFF interior lights.
- SILENCE or quiet talking should be maintained.
- ANSWER the phone and give correct EVALUATION CODE.

Use the quiet time during the drill to discuss (as quietly as possible) the purpose of the drill with the students.

If you are OUTSIDE DURING THE DRILL: take your students into a nearby classroom or to the nearest school building. (only use the "SAFE ZONE" during an actual CODE RED situation).

Please KNOW the EVALUATION CODE.

Disaster Plan Timeline Flow Chart

Disaster Occurs
Each teacher brings students to evacuation location (blacktop)

	EOC	Communications	Sweep/Search & Rescue	First Aid	SWFS	Security & Traffic	Student Release	Student Care
1	<input type="checkbox"/> Meet at shed <input type="checkbox"/> Get equipment <input type="checkbox"/> Set up Comm. w/EOC	<input type="checkbox"/> Meet at shed <input type="checkbox"/> Get equipment <input type="checkbox"/> Set up Comm. w/EOC	Hand students over to student care team	Hand students over to student care team	Hand students over to student care team	Hand students over to student care team	Hand students over to student care team	Receive students into care
2			<input type="checkbox"/> Meet at shed <input type="checkbox"/> Get equipment <input type="checkbox"/> Start sweep of campus	<input type="checkbox"/> Meet at shed <input type="checkbox"/> Get equipment <input type="checkbox"/> Set up infirmary	<input type="checkbox"/> Meet at shed <input type="checkbox"/> 1 person goes w/ sweep team <input type="checkbox"/> Help EOC & First Aid set up	<input type="checkbox"/> Meet at shed <input type="checkbox"/> Get equipment <input type="checkbox"/> Security Gate <input type="checkbox"/> Secure perimeter	<input type="checkbox"/> Meet at shed <input type="checkbox"/> Get equipment <input type="checkbox"/> Secure perimeter around students	Contain students
3			Check in with EOC after sweep	Receive patients	<input type="checkbox"/> Get equipment <input type="checkbox"/> Set up water, sanitary			Maintain perimeter around students
4					Food			

DISASTER PLAN JOB DESCRIPTIONS

Incident Commander of Emergency Operations Center (EOC)

The Emergency Operations Center (EOC) is the focal point for all site emergency operations. It should be highly visible and in a pre-designated area. The director or person-in-charge will operate from there. All emergency team leaders will check in at Command Center [the site emergency operations center (EOC)] before assuming their duties.

- ◆ The director or person in charge will implement and coordinate the disaster operations and assign responsibilities to staff and auxiliary personnel.
- ◆ Account for all students, staff, and visitors on campus.
- ◆ Control internal and external communications.
- ◆ Prepare reports for Discovery EOC.
- ◆ Approve all public information that will be released.

Sweep Team

This team is responsible for the immediate sweep of campus to determine existing and potential hazards. Sweep should be completed as expeditiously as possible. For safety reasons, this initial sweep is completed before search and rescue or damage assessment is attempted.

Personnel: Two people, one preferably the custodian or other staff member familiar with utility shut-offs. Size of campus and severity of incident may dictate fewer or greater number of team members assigned.

Search and Rescue Team

The primary goal of this team is to locate and rescue any missing or trapped people. A systematic search of all buildings on the premises will be conducted at the direction of the Emergency Operations Center (EOC). This would occur **after** an initial sweep determines no precarious conditions exist.

An important principle of search and rescue is “do not become a victim.”

Therefore, do not enter or allow others to enter an unsafe area and do not exceed your training or comfort level. Move on to other areas where you can provide assistance. Leave the more dangerous situations for the professionals. You may inadvertently cause greater harm to yourself or the victims.

Personnel: Minimum two people per team. Number of teams depends on size of campus and severity of incident. Individuals should be physically capable of performing light rescue, have first aid / triage knowledge, and be familiar with use of fire extinguishers.

Shelter, Water, Food, and Sanitation Team

This is the support team that assists other team leaders with necessary set up and services. Depending on the size of campus, separate teams could be established for each component. The first priority is to help retrieve supplies and set up first aid station, Emergency Opera-

tions Center (EOC), sanitation area, student release gate, and whatever else is determined to be of primary importance. Secondary concerns will be distribution of water and food as needed.

Personnel: At least four initially. Once shelters, stations, and sanitation have been established, fewer people would be needed.

Security & Traffic Assessment Team

The first goal of this team is to secure the campus as best possible so as to prevent parents and passers-by from entering and co-mingling with students and staff. It may not be safe to enter. The director must be able to account for all students, staff, and visitors who were on campus when the event occurred. The secondary goal is to determine by inspection the amount and degree of structural and nonstructural damage.

Personnel: Two to four people, depending on size of campus and severity of event.

Communications Team

The Communications team is an integral part of the command center (EOC), and is located adjacent to the command center. The responsibilities of this team are to assist the director or person-in-charge, in establishing and maintaining communication within the site, with the District, and with the appropriate emergency agency. Also monitor commercial radio and television stations for update conditions.

First Aid Team

This team shall triage injuries, administer first aid, request outside assistance for serious injuries, record information on extent of injuries and treatment given, and direct the set-up of a morgue if needed.

The Shelter team should assist in setting up the first aid station in a pre-designated area away from hazards and people traffic. If possible, first aid station would not be in direct line-of-sight of either the student assembly area or public view. The Shelter team will also assist in retrieving first aid supplies from storage area.

Student Release Team

The purpose of this team is to facilitate the orderly release of students to persons authorized on their disaster card. To expedite the release process, there should be two separated areas: one for parent/adult check-in verification and the other for student reunification. The student release check-in area should not be within line of sight of the student assembly area to minimize anxiety. It is unlikely that parents will come all at once. Road conditions and distance from school will result in varying arrival times.

Personnel: At least four people shall serve on this team.

Student Care Team

This team has the responsibility of supervising the student body until they are released. The period of supervision and control begins after students have been evacuated to the assembly area, the individual teachers have taken roll, and those teachers with specified duties elsewhere have turned over their students to the Student Care Team. Ultimately, some of the teachers will return to the assembly area after they have completed their emergency response jobs.

Personnel: As many as possible. Minimum would be one per grade level at the elementary schools. Other adults on campus can assist these team members.

ATTACHMENT 20. EMPLOYEE RECRUITMENT PLAN

The Discovery Charter School Board desires to employ the most highly qualified and appropriate person available for each open position in order to carry out the school's mission. Candidates are recruited for open positions based on an assessment of the school's needs for specific skills, knowledge, and abilities in compliance with applicable state and federal requirements. A job description that accurately describes all essential and marginal functions and duties of each position is developed. Job postings are disseminated through various methods to ensure a wide range of candidates. Various methods may include participating in recruitment fairs and educational conferences, developing university contacts, establishing a student teacher program at the site, advertising in newspapers and professional journals, and postings on websites of the following organizations: California Charter School Association, Charter Schools Development Center, Ed-Join, and local universities.

The Superintendent/Executive Director is responsible to oversee the selection procedures that identify the best possible candidate for each position based on screening processes, interviews, observations, and recommendations from previous employers. Interview committees are established, as appropriate, to rank candidates and recommend finalists. Staff, parents, and students are invited to participate in the selection process. All discussions and recommendations are confidential in accordance with law.

During job interviews applicants may be asked to describe or demonstrate how they will be able to perform the duties of the job. No inquiry shall be made with regard to any category of discrimination prohibited by state or federal law.

The Superintendent/Executive Director is responsible to make final staffing recommendations to the Board based on input from the interview committee. The Board will approve all personnel actions.

ATTACHMENT 21. JOB DESCRIPTIONS

DISCOVERY CHARTER SCHOOL

Rev/Est: 7/11/12

Job Code: 9032

EEOC Category: Official/Administrator

DIRECTOR

Job Summary:

Under direction of the Superintendent/Executive Director, is responsible for the day-to-day operations of his/her Discovery Charter School. Serves as leader of educational programming and advises the Superintendent/Executive Director and the Discovery Board regarding budget decisions, board policies, programming, etc. In collaboration with the Superintendent/Executive Director successfully implements Board policies, administers and supervises the school and its employees, leads development of educational program improvement, fosters a culture of positive, engaged learners, and serves as a strong advocate for the school's developmental philosophy.

Essential Functions:

Under direction of and in collaboration with the Superintendent/Executive Director, performs the following:

1. Educational Program Management

- In collaboration with staff, designs, implements, and maintains educational program incorporating brain-based research (thematic learning, multiple intelligences), multi-age, standards-based, developmental program. Ensures incorporation of state standards and assessments in educational program.
- In collaboration with staff, regularly evaluates educational program and makes recommendations to the Discovery Board.
- Monitors and analyzes student performance data and prepares reports. Analyzes information and develops support systems for performance improvement.
- In collaboration with staff, creates and maintains programs to meet diverse student needs including, but not limited to, GATE, remediation, and special education.
- Provides input and guidance to school support committees including, but not limited to, finance, facilities, and Program Site Council.
- Advises the Discovery Board regarding current educational practices, trends, and research as well as legislative developments affecting education. Makes recommendations to the Discovery Board and staff.
- Explains and clarifies information received from various agencies including County Office of Education, California Department of Education, State Board of Education, and California Charter School Association (CCSA), and advises the Discovery Board accordingly of required actions.
- Works to plan and develop a parent education program.
- In conjunction with staff, develops and implements discipline policies.

2. Operations Management/Supervision

- Ensures compliance with all applicable State and Federal laws and regulations including, but not limited to, financial, record keeping, and employment.
- Researches, identifies, and recommends vendors to the Discovery Board for contracted services including, but not limited to, payroll, facilities, and physical education. Makes vendor recommendations and negotiates contract terms that are most cost effective for Discovery.

- Responsible for overall vendor management. Establishes procedures and oversees periodic performance reviews of services received to evaluate their effectiveness.
- Solicits and encourages input from staff regarding problem resolution, policy proposals, and overall advancement of Discovery programs.
- Develops, implements, and monitors work practices, systems, and methods that are effective, efficient, and consistent with school policies and procedures.
- Organizes and implements safety and emergency procedures.
- Responsible for preparation of annual performance audit.
- Directs staff in research and development of new programs including, but not limited to, after school enrichment and lunch programs.
- Attends and participates in Discovery Board meetings and committee meetings, including, but not limited to, Program Site Council, finance, facilities, and Discovery Educational Foundation.
- Implements Board policies.
- Develops accountability timelines for special projects and monitors to ensure timely project completion.
- Manages recruitment of staff and makes hiring recommendations to the Superintendent/Executive Director. Evaluates and coaches staff.
- Oversees the creation of the staff's Professional Development Plans and delivery of performance appraisals.
- Manages staff training; provides opportunities for staff collaboration on an ongoing basis; coordinates all teacher work, in-service, and training days.
- Supervises staff and fosters positive, team oriented working relationships. Encourages and fosters collaborative environment among staff in order to develop and retain high quality employees.

3. Marketing/Communications Management

- Establishes and maintains professional and cooperative working relationships with all stakeholders: parents, students, staff, neighbors, and partners.
- Is a strong advocate for Discovery in the greater community and with the media. Promotes positive image and support for the school. Provides leadership in disseminating information to the public.
- Communicates issues, concerns, and needs of the Discovery community to the Discovery Board.
- Represents Discovery at district and county administrative meetings and other meetings as requested by the Discovery Board.
- Serves as liaison to the County and other outside agencies. Promotes and maintains a positive working relationship with the County. Responsible for reporting to and negotiating with the County regarding issues that directly impact Discovery.
- Maintains frequent and regular communications with parents through a weekly newsletter, school website, one-on-one meetings, etc., as appropriate.
- Fosters open and frequent communication with staff through staff letters, team meetings, classroom visits, coaching sessions, etc.

4. Fiscal Management

- Develops annual budget. Manages budgets (general fund, facilities, etc.) and makes recommendations to the Discovery Board.
- Works with the Discovery Board to set economic objectives, financial and accounting policies, and other fiscal policies and practices as necessary.
- Advises Discovery committees of pertinent legislative changes.
- Provides financial reports to the Discovery Board, the County, and other agencies as mandated by law.

- Arranges for quarterly and annual audits with an outside independent auditor to ensure the soundness of Discovery finances.

Performs other duties as assigned.

Employment Standards:

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

Knowledge, Skills & Abilities:

Knowledge of:

- Local, state and federal laws applying to public schools and current trends in public school management;
- Special education needs and issues;
- Developmentally based educational programs; and
- Budget preparation and control procedures.

Skilled in:

- Managing developmentally based parent participation educational programs;
- Planning, coordinating, and directing work and activities of teaching professionals and other personnel, and developing a collaborative-oriented environment;
- Managing budgets, prioritizing expenditures, and seeking innovative methods for providing school resources;
- Recognizing needs and initiating actions in order to develop more efficient systems and procedures or to solve problems;
- Establishing and maintaining effective working relationships with children, staff, parents, community, and school board members; and
- Marketing and promoting developmental based educational programs and services.

Ability to:

- Communicate ideas and directives clearly and effectively both orally and in writing;
- Operate various office equipment;
- Tolerate high levels of stress; and
- Perform the essential functions of the position.

Working Conditions:

- Regular requirement to stand, walk, talk, hear, see, read, speak, reach, stretch with hands and arms, stoop, kneel, and crouch;
- Lift and carry objects weighing up to 50 pounds;
- Occasional exposure to blood, bodily fluids and tissue;
- Occasional interaction with unruly children; and
- Occasional evening and/or weekend work.

OFFICE MANAGER

Reports to: Director

Job Summary:

Under direction of the Director, is responsible for the day-to-day operations at Discovery including, but not limited to, fiscal services, reporting requirements, operations, enrollment, transportation, nutrition services, information technologies, purchasing/warehouse, and facilities. Serves as an advocate for the school's developmental philosophy.

Essential Functions:

1. Fiscal Services

- Maintains financial accounting system and all management information databases, consistent with non-profit and government generally accepted accounting principles (gaap).
- Provides data to vendors and researches and resolves discrepancies.
- Researches and resolves questions regarding business and financial affairs of Discovery.
- Reviews facilities maintenance and makes suggestions to the Director.
- In support of the Director, prepares reports for the Discovery Board, the County, and other agencies as mandated by law.

2. Operations

- Monitors work practices, methods, and systems that are effective, efficient, and consistent with school policies and procedures.
- Oversees the maintenance of confidential files including, but not limited to, attendance, assessment results, emergency and family information, academic and health records.
- Oversees the processes for enrollment, transfer, discharge, and readmission of students, and the preparation and maintenance of related files and records.
- Monitors special project's accountability timelines and coordinates timely completion of administrative/clerical tasks.
- Investigates circumstances of employee on-the-job injuries; prepares required documentation and reports safety hazards to the Director.
- Manages vendor contract relations including, but not limited to, transportation, food services, IT, facilities, and external auditors, etc.

3. Reporting

- Assists the Director with preparation of the annual performance audit.
- Oversees preparation and audits student enrollment and attendance reports for state funding.
- Assists the Director with the local oversight authority's annual observation tours.

4. Assessment

- In collaboration with the Director, coordinates arrangements for CELDT, and other state mandated testing.

5. Communications

- Establishes and maintains professional and cooperative working relationships with all stakeholders: parents, students, staff, neighbors, and partners.
- Serves as liaison to parent committee responsible for web site maintenance.

Performs other duties as assigned.

Employment Standards:

Education & Experience: Any combination of education and experience equivalent to a Bachelor's degree in Public or Business Administration or related field from an accredited school; plus three years of related experience in fiscal services, administration, and human resources. Experience with a public school is preferred.

Knowledge, Skills & Abilities:

Knowledge of:

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

Skilled in:

- Interpreting, implementing, and explaining complex rules, regulations, contracts, policies, and procedures;
- Analyzing problems, developing and evaluating options, and making sound recommendations;
- Writing reports, documents, correspondence, and memoranda;
- Using a personal computer and associated software for word-processors, spreadsheets, and databases;
- Making formal presentations to diverse groups;
- Establishing and maintaining effective working relationships with a variety of people;
- Prioritizing assignments and workload appropriately and responding to deadlines effectively; and
- First aid and CPR certification is highly desirable.

Ability to:

- Organize, coordinate, and oversee office activities;
- Operate standard office equipment such as computer, telephone, facsimile, photocopier, and other equipment;
- Tolerate high levels of stress;
- Work independently and in a team environment;
- Maintain confidentiality;
- Perform the essential functions of the position; and
- Speak Spanish is highly desirable.

Working Conditions:

- Regular requirement to stand, walk, talk, hear, see, read, speak, reach, stretch with hands and arms, stoop, kneel, and crouch;
- Lift and carry objects weighing up to 50 pounds;
- Occasional exposure to blood, bodily fluids, and tissue;
- Occasional interaction with unruly children; and
- Occasional evening and/or weekend work.

DISCOVERY CHARTER SCHOOL

Rev/Est: 2/13/18

SCHOOL SECRETARY

Job Summary

Under direction of the school site Director, is responsible for the day-to-day operations at a Discovery Charter School campus including, but not limited to, enrollment, transportation, nutrition services, purchasing/warehouse, and facilities. Serves as an advocate for the school's developmental philosophy.

The School Secretary is responsible for helping run the school. The school Secretary is a full time, hourly position that reports to the Office Manager. The School Secretary is the first point of contact for parents and students when they come to school, as well as a resource to the school community. School Secretaries should always exhibit professionalism, treat people with respect, and be firm but compassionate in the way that they address the day-to-day problems of the school.

Essential Functions:

- Assist with fall lotteries and answer questions related to applications and the lottery process.
- Collect enrollment documents from accepted students.

School Secretary responsibilities include:

Parents and Community

- Build strong working relationships with parents and families.
- Assist with the successful coordination of community meetings and events, either through delegating to parents or completing independently.
- Use established communication systems to send out school information as necessary.
- Run Mandatory Registration Day before the start of school to gather student information and complete other start-of-year tasks with families.
- Be familiar with contents and structure of student information files.

Health, Safety, and Discipline

- Administer basic first aid, distribute medication, maintain injury reports, and contact parents as necessary.
- Be knowledgeable of all content in school safety binder, including emergency procedures.
- Report all injuries and other school incidents to the Office Manager.
- Supervise students sent to the office for discipline and health reasons.
- Maintain forms and records for workplace safety (OSHA and Worker's Comp).

Meals

- Collect lunch payments from parents.

Facilities

- Assist in managing and reporting day-to-day facilities problems.
- Schedule maintenance vendors and meet them as they arrive on campus.
- Execute responsibilities related to emergency situations as assigned by the Director.
- Ensure that all documents delivered or messages received are immediately given to main Discovery Office, as most issues are time sensitive.

- Maintain confidentiality regarding all information, oral and written, regarding students who receive special education services.
- Partner with specialists on a school site to arrange IEP or other meetings and as necessary or when needed.

Administrative

- Perform general clerical duties including answering phones, taking and distributing messages, sorting mail and preparing general correspondence.
- Facilitate arrangements for school activities and arrange logistics for meetings, teacher development, parent ed and other activities.
- Provide support to the Director, Office Manager, and teachers as necessary.

Performs other duties as assigned.

Employment Standards:

Education & Experience: Any combination of education and/or experience equivalent to a Bachelor's degree in Public or Business Administration or related field from an accredited school; plus three years of related experience in fiscal services, administration, and human resources. Experience with a public school is preferred.

Knowledge, Skills & Abilities:

Knowledge of:

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

Skilled in:

- Interpreting, implementing, and explaining complex rules, regulations, contracts, policies, and procedures;
- Analyzing problems, developing and evaluating options, and making sound recommendations;
- Writing reports, documents, correspondence, and memoranda;
- Using a personal computer and associated software for word-processors, spreadsheets, and databases;
- Making formal presentations to diverse groups;
- Establishing and maintaining effective working relationships with a variety of people;
- Prioritizing assignments and workload appropriately and responding to deadlines effectively; and
- First aid and CPR certification is highly desirable.

Ability to:

- Organize, coordinate, and oversee office activities;
- Operate standard office equipment such as computer, telephone, facsimile, photocopier, and other equipment;
- Tolerate high levels of stress;
- Work independently and in a team environment;
- Maintain confidentiality;
- Perform the essential functions of the position; and
- Speak Spanish is highly desirable.

Working Conditions:

- Regular requirement to stand, walk, talk, hear, see, read, speak, reach, stretch with hands and arms, stoop, kneel, and crouch;
- Lift and carry objects weighing up to 50 pounds;
- Occasional exposure to blood, bodily fluids, and tissue;
- Occasional interaction with unruly children; and
- Occasional evening and/or weekend work.

Discovery Charter School

Job Codes: 2021, 2022

EEOC: Professional

TEACHER, K-8

Job Summary:

Under direction of Director, responsible for implementing developmental instructional programs for pupils in grades K-8.

Essential Job Functions:

- Develops instructional plans on a yearly and unit basis within the framework of the prescribed curriculum.
- Provides planned experiences that motivate pupils toward independent and original thought. Provide opportunities for student choice and decision-making.
- Develops a program to meet the needs of pupils with widely varying intelligence and capabilities by providing individualized and small-group instruction, multi-level materials, and independent study.
- Creates a functional and attractive environment for learning through displays, bulletin boards, and interest centers.
- Establishes and maintain standards of pupil behavior needed to provide an effective learning environment.
- Identifies pupil's needs and cooperate with other professionals to assess and help pupils solve health, attitude, and learning problems.
- Provides planned learning experiences which include leading pupils to reaching state goals and objectives.
- Develops and/or utilize appropriate evaluation systems and techniques which monitor pupils' progress toward mastering curricular objectives.
- Works cooperatively in measuring student growth; evaluate pupil's academic and social growth; keep appropriate records; prepare progress reports; and communicate with parents as needed on the pupil's progress.
- Uses student progress data to design classroom instruction and instructional intervention.
- Supervises pupils in out-of-classroom activities during the working day.
- Integrates field trips to enrich curricula.
- Shares in the responsibilities for school activities and participates in faculty committees.
- Instructs students in emergency procedures and supervises drills.
- Plans and pursues a program of personal professional growth; participates in appropriate School, county and statewide in-service education activities.
- Participates in the identification of School goals and objectives and the development of strategies for their implementation.
- Participates in curriculum improvement and other developmental programs within the school.
- Plans and coordinates the work of student teachers, aides, and other para-professionals, including parent volunteers.
- Works effectively with parent volunteers and help volunteers increase their understanding of teaching methodology and small group management skills.

Performs other duties as assigned.

Employment Standards:

Education & Experience: Possession of a Bachelor's degree. Prior experience working with developmental based educational programs is highly desirable.

Credentials: Elementary level (K-5) teachers must possess a valid California Multiple Subject Teaching Credential. Middle school level (6-8) teachers must possess a valid California Multiple Subject Teaching Credential and/or Single Subject Teaching Credential, as well as, meet any other applicable state and federal laws regarding teacher credentialing requirements. Special Education Teachers must hold an appropriate credential.

Knowledge, Skills & Abilities:

- Knowledge of developmental based educational instructional strategies;
- Ability to communicate ideas and instruction clearly and effectively both orally and in writing;
- Ability to evaluate tests and measurements of achievement;
- Ability and desire to work effectively with classroom volunteers;
- Ability to work effectively as a team member;
- Ability to perform the essential functions of the position.

Working Conditions:

- Regular requirement to stand, walk, talk, hear, see, read, speak, reach, stretch with hands and arms, stoop, kneel and crouch;
- Lift and carry objects weighing up to 50 pounds;
- Occasional exposure to blood, bodily fluids and tissue;
- Occasional evening and/or weekend work.

ATTACHMENT 22. EMPLOYEE DEVELOPMENT PLAN

PLAN FOR THE DEVELOPMENT OF FACULTY AND STAFF

We believe that schools are only as strong and effective as their teaching faculty. One of our core goals at Discovery Charter Schools is to establish a culture of continuous learning not only for our students and parents, but for our staff as well. Teachers will collaborate to create curriculum and assessments and will be guided by professional development plans created jointly with administrators. In order to achieve this goal, teachers must be granted autonomy, while being supported and coached by administrators whose primary focus is student achievement. A leadership team, which includes grade level representatives, will meet monthly with the Director to plan grade level and staff meetings and address issues involving many aspects of school planning. Shared decision-making and consensus building are valued and inherent parts of our culture.

Discovery will implement a Professional Development Day before each school year begins. During the Professional Development Day teachers will work together to refine curriculum, create assessments, and define focus areas for the school year based upon the past year's student achievement data and parent survey results. In addition, teachers will have opportunities to attend workshops and conferences that are aligned with the school's goals and their professional development growth goals.

The school schedule and budget will support teacher learning by providing:

A budget for each teacher to use on their own professional development during the school year;

Weekly grade level and cross grade level meetings where staff will collaborate on curriculum, assessments, and teaching methods;

Monthly staff meetings designed to discuss the latest research-based educational strategies and maintain a professional learning community among all Discovery staff; and

A professional resource library and membership in a variety of professional organizations.

How Does Professional Development Enhance our Mission?

Meeting the Needs of the Whole Child

Each teacher will be provided the time and resources to adapt and develop their instruction to meet the needs of their diverse student population.

Teachers as Learners

We expect our teachers to continue to be learners. Each teacher will:

Attend professional grade level meetings to discuss curriculum and assessment;

Attend monthly staff meetings to collaborate on teaching practice, student behavior expectations, and other site-related issues; and

Attend summer and winter professional development days.

Program Highlights

Professional Development Plan

The Director and each teacher or staff member will meet each fall to develop mutually agreed upon goals which will be reviewed during the course of the year and used as part of their year-end evaluation. All staff will be responsible for attending professional growth opportunities throughout the year and ensuring that they continue to develop their skills and range of knowledge about teaching and child development.

Teacher Observations

The Director, using both formal and informal observations, will observe all faculty on an ongoing basis. Informal observations can occur during any instructional time and will include a post-observation conference. Formal observations will include a pre-observation conference as well as a post-observation conference. The pre-observation conference may be conducted in person or through written communication. Post-observation conferences will be in person and will occur within three (3) school days after the observation. During the school year, each teacher will have at least two (2) formal observations. Probationary teachers will receive four (4) formal observations per year. Results of formal and informal observations, consisting of the teacher's and the Director's observations and recommendations, will be put in writing and included in the teacher's personnel file.

ATTACHMENT 23. TEACHER EVALUATION PROCESS

Discovery Charter School Teacher Evaluation

Name: Year: Assignment:

ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

Teachers build on students' prior knowledge, life experience, and interests to achieve learning goals for all students. Teachers use a variety of instructional strategies and resources that respond to students' diverse needs. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interaction and choice. Teachers actively engage all students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn.

Meets the Standard: Needs Improvement:

CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENTS

Teachers create physical environments that engage all students in purposeful learning activities and encourage constructive interactions among students. Teachers maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Teachers encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.

Meets the Standard: Needs Improvement:

UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

Teachers exhibit strong working knowledge of subject matter and student development. Teachers organize curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area. Teachers interrelate ideas and information within and across curricular areas to extend students' understanding. Teachers use their knowledge of student development, subject matter, instructional resources and teaching strategies to make subject matter accessible to all students.

Meets the Standard: Needs Improvement:

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

Teachers plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. Teachers establish challenging learning goals for all students based on student experience, language, development, and home and school expectations. Teachers sequence curriculum and design long-term and short-range plans that incorporate subject matter knowledge, reflect grade-level curriculum expectations, and include a repertoire of instructional strategies. Teachers use instructional activities that promote learning goals and connect with student experiences and interests. Teachers modify and adjust instructional plans according to student engagement and achievement.

Meets the Standard: Needs Improvement:

ASSESSING STUDENT LEARNING

Teachers establish and clearly communicate learning goals for all students. Teachers collect information about student performance from a variety of sources. Teachers involve all students in assessing their own learning. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students. Teachers exchange information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic progress.

Meets the Standard:

Needs Improvement:

DEVELOPING AS A PROFESSIONAL EDUCATOR

Teachers reflect on their teaching practice and actively engage in planning their professional development. Teachers establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. Teachers learn about and work with local communities to improve their professional practice. Teachers communicate effectively with families and involve them in student learning and the school community. Teachers contribute to school activities, promote school goals and improve professional practice by working collegially with all school staff. Teachers balance professional responsibilities and maintain motivation and commitment to all students.

Meets the Standard:

Needs Improvement:

Overall Evaluation meets the standard:

Needs Improvement:

Comments:

Goals for Next Year:

Signatures: _____

Date:

Date:

ATTACHMENT 24. PUBLIC RANDOM DRAWING POLICY

DISCOVERY CHARTER SCHOOL II

Board Policy: 160224.2

Approved: February 24, 2016

Title: Admissions Drawing to Determine School Placement Applicability

This policy applies to all qualified applicants, as defined in the application packet, to Discovery Charter School (Discovery) during the Open Enrollment Period.

Policy Statements

1. If the number of students applying for any grade exceeds the expected capacity for that grade, an admissions drawing shall be conducted for the Open Enrollment Period applicants for the oversubscribed grades by an independent outside party to determine school placement. The date and location of the public random drawing will be posted on the Discovery website and in the school office.
2. The expected number of classes and class size for each grade will be specified by the Board and announced in advance.
3. Each family will be assigned a family number and each child in the family will be assigned a student number to create a child ID number. For example, the ID's for the children of Family 001 would be 001.1, 001.2, 001.3, and so on.
4. An "Applicant List" shall be prepared. Each applicant on the list will be assigned a Drawing ID in the following format:

Preference Group – Grade – Family# . Student# – Last name . First name

For example: A – K – 001.1 – Smith.John
B – 2 – 003.1 – Jones.Michael
C – 4 – 007.1 – Chavez.Emilio
D – 6 – 007.2 – Chavez.Maria

Detailed explanation of each Drawing ID element:

Preference Group

Enrollment preferences shall be given in the following order:

- A. Siblings of currently enrolled students at Discovery Charter School II, including siblings of students from the Home School classes.
- B. Children of Discovery Employees
- C. Home School families who desire to move back to Discovery II, providing their most recent previous enrollment was at Discovery II.

- D. Residents of San Jose Unified School District students who are eligible to receive free or reduced price meals as determined by federal guidelines*.
- E. Students located outside the San Jose Unified School District who are eligible to receive free or reduced price meals as determined by federal guidelines*.
- F. Residents of San Jose Unified School District.
- G. All other California residents

*Following admission, Discovery will conduct an audit of the records of students who utilize this preference. Any student who utilizes this preference but is not eligible to receive free or reduced price meals will forfeit admission and be placed at the end of the waitlist.

A waiting list of applicants at each grade level shall be maintained to fill vacancies that occur during the school year. Applicants who were waitlisted in the previous year will be given preference within their numbered priority group in the subsequent year’s lottery.

Where a Discovery Employee is defined as:

1. Any person working for Discovery more than 20 hours per week and who receives their paycheck directly from Discovery, or
2. Any person working for Discovery more than 20 hours per week and who receives their paycheck from a company contracted by Discovery, AND who has worked for Discovery through this contractor for at least one full school year at more than 20 hours per week.

Applicants from the prior year’s wait lists will remain on the waitlist in the same order, and in their respective new grades, provided that they submit a new complete application for the current school year the during open enrollment period. Their Lottery ID’s will not be drawn at the public lottery, rather they will move onto the current year’s waitlist in their respective order with regards to their position on the prior year’s waitlist, and the above preference categories.

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

Grade

The grade this student is applying for. Options are: TK, K, 1, 2, 3, 4, 5, 6, 7, and 8

Family Number & Student Number

Family Number is a sequential number of the enrollment application, e.g. 001, 002, 003, etc. Student Number is a sequential number of the student on that enrollment application, e.g. 1, 2, 3, etc. For a family with three students applying the construct would therefore be:

001.1, 001.2, and 001.3

Family is defined as children and parent(s)/guardian(s) living at the same address.

Last Name & First Name

Student’s last and first name, e.g. Smith.John.

5. The “Applicant List” will be certified by signatures of two Discovery Charter School Board Mem-

bers. The original and two copies will be kept in the Discovery II office in sealed envelopes. The envelopes will remain sealed until such time as a dispute arises between a family included in the lottery and Discovery Charter School, or the school year ends.

6. A single lottery ticket will be created for each family. The ticket will include the Abbreviated Lottery ID for all students from that family in the following format:
Preference Group – Grade – Family# . Student#
Definitions of the Abbreviated Lottery ID elements are equivalent to the definitions of the Lottery ID elements and are listed in bullet 4.
7. Families will be informed of their Lottery ID(s) prior to the admissions lottery by email via the email address provided on the enrollment application. Families that do not have email access will be notified by US Mail.
8. Prior to commencement of the admission lottery, two Discovery Charter School Board Members shall verify that the Abbreviated Lottery ID(s) on the lottery tickets match the information on the certified “Applicant List”, and that there is a 1 to 1 correlation.
9. The tickets shall be sorted by admissions preference category.
10. A Discovery Director shall choose an unbiased party to draw the lottery tickets.
11. The admissions lottery will be structured by preference category in the order specified in bullet 4 under the Preference Group heading.
12. For each admissions preference category, tickets shall be drawn randomly to determine placement on the relevant grade list. A number showing the order in which the ticket was drawn shall be written on the ticket.
13. As each ticket is drawn, the Abbreviated Lottery ID(s) of all children on the ticket shall be announced and sequentially added to the relevant grade list.
14. Tickets for applicants from the prior year’s wait lists, categories D and F above, will not be drawn at the public lottery, rather they will move onto the current year’s grade list in their respective order with regards to their position on the prior year’s waitlist, and the above preference categories.
15. After the admissions lottery is complete, Discovery shall post the lottery results on the Discovery website and in the Discovery II school office.
16. The lottery result list will be used to fill available grade level spaces. The remaining applicants on the lottery list will form the wait lists for each grade.
17. Families who receive offers of acceptance for available spaces in a given grade level will receive registration forms via U.S. Mail. If the completed registration forms are not returned to Discovery by the date required in the offer letter, the admission slot will be forfeited and offered to the top wait-listed student in that grade.
18. It is the parent/guardian’s responsibility to update their contact information with Discovery. Discovery shall not be responsible for failure to contact the parent/guardian of either accepted or wait-listed applicants due to expired contact information.
19. A student placed on a wait list will remain on the wait list until either:

- The student is accepted into a Discovery Charter School, or
 - The parent/guardian declines an offer of acceptance for their student, or
 - The parent/guardian requests in writing that the student be removed from the wait list, or
 - The school year ends at which time wait-listed students are transferred into an appropriate preference category pursuant to the charter. Prior year waitlisted students must submit a new application during each open enrollment period in order to be considered for enrollment.
20. In the event a situation arises that is not covered by this policy, no more than three Discovery Charter School Board Members present at the lottery will determine the fairest method for resolution of the issue.

ATTACHMENT 25. DISCOVERY CHARTER SCHOOL MARKETING AND COMMUNITY OUT-REACH PLAN

Marketing Overview

Introduction

Discovery Charter Schools are 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 and highly engaged parents greatly contribute to developing Discovery Charter School into a world class learning community. The schools have an educational environment where developing student achievement, building innovative programs, and engaging families and communities provide a common vision for lifelong learning and student success. Discovery's innovative programs are designed to accommodate the diverse needs of all students, including those who are historically under-achieving or academically disadvantaged, to challenge and engage students to master state academic content, and to meet or exceed state achievement standards.

Executive Summary

The Discovery Charter Schools' organization has two schools that each service grades K-8. The initial school, Discovery I (Phoenix campus), already had a proven program with an API ranking of 900+ when the second school, Discovery II (Falcon campus), was opened. The schools succeed for various reasons. Many parents feel that there are not enough choices in education. There is a strong feeling in the surrounding communities that an alternative a public school offering (independent of neighborhood designation and responsive to family needs) is just what is needed. (*Reference: Seven Characteristics Present in Most Good Schools*) Discovery Charter Schools offer an alternative to the cookie-cutter approach of the traditional public school system. With the current shape of the state's economy, many parents have indicated that although they do not like the public school offerings, they cannot afford private school; therefore, Discovery Charter Schools is a strong choice. Discovery offers the price of public school with a private school type education: the combination of the best of two worlds. (*Reference: School Of Choice Benchmarks*)

In our research, we have also found that while many parents are often comfortable enrolling their younger children in their neighborhood elementary school, they become nervous about their local middle school and start researching alternatives. We believe, and research supports, that early adolescence represents a critical transition in children's lives, and these young people ages 11-14 need a learning environment specially designed to meet the challenges and potential of the middle years. Adolescence is one of the exciting periods of intellectual, physical, social, and emotional development in the human life span. We feel traditional middle school models do not adequately address these challenges.

The State of California revenues provide for bare bones necessities at the public schools; therefore, enrichment programs are either cut or scaled back. While parents wish to have their children do well academically, they also wish for their children to be exposed to a variety of enrichments that these days most public schools just don't have. The opportunity for parents to be engaged by volunteering - helps the school to offer a wide range of enrichments that are integrated for a maximum learning experience at each school site. So while parents may first be interested in a Discovery school for scores, many parents are then interested in the variety of enrichments and other offerings for their children. (*Reference: What Parents want in a School - Characteristics*)

Finally, some families are looking for more than just a school. They are searching for a community of teachers, students, and parents that can support each individual child or a family in need. They wish to have input into policies and programs, to be part of something of value – to be heard.

Discovery I (Phoenix Campus) is located within the Moreland School District boundaries, and Discovery II (Falcon Campus) is located within the San Jose Unified School District boundaries. Both schools are proud to be Santa Clara County Charter schools.

For Discovery II, the marketing efforts are concentrated in the south Bay Area and within an 8-10 mile radius of each school. Word of mouth concerning the program is also effective. Currently, families attending both schools, come from as far south as Morgan Hill, and as far north as Los Altos and Fremont. The school's history shows that if the program and school community is a good fit for the child and the family –they will come.

Marketing Discovery Schools as Schools of Choice

It is extremely important to market Discovery. If public education is to survive and continue, it is necessary to have the support of the public and Discovery is no exception. It is essential to communicate with the surrounding community. Communication leads to understanding. The questions one should ask concerning Discovery are:

1. If choice became a reality, would a Discovery school be my school of choice?
2. Would I send my child, grandchild, niece/nephew to a Discovery school?
3. Is Discovery's teaching team (at each school) equal to or better than the competition?
4. Are Discovery's "customers" satisfied?

If at any time the answer is "no," then we need to make sure to take a look at the issue and make it better. Those individuals marketing for Discovery need to understand that the effort is not a one-time event. Commitment must be made in terms of people and finances. Everyone must understand that planning and marketing is an evolutionary process (but something visible needs to happen). Our organization must be flexible to adapt to changing environmental conditions, and the Discovery organization must be customer-oriented.

To market, we must:

1. Continue to stay focused on continuous improvement.
2. Be proactive to events, misinformation, and unfair attacks.
3. Share our successes as well as our challenges openly and honestly.
4. Work hard to create understanding.
5. Build support for Discovery and its schools and programs.

Discovery Vision

To provide a strong public educational choice helping students to fulfill their potential through a student, parent, and teacher partnership.

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.

Discovery Goals and Objectives

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

Marketing Goals/Objectives (External)

- Increase awareness throughout the surrounding school areas that Discovery Charter School is a strong educational choice for families
- Market to diverse ethnic groups in surrounding areas
- Recognize why parents choose a school and market to those characteristics
- Be strategically proactive
- Continually look for marketing opportunities with media and strategic partners as well as other organizations to increase exposure
- Advertise to build awareness and recruit those who may be interested in the program
- Seek, build, and maintain strategic partnerships
- Build a positive image
- Be consistent with branding, image, and messaging

Marketing Values

- Recognize and truly believe that our students and their parents are our *customers*; customer service is at the core of how we run our school and how the community perceives Discovery
- Welcome all families
- Motivate employees to be dedicated champions for our students; employees must live the concepts of excellence of service
- Take our school message “on the road” – reach out to everyone in the community
- Recognize that parental and “word of mouth” communication is important
- Provide professional, polite and helpful office staff
- Take stock of changes in education markets

Marketing Strategies

- Maintain a professional marketing website;
- Optimize search engine, directories, educational websites, etc. to enhance Discovery’s exposure
- Create marketing materials such as flyers, postcards, newsletters, etc. as needed to identified target markets
- Sponsor, produce, attend, and/or participate in community functions, fairs, and events
- Maintain contact with press, radio, and television for opportunities to optimize and/or leverage marketing opportunities
- Arrange open houses, tours, and other exposure to school community
- Maintain public relations – press releases, promote press/article opportunities with local media
- Build business, government, and educational partnerships
- Promote “word of mouth” community recommendations

Marketing Objectives

The main objective for Discovery marketing is to build and maintain a positive image for the school and its program. This in turn will promote interest in the school for families seeking educational choice.

- Increase number of people attending Tours and Information Nights
- Fill all class levels and openings available
- Build waitlists
- Grow school and opportunities for the students and families

Research

What Parents Want in a School - Characteristics *

- Academically solid but not so rigorous as to intimidate their children
- Accredited
- Competitive in academic test scores
- Recognized for excellence
- Above –average expenditures on pupil instruction
- Above –average teacher salaries
- Above average library & media services
- Small class size
- High expectations of students
- Results-oriented
- Special programs to meet students’ needs
- Good curriculum for their students
- Open, warm atmosphere
- Accessible staff
- Positive communication
- Academic & athletic achievement
- Involved parents
- Safe Neighborhood
- Location convenient for parents
- Alumni speak well about the school

* *SchoolMatch Research Survey*

Seven Characteristics Present in most Good Schools*

- Responsiveness
- Flexibility
- Two-way Communication
- Shared Decision-making
- Accountability
- Adequate Resources
- Individual Recognition

**National School Public Relations Association Research*

School of Choice Benchmarks*

- High expectations for all students
- Realtors sell the most homes for parents to locate nearby
- Businesses decide to locate and the tax base increases
- Bureaucracy is minimal and decision-making is local and flexible
- Accountability is communicated

- Access to staff is easy
- Communication is responsive and two-way
- Community and parent involvement is the norm
- Recognition for both adults and children is a priority
- Alumni programs flourish
- Parents want their children to go to the school
- Students want to go to the school
- Teachers want to teach at the school

** National School Public Relations Association Research*

Community Outreach

Discovery is committed to recruiting and maintaining a diverse student population. Such diversity will afford our students a richer educational experience while promoting our core values of respect and community. A broad spectrum of backgrounds, cultures, and perspectives is essential to creating a school where creative thinking is valued and nurtured. It is our intention to establish a racial and ethnic balance amongst our students that is reflective of the student populations within the various school districts where each of our schools is located.

Each Discovery school will strive to achieve a student population statistically similar to the enrolled student population within the district where the Discovery school is located.

All students will be considered for admission in accordance with California Education code 47605(d) and without regard to ethnicity, national origin, gender, or disability, or any other characteristic listed in Education Code Section 220.

Marketing and Communications Plan

The goal of the Discovery Marketing and Communications plan is to provide a holistic view and framework that will guide both internal and external organization communications. This plan will define each target audience, the communication objectives, the communication methods, timing/frequency, and expected outcome.

External Communications

The primary goals of external communication are:

1. **“Brand awareness”:** Specifically to make the community, other schools, educators, and corporations aware of the Discovery Charter School organization.
2. **Student recruiting:** To attract families and students to apply to the schools.
3. **Fundraising:** To raise money for DCS from external sources.
4. **Alumni connections:** To keep a connection with our alumni and have them engaged and supportive of the organization.

Internal Communications

The primary goals of internal communication are:

1. **Organization Awareness:** Provide high-level information to the entire community regarding the overall DCS organization, financial reporting, direction, achievements, etc.
2. **School Awareness:** Provide information relevant to each school community.
3. **Class Awareness:** Provide information relevant to each specific classroom.
4. **Fundraising:** Drive awareness and participation in Annual Fund

External Communications

Goal	Audience	Key Message	Method	Success Criteria
Brand Awareness	South Bay Area	<ul style="list-style-type: none"> We are a school with highly engaged volunteer parents. This is why we are different and great . . . We are one of the top schools in the area . . . 	<ul style="list-style-type: none"> Guerrilla marketing via students/parents wearing DCS logo gear (shirts, hats, license plate frames, etc.) Word of mouth DCS Website Participating in conferences Hosting speaker series 	<ul style="list-style-type: none"> DCS recognized the same as Rocketship, Bellarmine, Bullis, Mulberry, etc.
Student Recruiting	<ul style="list-style-type: none"> General Santa Clara County area Parents of kids looking to enter kindergarten Parents looking for a middle school 	<ul style="list-style-type: none"> This is what the school is about, our education philosophy, what the DCS experience is like This is where our schools are located This is how/when to apply 	<ul style="list-style-type: none"> Targeted zip code mailers Local magazine advertising Hosting information sessions at pre-schools DCS website Social media campaign via current families School open house, tours, information nights Radio advertising Movie theater advertising 	<ul style="list-style-type: none"> Strong number of application, all grade levels full, and large waiting list for K and 6th grade Moving toward diverse student body reflecting districts

Fundraising	<ul style="list-style-type: none"> • Local Community • Local businesses and corporations • Education focused organizations 	<ul style="list-style-type: none"> • This is the DCS story and why we are different • This is why we need money and what we are going to do with it • This is why you should consider becoming a partner 	<ul style="list-style-type: none"> • “High Touch” relationship building • Crowd funding • ... 	<ul style="list-style-type: none"> • Landing one external sponsor • Complete a crowd funding project
Alumni Connection	<ul style="list-style-type: none"> • DCS student alumni 	<ul style="list-style-type: none"> • This is what is happening at DCS and some of the cool things our students are doing • Here are some events you may want to come back and attend • Here are ways for you to stay involved in the organization • Volunteer opportunities at Discovery to help them complete their high school, assigned volunteer hours 	<ul style="list-style-type: none"> • Email and snail mail news letters 	<ul style="list-style-type: none"> • Alumni attending events like fall festivals and volunteering in classes. • Long term: Alumni donating to the school

Internal Communications

Goal	Audience	Key Message	Method	Success Criteria
Organization Awareness	Entire DCS community	<ul style="list-style-type: none"> • This is what we accomplished • These are changes we are making • Here is how we are doing financially • Here are our long term goals and status 	<ul style="list-style-type: none"> • Annual DCS report • Community meetings • Email message from Executive director • Email message from Board • Website 	<ul style="list-style-type: none"> • Community aware of organization finances, direction, etc.
School Awareness	Families at each specific school	<ul style="list-style-type: none"> • Here is what is happening at the school, great things we are doing, etc • Share information on relevant topics (education research, parenting, kid safety, etc.) • Promote Middle School program to lower grades • Processes, procedures, parent ed requirements, etc. 	<ul style="list-style-type: none"> • Weekly newsletter with updates from the Principal, PSC, upcoming events, etc • Emails to the school community as needed • Internal only “middle school” information nights • Principal coffee • School community meetings • Website 	<ul style="list-style-type: none"> • A calm, informed, and connected community • Low level of rumors or “parking lot” talk
Class Awareness	Individual classes	<ul style="list-style-type: none"> • This is what is happening in your class • Class coordination activities 	<ul style="list-style-type: none"> • Weekly teacher newsletter • Email messages to class as needed • Website 	<ul style="list-style-type: none"> • A calm, informed, and connected class
Fundraising	DCS Community	<ul style="list-style-type: none"> • This is why we need money, what it will be used for, how you can donate . . . • This is how much we have raised so far . . . 	<ul style="list-style-type: none"> • Annual Fund Drive (program to be defined in detail separately) 	<ul style="list-style-type: none"> • Meet participation and total fundraising goals

2017/2018 Marketing Activity		
Editorial	Time period	Run
Bay Area Parent		
1/4 page size Ad placement within periodical (4 months)	Dec. 2017 -March 2018 /Monthly	12/1, 1/1, 2/1, 3/1
Education/Enrichments Guide listing and ad	All Year (June 2017 - Aug. 2018)	All year
The Best of Bay Area 1/8 size ad	All Year (June 2017 - Aug. 2018)	All Year
Article - Choosing the best school for your child	August & Sept issues	
Does not include website		
El Observador Publications, Inc.		
Ad placement within periodical & online	Dec. 2017 - March 2018/Bimonthly	1/02/2014, 1/16, 1/30, 2/13, 2/27
Editorial written and placed in Special Education edition	1/23	
Bay Area News Group (Mercury News)		
Thursday Print - Local section/Eye	January thru February	
Digital		
Bay Area News Group (Mercury News)		
	week of 1/5/2018 -- week of 3/1/2018	
Search engine marketing (Google/Yahoo/Bing)		
Radio		
Mix 106.5 & 94.5 K.Bay	first two weeks of Jan & Feb. 84 commercials run	
Mail		
Postcard	Mail drop 12/28/2017	
Letters to Bay Area preschools		
Cinema		
Screenvision		
Cinelux Almaden 5 :30 spot	Starts week of 1/12/2017	28 weeks
Cinelux Campbell	Starts week of 1/12/2017	
Other		
Wikipedia Pages		
Website		
Facebook		
Establish Blog		

ATTACHMENT 26. ENROLLMENT AND ADMISSION PROCEDURES

Enrollment and Admission Procedures

There is one common admission application for all Discovery Charter School sites.

The Application for Enrollment document is available from the Discovery office and downloadable from the website.

Spanish language versions of the application are available.

Each Application for Enrollment document lists both Discovery school sites, requiring the family to mark the appropriate school check box to indicate the school in which the family desires to enroll their child/children.

A family may apply to more than one Discovery Charter School site.

The Application for Enrollment and accompanying documentation are to be mailed or delivered to the Discovery main office.

The main office will review and distribute qualified applications to the individual school site's administration to organize and hold individual school site lotteries.

A qualified application is one in which the Application for Enrollment, accompanying documentation, and qualifying meeting and tour, if required, have been completed.

The Application for Enrollment packets that are received during Discovery's Open Enrollment Period will qualify for the public random drawing.

Public random drawings will be held separately for each Discovery school site, and each drawing will be run according to the Public Random Drawing Policy set by the Discovery School Board.

ATTACHMENT 27. PUPIL SUSPENSION AND EXPULSION PROCEDURES

Board Policy: **180213.1** (replaces BP160627.1 and BP171213.1)

Approved: **February 13, 2018**

Title: Pupil Suspension and Expulsion Policy and Procedure

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at Discovery Charter Schools (“School” or “Charter School”). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.*, which describe the non-charter schools’ list of offenses and procedures, to establish its own list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School’s policy and procedures for student suspension and expulsion, and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing of all discipline policies and procedures upon their student[s]’ enrollment. The notice shall state that this policy and administrative procedures are available on request at the Director’s office.

Suspended or expelled students shall be excluded from all school and school related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504, the IDEA, and all applicable federal and state laws including but not limited to the California Education Code when imposing any form of discipline on a student identified as an individual with disabilities or for

whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. The Charter School shall notify the County of the suspension of any student identified under the IDEA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and work with the County to ensure that all applicable laws related to discipline for students with be provided with the procedural protections as outlined below in this policy.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, 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 suspension and expulsion procedures described below.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage, or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.
- m) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- n) 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.
- o) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- p) Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- q) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- r) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- s) Made terrorist threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is

made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases. or the personal property of the person threatened or his or her immediate family.

- t) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Intentionally harassed, threatened, or intimidated school property or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- w) Engaged in an act of bullying, including but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students and that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 1) Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.

- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - i. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - i. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- 3) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent/Executive Director or designee’s concurrence.
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to pos-

sess the item from a certificated school employee, with the Superintendent/Executive Director or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force of violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage, or intoxicant.
 - e) Committed or attempted to commit robbery or extortion.
 - f) Caused or attempted to cause damage to school property or private property.
 - g) Stole or attempted to steal school property or private property.
 - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
 - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
 - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
 - k) Knowingly received stolen school property or private property.
 - l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
 - m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
 - n) 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.
 - o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threaten to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened, or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including but not limited to, bullying committed by means of an electronic act.
 - 1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
2. Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent/Executive Director or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

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

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director or designee with the student and his or her parent and, whenever practical, the teacher, supervisor, or school employee who referred the student to the Director. The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety, or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i).

This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, the Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Superintendent/Executive Director or designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. . In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference. This determination will be made by the Superintendent/Executive Director or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the Board, being neutral and impartial, following a hearing before it or by the Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three members who are certified and neither a teacher of the pupil nor a member of the Board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board shall make the final determination.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent/Executive Director or designee determines that the pupil has committed an expellable offense.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
1. A copy of the School's disciplinary rules which relate to the alleged violation;
1. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
2. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
3. The right to inspect and obtain copies of all documents to be used at the hearing;
4. The opportunity to confront and question all witnesses who testify at the hearing;
5. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other

support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

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

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Superintendent/Executive Director or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student; and
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Superintendent/Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following:

1. The student's name; and
2. The specific expellable offense committed by the student.

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

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

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Superintendent/Executive Director and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Superintendent/Executive Director shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

O. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

2. Notification of County

The Charter School shall immediately notify the County and coordinate the procedures in this policy with the County for the discipline of any student with a disability or student who the Charter School or County/SELPA would be deemed to have knowledge that the student had a disability who is suspended for more than ten (10) school days during a school year.

3. Services During Suspension

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

4. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k), or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

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

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

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

6. Interim Alternative Educational Setting

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

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

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

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

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

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

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

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

ATTACHMENT 28. DISCOVERY CHARTER SCHOOL MULTI-YEAR FINANCIAL PROJECTIONS

Discovery II has had some difficulty becoming financially solvent on their own. This is primarily due to the high cost of rent and construction needed to bring the facility up to date. Discovery II has spent significant funds adding classrooms, repairing bathrooms and paying rent on an older campus located on a significant amount of land.

In the current 5-year forecast, Discovery II has made conscientious and strategic cost reductions to support stronger financial health. The most significant reductions are in the following categories: textbooks, computers, fundraising expenses, and foreign language consultants.

In order to add additional revenue, we look to the future years of the afterschool Program. The expectation is that it will continue to grow with the growth of the school, generating more financial support for the general education program.

In terms of reserves, Discovery II will begin to build a reserve in FY19, and have a positive ending fund balance in FY20, leading to long-term sustainability. For the short-term, any unexpected expenses will need to be managed, whenever possible, by making trade-offs with other budgeted expenses. If necessary, as a last resort, Discovery II will lean on their positive net income (“bottom line”) if they have a necessary, unplanned expense.

	FY18	FY19	FY20	FY21	FY22	FY23
Beginning Balance	\$ (369,233)	\$ (535,803)	\$ (268,589)	\$ 47,669	\$ 338,287	\$ 619,153
Net Income	\$ (166,570)	\$ 267,214	\$ 316,258	\$ 290,618	\$ 280,866	\$ 232,244
Ending Balance	\$ (535,803)	\$ (268,589)	\$ 47,669	\$ 338,287	\$ 619,153	\$ 851,397

Discovery II does not have any loans from other entities, so there is no need for factoring. Currently, D II is using a cash transfer of \$1,002,686 from DI to support operating expenses primarily consisting of leasehold improvements including adding portables and updating restrooms. These Leasehold improvements are depreciated over our short lease of 5 years but we expect those improvements to help contribute to financial strength for as long as we occupy the campus.

Discovery II will need continued support from Discovery I through FY20, and Discovery II will begin transferring this cash back to Discovery I in FY21.

The only loan that Discovery II currently has is the loan from the California School Finance Authority Revolving Loan Fund. This is being paid back on the attached repayment schedule. The cash support from Discovery I is not a formal loan (given that these two schools are operated by the same organization with the same governing board), there is no specific payment structure, although Discovery II will be transferring this cash back to the Discovery I balance sheet as soon as possible (see above, FY21)

**California School Finance Authority
Charter School Revolving Loan Fund Program**

Loan Repayment Schedule for:

Charter School Name: Discovery Charter School II
Charter Number: 1547
CDS Code: 43-10439-0127969
Authorizing Entity: Santa Clara County Office of Ed
County: Santa Clara

Loan Amount: \$250,000 **PMIA Interest Rate:** 0.25%
Repayment Period (Years): 4 **Daily Interest Rate:** 0.000685%
Date of Disbursement: 09/09/14 **Date Payment Begins:** 09/20/15
Annual Principal Repayment Amount: \$62,500 **Final Adjustment Payment:** \$30.68

Repayment Year	Year 1	Year 2	Year 3	Year 4	Year 5
Fiscal Year	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Beginning Loan Balance	\$ 250,000.00	\$ 187,500.00	\$ 125,000.00	\$ 62,500.00	n/a
Principal Payment	\$ 62,500.00	\$ 62,500.00	\$ 62,500.00	\$ 62,500.00	n/a
Interest Payment	\$ 917.60	\$ 418.68	\$ 265.08	\$ 111.33	n/a
Total Annual Repayment	\$ 63,417.60	\$ 62,918.68	\$ 62,765.08	\$ 62,611.33	n/a
Adjustment for Cents	\$ (7.60)	\$ (7.68)	\$ (8.08)	\$ (7.33)	n/a
Total Annual Offset Amount	\$ 63,410.00	\$ 62,911.00	\$ 62,757.00	\$ 62,604.00	n/a
Ending Loan Balance	\$ 187,500.00	\$ 125,000.00	\$ 62,500.00	\$ -	n/a

Principal Payment Offsets

September	\$ 10,416.00	\$ 10,416.00	\$ 10,416.00	\$ 10,416.00	n/a
October	\$ 10,416.00	\$ 10,416.00	\$ 10,416.00	\$ 10,416.00	n/a
November	\$ 10,416.00	\$ 10,416.00	\$ 10,416.00	\$ 10,416.00	n/a
December	\$ 10,416.00	\$ 10,416.00	\$ 10,416.00	\$ 10,416.00	n/a
January	\$ 10,416.00	\$ 10,416.00	\$ 10,416.00	\$ 10,416.00	n/a
March	\$ 10,416.00	\$ 10,416.00	\$ 10,416.00	\$ 10,416.00	n/a
Total	\$ 62,496.00	\$ 62,496.00	\$ 62,496.00	\$ 62,496.00	\$ -

Interest Payment Offsets

September	\$ 643.00	\$ 233.00	\$ 155.00	\$ 77.00	n/a
October	\$ 60.00	\$ 33.00	\$ 21.00	\$ 10.00	n/a
November	\$ 42.00	\$ 33.00	\$ 22.00	\$ 8.00	n/a
December	\$ 47.00	\$ 34.00	\$ 18.00	\$ 5.00	n/a
January	\$ 41.00	\$ 27.00	\$ 16.00	\$ 4.00	n/a
March	\$ 81.00	\$ 55.00	\$ 29.00	\$ 4.00	n/a
Total	\$ 914.00	\$ 415.00	\$ 261.00	\$ 108.00	\$ -

*Offsets are made in whole numbers. The total cents will be invoiced to the school at the end of the loan term.

Discovery-1547
2017-18
Dec Forecast

2015-16 Actuals	2016-17 Actuals	Year 1 2017-18		Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22	Year 6 2022-23
		Override	Dec Forecast	Forecast	Forecast	Forecast	Forecast	Forecast

Enrollment Growth Method:
Highest Grade Level Served

Straight
8

Enrollment Detail

K		95	137	137	137	137	137	137
1		79	82	110	110	110	110	110
2		78	82	82	110	110	110	110
3		73	72	72	72	100	100	100
4		66	59	61	61	61	86	86
5		62	65	67	67	67	67	67
6		52	59	59	59	59	59	59
7		40	35	35	35	35	35	35
8		21	30	40	40	40	40	50
9			0	0	0	0	0	0
10			0	0	0	0	0	0
11			0	0	0	0	0	0
12			0	0	0	0	0	0

Enrollment Summary

K-3		325	373	401	429	457	457
4-6		180	183	187	187	187	212
7-8		61	65	75	75	75	85
9-12		0	0	0	0	0	0
Total Enrolled		566	621	663	691	719	754

ADA %

K-3		94.0%	94.0%	94.0%	94.0%	94.0%	94.0%
4-6		94.0%	94.0%	94.0%	94.0%	94.0%	94.0%
7-8		94.0%	94.0%	94.0%	94.0%	94.0%	94.0%
9-12		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Average ADA %		94.0%	94.0%	94.0%	94.0%	94.0%	94.0%

ADA

K-3	300.31	300.45	300.45	350.62	376.94	403.26	429.58	429.58
4-6	175.02	170.08	170.08	172.02	175.78	175.78	175.78	199.28
7-8	35.99	56.57	56.57	61.10	70.50	70.50	70.50	79.90
9-12	0.00		0.00	0.00	0.00	0.00	0.00	0.00
Total ADA	511.32		527.10	583.74	623.22	649.54	675.86	708.76

PENSEC ADA

20 Day ADA			0.00	0.00	0.00	0.00	0.00	0.00
P-1 ADA		533.71	533.71	583.74	623.22	649.54	675.86	708.76

Demographic Information

CALPADS Enrollment	444	540	567	567	621	663	691	719	754
# Unduplicated Count	55	57	84	84	92	98	102	106	111
# Free & Reduced Lunch (FRL)		25	56	56	61	65	68	71	74
# ELL		38	38	38	42	45	47	49	51

Other Information

New Students			26	54	42	28	28	35
Students in New Grade Level			0	0	0	0	0	0
Number of Instructional Days		180	180	180	180	180	180	180

Year 1			
2017-2018			
Grade	ADA of Classroom Based Students	ADA of Homeschool Students	ADA of All Students
TK	19.74	0.00	19.74
K	68.62	0.00	68.62
1	61.10	8.46	69.56
2	64.86	5.64	70.50
3	56.40	5.64	62.04
4	56.40	4.70	61.10
5	48.88	10.34	59.22
6	43.24	3.76	47.00
7	36.66	2.82	39.48
8	20.68	0.00	20.68
Total	476.58	41.36	517.94
New	N/A	N/A	N/A

Year 2			
2018-2019			
Grade	Classroom Based Students	ADA of Homeschool Students	ADA of All Students
TK	20.68	0.00	20.68
K	67.68	4.70	72.38
1	67.68	9.40	77.08
2	67.68	9.40	77.08
3	67.68	0.00	67.68
4	67.68	4.70	72.38
5	67.68	10.34	78.02
6	48.88	4.70	53.58
7	43.24	4.70	47.94
8	36.66	0.00	36.66
Total	555.54	47.94	603.48
New	78.96	6.58	85.54

Year 3			
2019-2020			
Grade	ADA of Classroom Based Students	ADA of Homeschool Students	ADA of All Students
TK	20.68	0.00	20.68
K	67.68	4.70	72.38
1	67.68	9.40	77.08
2	67.68	9.40	77.08
3	67.68	0.00	67.68
4	67.68	4.70	72.38
5	67.68	10.34	78.02
6	67.68	4.70	72.38
7	48.88	4.70	53.58
8	43.24	9.40	52.64
Total	586.56	57.34	643.90
New	31.02	9.40	40.42

Year 4			
2020-2021			
Grade	ADA of Classroom Based Students	ADA of Homeschool Students	ADA of All Students
TK	20.68	0.00	20.68
K	67.68	4.70	72.38
1	67.68	9.40	77.08
2	67.68	9.40	77.08
3	67.68	0.00	67.68
4	67.68	4.70	72.38
5	67.68	10.34	78.02
6	67.68	4.70	72.38
7	67.68	4.70	72.38
8	48.88	9.40	58.28
Total	611.00	57.34	668.34
New	24.44	0.00	24.44

Year 5			
2021-2022			
Grade	ADA of Classroom Based Students	ADA of Homeschool Students	ADA of All Students
TK	20.68	0.00	20.68
K	67.68	4.70	72.38
1	67.68	9.40	77.08
2	67.68	9.40	77.08
3	67.68	0.00	67.68
4	67.68	4.70	72.38
5	67.68	10.34	78.02
6	67.68	4.70	72.38
7	67.68	4.70	72.38
8	67.68	9.40	77.08
Total	629.80	57.34	687.14
New	18.80	0.00	18.80

Year 6			
2022-2023			
Grade	ADA of Classroom Based Students	ADA of Homeschool Students	ADA of All Students
TK	20.68	0.00	20.68
K	67.68	4.70	72.38
1	67.68	9.40	77.08
2	67.68	9.40	77.08
3	67.68	0.00	67.68
4	67.68	4.70	72.38
5	67.68	10.34	78.02
6	67.68	4.70	72.38
7	67.68	4.70	72.38
8	67.68	18.80	86.48
Total	629.80	66.74	696.54
New	0.00	9.40	9.40

Discovery-1547			
2017-18		Year 1	
Dec Forecast		2017-2018	

Grade	Based Students	Students	Students
TK	21	0	21

8000	LCFF Entitlement	0	75
8011	Charter School LCFF - State Aid	9	74
8012	Education Protection Account Entitlement	6	75
8096	Charter Schools in Lieu of Property Taxes		

4	SUBTOTAL - LCFF Entitlement	5	65
---	------------------------------------	---	----

8100	Federal Revenue	11	63
------	-----------------	----	----

7	SUBTOTAL - Federal Income	2	42
---	----------------------------------	---	----

8300	Other State Revenues	0	22
------	----------------------	---	----

8319	Other State Apportionments - Prior Years	0	44
8382	Special Education Reimbursement (State)	0	551
8505	School Facility Apportionments	N/A	N/A

8550	Mandated Cost Reimbursements		
	Mandated Cost Reimbursements: K-8		
	One Time Funding		

8560	State Lottery Revenue		
	State Lottery Revenue - Unrestricted		
	State Lottery Revenue - Restricted		
	Count of		

8	SUBTOTAL - Other State Revenue	0	22
---	---------------------------------------	---	----

8600	Other Local Revenue	0	22
------	---------------------	---	----

8634	Food Service Sales	5	77
8660	Interest	72	82
8676	Extended Care Program	10	82
8693	Field Trips	10	82
8699	All Other Local Revenue	72	82
8701	Selective Program Revenue	0	72
8702	Enrichment Program Revenue	5	77
8703	Central Office Revenue	11	82

6	SUBTOTAL - Local Revenues	5	77
---	----------------------------------	---	----

8800	Donations/Fundraising		
------	-----------------------	--	--

8801	Donations - Parents	10	62
8802	Donations - Site	61	711
8803	Fundraising	0	26
8804	Fundraising - Events		

SUBTOTAL - Fundraising and Grants			
--	--	--	--

TOTAL REVENUE			
----------------------	--	--	--

Total Revenue		5,330,604	6,081,583	6,619,315	7,022,316	7,415,938	7,770,184
Year 2 Total Expenses		5,497,174	5,814,369	6,303,057	6,731,698	7,135,072	7,537,940
Net Income		(166,570)	267,214	316,258	290,618	320,866	232,244

Grade	Based Students	Year 1 Homeschool	Count of All Students	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22	Year 6 2022-23
TK	21	22	43	Forecast	Forecast	Forecast	Forecast	Forecast

1,182	82	22,906	1,017,443	1,212,351	1,386,775	1,552,029	1,603,429
200	82	105,420	116,748	124,644	129,908	135,172	141,752
8,416	82	381,847	3,745,247	3,998,548	4,167,416	4,336,284	4,547,369

CY ADA								
	72	100%	7,798	4,879,438	5,335,543	5,684,099	6,023,485	6,292,550

51	-	-	-	-	-	-	-
----	---	---	---	---	---	---	---

Flat Rate (NR)		53,512	53,512	-	-	-	-	-
CY ADA	527.10	735	642	429,192	458,219	477,571	496,923	521,112
			91	-	-	-	-	-

			83,458	8,381	9,281	9,909	10,328	10,746
PY K-8 ADA	511.32	16	8,130	8,381	9,281	9,909	10,328	10,746
PY ADA	511.32	147	75,328	-	-	-	-	-

			102,257	113,246	120,905	126,011	131,117	138,187
CY ADA	527.10	146	76,957	85,226	90,990	94,833	98,676	103,996
CY ADA	Count of 10	48	25,301	28,020	29,915	31,178	32,441	34,191

626,774	550,818	588,405	613,491	638,367	670,455
---------	---------	---------	---------	---------	---------

CY Enrollment	566.00	94	52,942	58,087	62,016	64,635	67,254	70,528
Flat Rate (R)		174	174	174	174	174	174	174
CY Enrollment	566.00	220	82,124,455	136,549	145,784	151,941	158,098	165,793
CY Enrollment	566.00	89	50,497	55,404	59,151	61,649	64,148	67,270
CY Enrollment	566.00	111	63,030	69,155	73,832	76,950	80,068	83,966
CY Enrollment	566.00	14	7,879	8,644	9,229	9,619	10,008	10,496
CY Enrollment	566.00	14	7,879	8,644	9,229	9,619	10,008	10,496
		-	-	-	-	-	-	-

7,306,857	336,648	359,415	374,587	389,758	408,728
-----------	---------	---------	---------	---------	---------

CY Enrollment	566.00	271	153,556	168,477	179,872	187,468	195,065	207,350
CY Enrollment	566.00	104	58,740	64,448	68,807	71,713	74,618	85,956
CY Enrollment	566.00	127	71,674	78,639	83,958	87,503	91,049	101,790
CY Enrollment	566.00	5	2,830	3,105	3,315	3,455	3,595	3,770

286,800	314,669	335,951	350,139	364,327	398,866
---------	---------	---------	---------	---------	---------

5,330,604	6,081,583	6,619,315	7,022,316	7,415,938	7,770,184
-----------	-----------	-----------	-----------	-----------	-----------

Discovery-1547
2017-18
Dec Forecast

Total Revenue	5,330,604	6,081,583	6,619,315	7,022,316	7,415,938	7,770,184
Total Expenses	5,497,174	5,814,369	6,303,057	6,731,698	7,135,072	7,537,940
Net Income	(166,570)	267,214	316,258	290,618	280,866	232,244

Account	Year 1 2017-18				Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22	Year 6 2022-23
	Driver	Driver Value	Rate	Dec Forecast	Forecast	Forecast	Forecast	Forecast	Forecast

Default COLA

					3.0%	3.0%	3.0%	3.0%	3.0%
1000 Certificated Salaries									
1100 Teachers Salaries				1,704,828	1,898,936	2,030,885	2,219,028	2,422,550	2,567,404
1103 Teacher - Substitute Pay				9,915	10,513	11,147	11,819	12,532	13,287
1148 Teacher - Special Ed				191,603	251,662	263,133	279,000	295,824	313,662
1300 Certificated Supervisor & Administrator Salaries				194,017	206,131	319,742	339,023	359,466	381,142

SUBTOTAL - Certificated Employees

				2,100,362	2,367,242	2,624,907	2,848,869	3,090,371	3,275,494
2000 Classified Salaries									
2100 Classified Instructional Aide Salaries				229,192	225,498	232,262	239,230	246,407	253,800
2200 Classified Support Salaries				178,857	190,460	193,548	199,233	205,088	211,118
2300 Classified Supervisor & Administrator Salaries				35,598	36,665	37,765	38,898	40,065	41,267
2400 Classified Clerical & Office Salaries				78,194	80,539	82,956	85,444	88,008	90,648
2905 Other Classified - After School				96,955	99,864	102,859	105,945	109,124	112,397
2935 Other Classified - Substitute				5,354	5,515	5,680	5,850	6,026	6,207

SUBTOTAL - Classified Employees

				624,149	638,540	655,071	674,602	694,718	715,437
3000 Employee Benefits									
3100 STRS				295,867	376,756	465,704	532,750	595,536	650,142
3300 OASDI-Medicare-Alternative				81,303	86,460	91,659	96,611	101,874	106,380
3400 Health & Welfare Benefits				254,257	268,368	302,337	343,474	389,816	428,798
3500 Unemployment Insurance				26,677	26,144	26,943	25,754	26,155	26,165
3600 Workers Comp Insurance				33,636	37,109	40,494	43,500	46,730	49,271
3701 OPEB Allocated, certificated positions				-	-	-	-	-	-
3900 Other Employee Benefits				16,660	17,463	17,628	18,148	18,683	19,234

SUBTOTAL - Employee Benefits

SUBTOTAL - Compensation & Benefits

				708,401	812,300	944,765	1,060,237	1,178,795	1,279,990
4000 Books & Supplies									
4100 Approved Textbooks & Core Curricula Materials	CY Enrollment	566.00	30	16,980	9,315	10,243	10,996	11,785	12,730
4200 Books & Other Reference Materials	CY Enrollment	566.00	6	3,247	3,669	4,035	4,331	4,642	5,014
4320 Educational Software	CY Enrollment	566.00	7	4,218	4,767	5,242	5,627	6,031	6,514
4325 Instructional Materials & Supplies	CY Enrollment	566.00	24	13,606	15,376	16,908	18,151	19,453	21,012
4330 Office Supplies	CY Enrollment	566.00	20	11,477	12,970	14,263	15,311	16,409	17,724
4335 PE Supplies	CY Enrollment	566.00	6	3,247	3,669	4,035	4,331	4,642	5,014
4353 Special Education Materials	CY Enrollment	566.00	13	7,500	8,475	9,320	10,005	10,723	11,582
4354 Extended Care Program	CY Enrollment	566.00	13	7,253	8,196	9,013	9,676	10,370	11,201
4410 Classroom Furniture & Equipment	CY Enrollment	566.00	17	9,575	10,821	11,899	12,774	13,690	14,787
4420 Computers (individual items less than \$5k)	Flat Rate (R)		35,000	35,000	17,500	18,025	18,566	19,123	19,696
4430 Office Furniture & Equipment	CY Enrollment	566.00	8	4,629	5,231	5,753	6,175	6,619	7,149
4710 Student Food Services	CY Enrollment	566.00	125	70,590	79,773	87,723	94,171	100,926	109,014
4720 Other Food	CY Enrollment	566.00	7	3,788	4,281	4,707	5,053	5,416	5,850

SUBTOTAL - Books and Supplies

				191,109	184,043	201,166	215,168	229,828	247,287
5000 Services & Other Operating Expenses									
5305 Dues & Membership - Professional	Flat Rate (R)		5,804	5,804	5,978	6,158	6,342	6,533	6,728
5400 Insurance	Flat Rate (R)		5,000	5,000	5,150	5,305	5,464	5,628	5,796

5450	Insurance - Other	Flat Rate (R)		20,380	20,380	20,991	21,621	22,270	22,938	23,626
5510	Utilities - Gas and Electric	CY Enrollment	566.00	115	64,922	56,984	62,664	67,269	72,095	77,873
5515	Janitorial, Gardening Services & Supplies	CY Enrollment	566.00	122	68,787	77,735	85,482	91,765	98,348	106,230
5520	Security	Flat Rate (R)		-	-	-	-	-	-	-
5525	Utilities - Waste	CY Enrollment	566.00	14	7,792	8,806	9,683	10,395	11,141	12,033
5530	Utilities - Water	CY Enrollment	566.00	8	4,771	5,392	5,930	6,365	6,822	7,369
5535	Utilities - All Utilities	Flat Rate (R)		200	200	206	212	219	225	232
5610	Rent	Flat Rate (R)		952,795	952,795	981,379	1,010,821	1,041,145	1,072,380	1,104,551
5611	Prop 39 Related Costs	Flat Rate (R)		-	-	-	-	-	-	-
5615	Repairs and Maintenance - Building	Flat Rate (R)		13,291	13,291	13,689	14,100	14,523	14,959	15,407
5616	Repairs and Maintenance - Computers	Flat Rate (R)		2,000	2,000	2,060	2,122	2,185	2,251	2,319
5617	Repairs and Maintenance - Other Equipment	Flat Rate (R)		2,000	2,000	2,060	2,122	2,185	2,251	2,319
5699	Other Rentals, Leases and Repairs 6	Flat Rate (R)		515	515	530	546	563	580	597
5803	Accounting Fees	Flat Rate (R)		5,345	5,345	5,505	5,671	5,841	6,016	6,196
5804	Central Office Expense	Flat Rate (R)		-	-	-	-	-	-	-
5809	Banking Fees	Flat Rate (R)		6,000	6,000	6,180	6,365	6,556	6,753	6,956
5812	Business Services				84,700	85,363	73,684	73,684	73,684	73,684
5814	Consultants - Instructional - Other	Flat Rate (R)		14,680	14,680	15,120	15,574	16,041	16,522	17,018
5815	Consultants - Instructional - Foreign Language	Flat Rate (NR)		60,000	60,000	-	-	-	-	-
5824	District Oversight Fees	% of LCFF	4,110,174	1.00%	41,102	48,794	53,355	56,841	60,235	62,926
5828	Selective Program	CY Enrollment	566.00	30	16,960	19,166	21,076	22,625	24,248	26,191
5829	Enrichment Program	CY Enrollment	566.00	30	16,960	19,166	21,076	22,625	24,248	26,191
5830	Overnight Field Trips	Flat Rate (NR)		59,222	59,222	74,837	82,295	88,344	94,681	102,269
5834	Day Field Trips	Flat Rate (NR)		16,067	16,067	10,247	11,268	12,096	12,964	14,003
5836	Fingerprinting	Flat Rate (R)		117	117	121	125	128	132	136
5839	Fundraising Expenses	CY Enrollment	566.00	115	65,269	35,806	39,374	42,268	45,300	48,931
5841	Party Expense	CY Enrollment	566.00	13	7,235	-	-	-	-	-
5843	Interest - Loans Less than 1 Year	Flat Rate (R)		500	500	-	-	-	-	-
5845	Legal Fees	Flat Rate (R)		10,000	10,000	10,300	10,609	10,927	11,255	11,593
5848	Licenses and Other Fees	Flat Rate (R)		161	161	166	171	176	181	187
5851	Marketing and Student Recruiting	Flat Rate (R)		12,028	12,028	12,389	12,761	13,144	13,538	13,944
5857	Payroll Fees	Flat Rate (R)		16,995	16,995	17,505	18,030	18,571	19,128	19,702
5860	Printing and Reproduction	CY Enrollment	566.00	12	6,730	7,606	8,364	8,979	9,623	10,394
5861	Prior Yr Exp (not accrued)	Flat Rate (R)		5,000	5,000	-	-	-	-	-
5863	Professional Development				43,356	44,657	45,997	47,376	32,840	33,825
	BTSA	Flat Rate (R)		15,000	15,000	15,450	15,914	16,391	16,883	17,389
	Various	Flat Rate (R)		28,356	28,356	29,207	30,083	30,986	15,958	16,436
5865	Special Ed - OT	Flat Rate (R)		16,243	16,243	21,243	21,880	22,536	23,213	23,909
5866	Special Ed - Speech	Flat Rate (R)		16,243	16,243	21,243	21,880	22,536	23,213	23,909
5869	Special Ed- Psych	Flat Rate (R)		46,243	46,243	21,243	21,880	22,536	23,213	23,909
5878	Student Assessment	CY Enrollment	566.00	8	4,544	5,135	5,647	6,062	6,497	7,018
5881	Student Information System	Flat Rate (R)		19,619	19,619	20,207	20,813	21,438	22,081	22,743
5883	Special Ed - NPS	Flat Rate (R)		26,243	26,243	27,030	27,841	28,676	29,536	30,423
5884	Substitutes	Flat Rate (R)		1,854	1,854	1,910	1,967	2,026	2,087	2,149
5887	Technology Services				28,585	20,173	20,778	21,401	22,044	22,705
	Various	Flat Rate (R)		19,585	19,585	20,173	20,778	21,401	22,044	22,705
	RenWeb (replacement for Cloud 501)	Flat Rate (NR)		-	-	-	-	-	-	-
	Novavre	Flat Rate (NR)		-	-	-	-	-	-	-
	Technology Infrastructure Update	Flat Rate (NR)		9,000	9,000	-	-	-	-	-
5910	Communications - Internet / Website Fees	CY Enrollment	566.00	9	4,825	5,452	5,996	6,437	6,898	7,451
5915	Postage and Delivery	CY Enrollment	566.00	6	3,453	3,903	4,292	4,607	4,937	5,333
5920	Communications - Telephone & Fax	CY Enrollment	566.00	13	7,095	8,018	8,817	9,465	10,144	10,957
SUBTOTAL - Services & Other Operating Exp.					1,811,632	1,749,446	1,814,350	1,884,635	1,941,360	2,019,731
6900 Depreciation Expense					61,522	62,798	62,798	48,188	-	-
7000 Other Outflows										
TOTAL EXPENSES					5,497,174	5,814,369	6,303,057	6,731,698	7,135,072	7,537,940

Discovery-1547
Monthly Cash Forecast
As of Dec FY2018

	2017-18													
	Actuals						Actuals & Forecast							
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Forecast	Remaining Balance
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	
Beginning Cash	(35,350)	148,809	(139,693)	25,298	(54,601)	(144,514)	(122,828)	30,704	(27,115)	154,540	69,087	32,469		
REVENUE														
LCFF Entitlement	30,189	227,025	473,579	316,789	316,789	342,355	316,791	322,175	595,820	313,311	313,311	330,863	4,110,174	211,175
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Revenue	-	225	44,323	731	8,130	25,109	206,036	25,098	1,372	1,372	50,207	26,481	626,774	237,690
Other Local Revenue	1,308	15,018	23,951	16,987	38,390	21,088	48,108	28,401	28,401	28,401	28,401	28,401	306,857	-
Fundraising & Grants	21	25,857	23,151	23,134	24,844	96,854	35,958	20,888	20,888	20,888	20,888	20,888	286,800	(47,458)
TOTAL REVENUE	31,518	268,126	565,004	357,642	388,153	485,406	606,894	396,562	646,481	363,972	412,807	406,634	5,330,604	401,406
EXPENSES														
Certificated Salaries	7,888	178,693	208,011	185,332	185,114	176,067	191,259	193,600	193,600	193,600	193,600	193,600	2,100,362	-
Classified Salaries	14,223	48,849	76,803	57,009	76,604	56,052	48,562	49,209	49,209	49,209	49,209	49,209	624,149	-
Employee Benefits	23,496	56,408	71,388	57,149	56,191	53,960	115,775	61,737	61,737	57,249	57,249	36,061	708,401	-
Books & Supplies	6,738	51,920	18,777	9,660	8,046	10,309	14,216	14,289	14,289	14,289	14,289	14,289	191,109	-
Services & Other Operating Expenses	177,098	141,267	151,158	143,112	142,971	162,700	156,305	143,575	143,575	143,106	143,106	163,657	1,811,632	-
Capital Outlay & Depreciation	-	11,282	-	4,620	7,540	96,826	5,127	5,127	5,127	5,127	5,127	(58,565)	61,522	(25,815)
Other Outflows	-	-	-	-	-	-	232	-	29	-	-	-	-	(261)
TOTAL EXPENSES	229,443	488,419	526,138	456,881	476,466	555,913	531,476	467,537	467,566	462,581	462,581	398,252	5,497,174	(26,076)
Operating Cash Inflow (Outflow)	(197,925)	(220,293)	38,866	(99,239)	(88,313)	(70,507)	75,418	(70,975)	178,916	(98,608)	(49,774)	8,382	(166,570)	427,483
Revenues - Prior Year Accruals	295,800	-	129,356	22,111	-	-	50,150	-	-	-	-	-	-	-
Other Assets	91,562	3,190	-	-	-	-	41,525	-	-	-	-	-	-	-
Fixed Assets	-	-	-	-	-	94,453	5,127	5,127	5,127	5,127	5,127	-	-	-
Expenses - Prior Year Accruals	(13,711)	-	-	-	-	-	(16,109)	(1,740)	(1,740)	(1,740)	(1,740)	(1,740)	-	-
Accounts Payable - Current Year	60,445	(73,568)	(1,859)	(1,424)	306	(354)	(1,931)	-	-	-	-	-	-	-
Summerholdback for Teachers	(52,011)	2,169	9,044	9,069	8,510	8,510	9,769	9,769	9,769	9,769	9,769	9,769	-	-
Loans Payable (Long Term)	-	-	(10,416)	(10,416)	(10,416)	(10,416)	(10,416)	-	(10,416)	-	-	-	-	-
Ending Cash	148,809	(139,693)	25,298	(54,601)	(144,514)	(122,828)	30,704	(27,115)	154,540	69,087	32,469	48,880		

Discovery-1547
Monthly Cash Forecast
As of Dec FY2018

	2018-19													Forecast	Remaining Balance
	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			
Beginning Cash	48,880	100,360	107,090	327,051	232,453	147,524	57,256	180,316	137,258	417,109	380,414	69,282			
REVENUE															
LCFF Entitlement	36,175	239,086	497,292	335,663	335,663	362,018	335,663	351,212	710,107	377,960	377,960	407,147	4,663,239	297,296	
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other State Revenue	-	-	-	-	8,381	-	226,656	25,564	-	-	25,564	-	550,818	264,652	
Other Local Revenue	-	-	33,666	33,666	33,666	33,666	33,666	33,666	33,666	33,666	33,666	33,666	336,658	-	
Fundraising & Grants	14,299	14,299	28,607	28,607	28,607	28,607	28,607	28,607	28,607	28,607	28,607	28,607	314,669	-	
TOTAL REVENUE	50,474	253,384	559,565	397,936	406,317	424,291	624,592	439,049	772,380	440,233	465,797	469,420	5,865,384	561,948	
EXPENSES															
Certificated Salaries	17,178	208,422	208,213	208,213	208,213	208,213	208,213	208,213	208,213	208,213	208,213	208,213	2,367,242	59,514	
Classified Salaries	27,036	51,300	56,020	56,020	56,020	56,020	56,020	56,020	56,020	56,020	56,020	56,020	638,540	-	
Employee Benefits	59,352	68,074	76,246	68,527	67,241	67,241	77,532	68,527	68,527	63,831	63,831	42,252	812,300	21,119	
Books & Supplies	6,648	34,264	34,264	12,096	12,096	12,096	12,096	12,096	12,096	12,096	12,096	12,096	184,043	-	
Services & Other Operating Expenses	111,073	110,268	148,076	148,076	148,076	171,392	148,076	148,076	148,076	147,593	147,593	170,909	1,747,284	-	
Capital Outlay & Depreciation	5,233	5,233	5,233	5,233	5,233	5,233	5,233	5,233	5,233	5,233	5,233	5,233	62,798	-	
Other Outflows	-	-	77	10	8	5	4	-	4	-	-	-	-	(108)	
TOTAL EXPENSES	226,520	477,562	528,129	498,176	496,888	520,201	507,174	498,166	498,170	492,987	492,987	494,724	5,812,207	80,525	
Operating Cash Inflow (Outflow)	(176,046)	(224,178)	31,435	(100,240)	(90,571)	(95,910)	117,418	(59,117)	274,210	(52,754)	(27,190)	(25,304)	53,177	481,423	
Revenues - Prior Year Accruals	3,674	214,849	182,884	-	-	-	-	-	-	-	-	-	-	-	
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fixed Assets	5,233	5,233	5,233	5,233	5,233	5,233	5,233	5,233	5,233	5,233	5,233	5,233	5,233	-	
Expenses - Prior Year Accruals	26,076	-	-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Payable - Current Year	300,000	-	-	-	-	-	-	-	-	-	(300,000)	-	-	-	
Summerholdback for Teachers	(107,456)	10,825	10,825	10,825	10,825	10,825	10,825	10,825	10,825	10,825	10,825	10,825	-	-	
Loans Payable (Long Term)	-	-	(10,416)	(10,416)	(10,416)	(10,416)	(10,416)	-	(10,416)	-	-	-	-	-	
Ending Cash	100,360	107,090	327,051	232,453	147,524	57,256	180,316	137,258	417,109	380,414	69,282	60,037			

Discovery-1547
Monthly Cash Forecast
As of Dec FY2018

	2019-20													Remaining Balance
	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	
Beginning Cash	60,037	98,410	209,620	483,828	408,378	343,537	273,072	430,324	395,634	376,890	324,200	299,821		
REVENUE														
LCFF Entitlement	46,013	270,728	561,440	382,443	382,443	411,630	382,443	394,891	739,149	399,655	399,655	430,816	5,105,690	304,384
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Revenue	-	-	-	-	9,281	-	241,986	28,311	-	-	28,311	-	588,405	280,515
Other Local Revenue	-	-	35,942	35,942	35,942	35,942	35,942	35,942	35,942	35,942	35,942	35,942	359,415	-
Fundraising & Grants	15,266	15,266	30,542	30,542	30,542	30,542	30,542	30,542	30,542	30,542	30,542	30,542	335,951	(0)
TOTAL REVENUE	61,278	285,993	627,923	448,926	458,208	478,113	690,912	489,686	805,632	466,139	494,450	497,300	6,389,462	584,900
EXPENSES														
Certificated Salaries	18,213	231,438	231,215	231,215	231,215	231,215	231,215	231,215	231,215	231,215	231,215	231,215	2,624,907	63,102
Classified Salaries	27,847	52,600	57,462	57,462	57,462	57,462	57,462	57,462	57,462	57,462	57,462	57,462	655,071	-
Employee Benefits	66,391	79,567	87,985	80,027	78,701	78,701	89,312	80,027	80,027	74,978	74,978	50,609	944,765	23,463
Books & Supplies	7,310	37,192	37,192	13,275	13,275	13,275	13,275	13,275	13,275	13,275	13,275	13,275	201,166	-
Services & Other Operating Expenses	115,235	114,406	154,462	154,462	154,462	179,991	154,462	154,462	154,462	153,965	153,965	179,493	1,812,051	(11,778)
Capital Outlay & Depreciation	5,233	5,233	5,233	5,233	5,233	5,233	5,233	5,233	5,233	5,233	5,233	5,233	62,798	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	240,230	520,436	573,550	541,675	540,349	565,877	550,960	541,675	541,675	536,128	536,128	537,288	6,300,759	74,787
Operating Cash Inflow (Outflow)	(178,952)	(234,443)	54,373	(92,749)	(82,141)	(87,764)	139,953	(51,989)	263,957	(69,989)	(41,678)	(39,988)	88,703	510,112
Revenues - Prior Year Accruals	31,058	328,354	202,536	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Assets	5,233	5,233	5,233	5,233	5,233	5,233	5,233	5,233	5,233	5,233	5,233	5,233	5,233	-
Expenses - Prior Year Accruals	108	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	300,000	-	-	-	-	-	-	-	(300,000)	-	-	-	-	-
Summerholdback for Teachers	(119,075)	12,066	12,066	12,066	12,066	12,066	12,066	12,066	12,066	12,066	12,066	12,066	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	98,410	209,620	483,828	408,378	343,537	273,072	430,324	395,634	376,890	324,200	299,821	277,132		

Discovery-1547
Monthly Cash Forecast
As of Dec FY2018

	2020-21													Remaining Balance
	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	
Beginning Cash	277,132	2,679	114,632	423,479	357,977	303,652	242,891	420,717	395,493	671,355	609,845	578,562		
REVENUE														
LCFF Entitlement	59,506	299,419	618,098	426,995	426,995	458,156	426,995	437,047	768,359	425,207	425,207	457,684	5,537,711	308,043
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Revenue	-	-	-	-	9,909	-	252,205	30,226	-	-	30,226	-	613,491	290,924
Other Local Revenue	-	-	37,459	37,459	37,459	37,459	37,459	37,459	37,459	37,459	37,459	37,459	374,587	-
Fundraising & Grants	15,910	15,910	31,832	31,832	31,832	31,832	31,832	31,832	31,832	31,832	31,832	31,832	350,139	-
TOTAL REVENUE	75,417	315,329	687,389	496,286	506,195	527,447	748,491	536,564	837,649	494,497	524,723	526,974	6,875,928	598,967
EXPENSES														
Certificated Salaries	19,312	251,364	251,129	251,129	251,129	251,129	251,129	251,129	251,129	251,129	251,129	251,129	2,848,869	66,907
Classified Salaries	28,683	54,167	59,175	59,175	59,175	59,175	59,175	59,175	59,175	59,175	59,175	59,175	674,602	-
Employee Benefits	74,246	89,545	97,624	90,015	88,747	88,747	98,892	90,015	90,015	84,746	84,746	57,032	1,060,237	25,871
Books & Supplies	7,848	39,612	39,612	14,233	14,233	14,233	14,233	14,233	14,233	14,233	14,233	14,233	215,168	-
Services & Other Operating Expenses	119,197	118,344	160,366	160,366	160,366	188,055	160,366	160,366	160,366	159,854	159,854	187,543	1,883,171	(11,873)
Capital Outlay & Depreciation	4,016	4,016	4,016	4,016	4,016	4,016	4,016	4,016	4,016	4,016	4,016	4,016	48,188	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	253,301	557,047	611,921	578,933	577,665	605,354	587,810	578,933	578,933	573,152	573,152	573,127	6,730,234	80,905
Operating Cash Inflow (Outflow)	(177,885)	(241,718)	75,468	(82,648)	(71,470)	(77,907)	160,681	(42,369)	258,716	(78,655)	(48,429)	(46,153)	145,693	518,063
Revenues - Prior Year Accruals	32,141	336,525	216,234	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Assets	4,016	4,016	4,016	4,016	4,016	4,016	4,016	4,016	4,016	4,016	4,016	4,016	-	-
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(132,725)	13,130	13,130	13,130	13,130	13,130	13,130	13,130	13,130	13,130	13,130	13,130	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	2,679	114,632	423,479	357,977	303,652	242,891	420,717	395,493	671,355	609,845	578,562	549,555		

Discovery-1547
Monthly Cash Forecast
As of Dec FY2018

	2021-22												Forecast	Remaining Balance
	Actuals						Forecast							
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun		
	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast		
Beginning Cash	549,555	252,010	343,124	649,509	565,990	494,087	415,491	585,380	543,464	812,804	731,970	682,639		
REVENUE														
LCFF Entitlement	62,315	312,360	644,733	445,560	445,560	478,037	445,560	455,660	798,419	442,131	442,131	475,924	5,768,252	319,864
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Revenue	-	-	-	-	10,328	-	262,425	31,503	-	-	31,503	-	638,367	302,609
Other Local Revenue	-	-	38,976	38,976	38,976	38,976	38,976	38,976	38,976	38,976	38,976	38,976	389,758	-
Fundraising & Grants	16,555	16,555	33,122	33,122	33,122	33,122	33,122	33,122	33,122	33,122	33,122	33,122	364,327	-
TOTAL REVENUE	78,870	328,915	716,831	517,657	527,985	550,134	780,082	559,260	870,517	514,228	545,731	548,021	7,160,705	622,473
EXPENSES														
Certificated Salaries	20,476	272,859	272,609	272,609	272,609	272,609	272,609	272,609	272,609	272,609	272,609	272,609	3,090,371	70,942
Classified Salaries	29,543	55,781	60,939	60,939	60,939	60,939	60,939	60,939	60,939	60,939	60,939	60,939	694,718	(0)
Employee Benefits	83,044	99,706	107,917	100,187	98,899	98,899	109,205	100,187	100,187	94,600	94,600	63,115	1,178,795	28,246
Books & Supplies	8,411	42,143	42,143	15,237	15,237	15,237	15,237	15,237	15,237	15,237	15,237	15,237	229,828	-
Services & Other Operating Expenses	123,291	122,411	166,483	166,483	166,483	195,324	166,483	166,483	166,483	165,955	165,955	194,796	1,938,808	(27,820)
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	264,765	592,901	650,091	615,456	614,167	643,009	624,473	615,456	615,456	609,341	609,341	606,697	7,132,519	71,368
Operating Cash Inflow (Outflow)	(185,895)	(263,986)	66,740	(97,798)	(86,182)	(92,874)	155,609	(56,195)	255,061	(95,113)	(63,610)	(58,676)	28,185	551,105
Revenues - Prior Year Accruals	32,779	340,822	225,366	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Fixed Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Summerholdback for Teachers	(144,430)	14,279	14,279	14,279	14,279	14,279	14,279	14,279	14,279	14,279	14,279	14,279	-	-
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	252,010	343,124	649,509	565,990	494,087	415,491	585,380	543,464	812,804	731,970	682,639	638,242		

Discovery-1547
Monthly Cash Forecast
As of Dec FY2018

	2022-23													Forecast	Remaining Balance
	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			
Beginning Cash	638,242	316,622	393,005	696,290	594,382	504,529	407,395	571,530	515,181	795,319	704,480	646,420			
REVENUE															
LCFF Entitlement	65,631	325,808	672,282	465,038	465,038	498,831	465,038	477,817	847,084	469,635	469,635	505,073	6,065,629	338,721	
Federal Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other State Revenue	-	-	-	-	10,746	-	275,200	32,779	-	-	32,779	-	670,045	318,541	
Other Local Revenue	-	-	40,872	40,872	40,872	40,872	40,872	40,872	40,872	40,872	40,872	40,872	408,723	-	
Fundraising & Grants	17,593	17,593	36,368	36,368	36,368	36,368	36,368	36,368	36,368	36,368	36,368	36,368	398,866	-	
TOTAL REVENUE	83,224	343,401	749,522	542,278	553,024	576,071	817,477	587,836	924,324	546,875	579,654	582,313	7,543,263	657,262	
EXPENSES															
Certificated Salaries	21,711	296,039	295,774	295,774	295,774	295,774	295,774	295,774	295,774	295,774	295,774	295,774	3,275,494	(0)	
Classified Salaries	30,430	57,443	62,756	62,756	62,756	62,756	62,756	62,756	62,756	62,756	62,756	62,756	715,437	-	
Employee Benefits	92,890	111,027	119,369	111,520	110,211	110,211	120,678	111,520	111,520	105,592	105,592	69,859	1,279,990	-	
Books & Supplies	9,085	45,137	45,137	16,437	16,437	16,437	16,437	16,437	16,437	16,437	16,437	16,437	247,287	-	
Services & Other Operating Expenses	127,715	126,810	173,218	173,218	173,218	203,546	173,218	173,218	173,218	172,674	172,674	203,002	2,017,461	(28,267)	
Capital Outlay & Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL EXPENSES	281,831	636,457	696,255	659,705	658,397	688,725	668,863	659,705	659,705	653,234	653,234	647,829	7,535,671	(28,267)	
Operating Cash Inflow (Outflow)	(198,607)	(293,056)	53,267	(117,427)	(105,372)	(112,654)	148,615	(71,868)	264,619	(106,359)	(73,580)	(65,516)	7,592	685,529	
Revenues - Prior Year Accruals	34,056	353,919	234,498	-	-	-	-	-	-	-	-	-	-	-	
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fixed Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Expenses - Prior Year Accruals	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Summerholdback for Teachers	(157,070)	15,520	15,520	15,520	15,520	15,520	15,520	15,520	15,520	15,520	15,520	15,520	-	-	
Loans Payable (Long Term)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Ending Cash	316,622	393,005	696,290	594,382	504,529	407,395	571,530	515,181	795,319	704,480	646,420	596,424			

Discovery Charter II Before-School and Afternoon Programs

The average enrollment is:

15 students/day in the before-school program

52 students/day in the after-school program

The current monthly income from family payments is \$19K.

Summary of Funding

2017-18 2018-19 2019-20 2020-21 2021-22

Target Components:

Fees

We will provide coverage for staff development days and conference weeks with no extra charge. There will be a charge for break weeks that we are open. Those will continue to be \$50/day or \$240/week. Below are the projected fees for 2017-2018, fees are subject to change.

AM Care: 7-8:30 am

2 days per week	\$63/mo
3 days per week	\$95/mo
4 days per week	\$127/mo
5 days per week	\$159/mo

TK/Kinder (first 8 weeks) Care: Dismissal-3:00 pm

2 days per week	\$155/mo
3 days per week	\$165/mo
4 days per week	\$200/mo
5 days per week	\$245/mo

TK/Kinder (first 8 weeks) Plus: Dismissal-6:00pm

2 days per week	\$430/mo
3 days per week	\$470/mo
4 days per week	\$525/mo
5 days per week	\$600/mo

After-school Care: Dismissal-6:00 pm

2 days per week	\$295/mo
3 days per week	\$325/mo
4 days per week	\$390/mo
5 days per week	\$435/mo

Wednesday Afternoon Only \$235/mo

In signing this Agreement, I (we) hereby certify that I am (we are) the sole legal guardian(s) of the child.

Childs Name: _____

Parent/Guardian Signature _____ Date _____

Parent/Guardian Signature _____ Date _____

15.7100% 15.1400% 14.9300%

FUNDED ADA

Adjusted Base Grant ADA	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>	<i>Current Year</i>
Grades TK-3	300.45	314.90	314.90	314.90	314.90	314.90
Grades 4-6	170.08	203.98	222.78	222.78	222.78	222.78
Grades 7-8	56.57	84.60	106.22	130.66	149.46	158.86
Grades 9-12	-	-	-	-	-	-
Total Adjusted Base Grant ADA	527.10	603.48	643.90	668.34	687.14	696.54
Necessary Small School ADA	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>	<i>Current year</i>
Grades TK-3	-	-	-	-	-	-
Grades 4-6	-	-	-	-	-	-
Grades 7-8	-	-	-	-	-	-
Grades 9-12	-	-	-	-	-	-
ADA	-	-	-	-	-	-
Total Funded ADA	527.10	603.48	643.90	668.34	687.14	696.54
ACTUAL ADA (Current Year Only)						
Grades TK-3	300.45	314.90	314.90	314.90	314.90	314.90
Grades 4-6	170.08	203.98	222.78	222.78	222.78	222.78
Grades 7-8	56.57	84.60	106.22	130.66	149.46	158.86
Grades 9-12	-	-	-	-	-	-
Total Actual ADA	527.10	603.48	643.90	668.34	687.14	696.54
<i>Funded Difference (Funded ADA less Actual ADA)</i>	-	-	-	-	-	-

LCAP Percentage to Increase or Improve Services						
	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Estimated Total LCFF Funding						
Estimated Base Grant						
Estimated Total of Supplemental and Concentration Grants						
Proportional Increase or Improvement in Services						
Current year estimated supplemental and concentration grant funding in the LCAP	\$ 108,213	\$ 137,239	\$ 164,441	\$ 169,947	\$ 177,030	\$ 182,447
Current year Percentage to Increase or Improve Services	2.70%	2.89%	3.18%	3.08%	3.03%	2.99%

ATTACHMENT 29. KINDERGARTEN READINESS ACT OF 2010

Kindergarten Readiness Act of 2010 (Transitional Kindergarten)

BOARD POLICY #BP081512.2

Background: In 2010 the California Legislature passed the Kindergarten Readiness Act, which has become commonly known as “Transitional Kindergarten” or “TK.”

Over a three-year period from the 2011-12 school year to the 2013-14 school year the cut-off birth date for Kindergarten eligibility is being moved from December 1 to September 1, but students with birth dates between September 1 and December 1 will be eligible for voluntary enrollment in Transitional Kindergarten classes to prepare them for Kindergarten the following year.

Policy:

For the 2012-13 school year students enrolled in Discovery who have a birth date between November 2 and December 2, 2007 will be eligible for Transitional Kindergarten or “TK”, which will be held in one of our Kindergarten / 1st grade classrooms. TK students will receive an individualized curriculum with goals specific to their developmental level, but in every other way will be part of the K1 class, participating as a regular Kindergarten student. Parents and the child’s teacher will decide together whether or not the child should move to Kindergarten or 1st grade for the following school year. This decision will be made prior to the lottery date for the following year (usually around the first week in April). If there is a disagreement between the parents and the teacher regarding the following year’s grade level placement, the teacher will have the right to make the final decision.

Contingent upon the approval and opening of the second Discovery school, starting with the 2013-14 school year, Discovery will offer one Transitional Kindergarten class for students with birth dates between September 2 and December 2, 2008. This class will be housed at the new Discovery campus, or “Discovery Two.” A separate lottery will be held for these students.

Minimum enrollment for the Transitional Kindergarten class will be 11 students. Maximum enrollment will be 22 students. If enrollment falls between 22 and 33 students, then the Executive Director may create an “AM/PM” program with split enrollment and a short amount of combined time with all students so that each student receives a minimum of 200 instructional minutes per day.

If there are fewer than 11 applicants for Transitional Kindergarten in any year of the program, the students will be included in the regular Kindergarten lottery for that year and enrolled students will be placed in one of our regular Kindergarten or K/1 classrooms.

Students enrolled in a TK class will be automatically enrolled in Kindergarten for the following year at the Discovery campus selected by the parents, with the Executive Director’s approval. The Executive Director shall have the right to determine which Discovery campus the child attends, but will try to accommodate the parents’ request. If parents disagree with a school placement decision they may appeal to the Discovery Board of Directors.

ATTACHMENT 30. SUICIDE PREVENTION POLICY

Board Policy #: 171115.2

Adopted: November 15, 2017

The Board of Directors of Discovery Charter School (“Discovery”) recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with Discovery and community stakeholders, Discovery school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating Discovery’s strategies for suicide prevention and intervention. Discovery must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Discovery shall appoint an individual (or team) to serve as the suicide prevention point of contact for Discovery. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

A. Staff Development

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff).

Training:

- All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.
- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;

- Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
- Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
- Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
- Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - Youth affected by suicide;
 - Youth with a history of suicide ideation or attempts;
 - Youth with disabilities, mental illness, or substance abuse disorders;
 - Youth with serious medical conditions;
 - Lesbian, gay, bisexual, transgender, or questioning youth;
 - Youth experiencing homelessness or in out-of-home settings, such as foster care;
 - Youth who have suffered traumatic experiences;
 - Students whose immigration status is undocumented or whose parents' immigration status is undocumented.
- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
 - The impact of traumatic stress on emotional and mental health;
 - Common misconceptions about suicide;
 - School and community suicide prevention resources;
 - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
 - The factors associated with suicide (risk factors, warning signs, protective factors);
 - How to identify youth who may be at risk of suicide;
 - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on Discovery guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on Discovery guidelines;
 - Discovery-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
 - Discovery-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
 - Responding after a suicide occurs (suicide postvention);
 - Resources regarding youth suicide prevention;
 - Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
 - Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.

B. Employee Qualifications and Scope of Services

Employees of Discovery must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

C. Parents, Guardians, and Caregivers Participation and Education

- Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, schools shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
- All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

D. Student Participation and Education

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Discovery along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with Discovery and is characterized by caring staff and harmonious interrelationships among students.

Discovery's instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience

Discovery's instructional curriculum may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding Discovery's suicide prevention, intervention, and referral procedures.

The content of the education may include:

- Coping strategies for dealing with stress and trauma;
- How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;

- Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
- Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).

Discovery will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, Peer Counseling, Freshman Success, and National Alliance on Mental Illness on Campus High School Clubs).

E. Intervention and Emergency Procedures

Discovery designates the following staff members to act as the primary and secondary suicide prevention liaisons:

- School Counselor
- Director

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the school counselor and the school's director.. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the Director or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

Intervention for a student with suicidal ideation, or who has attempted suicide, shall include the following steps:

1. Assessment by the School Counselor. An interview with the student as well as their teacher and others who may have knowledge of the immediate situation.
2. The Counselor and/or Director will notify the student's parents.
3. If deemed necessary, a referral shall be made to Eastfield Ming Quong's (EMQ) Crisis Intervention Team.
4. If EMQ is unavailable, the Counselor and/or Director will ask the student's parents to transport them to the Emergency Room for an emergency psychiatric evaluation.
5. If EMQ and parents are both unavailable and/or unwilling to transport the student, then 911 shall be called.

The suicide prevention liaison shall also refer the student to mental health resources at Discovery or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one of the following, as appropriate:
 - Securing immediate medical treatment if a suicide attempt has occurred;
 - Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
 - Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
 - Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed;
 - Moving all other students out of the immediate area;
 - Not sending the student away or leaving him/her alone, even to go to the restroom;
 - Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence;
 - Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
3. Create a Safety Plan with the student that details steps that the student should take, including contacts with phone numbers of school personnel who they can call, if they are feeling unsafe.
4. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.
5. After a referral is made, Discovery shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, Discovery may contact Child Protective Services.
6. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Discovery.
7. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Discovery campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in Discovery's safety plan. After consultation with the Director or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. Discovery staff may receive assistance from Discovery counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the Discovery campus and unrelated to school activities, the Director or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.

2. Discuss with the family how they would like Discovery to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for re-integration to School. Re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan.

F. Supporting Students during or after a Mental Health Crisis

Students shall be encouraged through the education program and in Discovery activities to notify a teacher, the Director, another Discovery administrator, psychologist, Discovery counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Discovery staff should treat each report seriously, calmly, and with active listening and support. Staff should be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

G. Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. Discovery shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

- Coordinate with the Director to:
 - Confirm death and cause;
 - Identify a staff member to contact deceased's family (within 24 hours);
 - Enact the Suicide Postvention Response;
 - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
 - Notification (if not already conducted) to staff about suicide death;
 - Emotional support and resources available to staff;
 - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
 - Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to needs of students regarding the following:
 - Review of protocols for referring students for support/assessment;
 - Talking points for staff to notify students;
 - Resources available to students (on and off campus).

- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
- Identify media spokesperson if needed.
- Include long-term suicide postvention responses:
 - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
 - Support siblings, close friends, teachers, and/or students of deceased
 - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

ATTACHMENT 31. LOCAL CONTROL AND ACCOUNTABILITY PLAN (DISCOVERY II'S ANNUAL GOALS AND ACTIONS IN THE STATE PRIORITIES; EVIDENCE OF ALIGNMENT OF DISCOVERY II'S PUPIL OUTCOMES TO STATE PRIORITIES)

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Discovery Charter School 2		
Contact Name and Title	Miki Walker, Director	Email and Phone	mwalker@discoverytwo.org (408)

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

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

We are committed to:

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

- Continuous improvement of teaching and learning techniques based on supporting research.

Our students come from diverse backgrounds with the breakdown of student enrollment below:

Race/Ethnicity	Percent of Total Enrollment
Black/African American	3.2%
American Indian / Alaska Native	0.5%
Asian	14.9%
Filipino	1.1%
Hispanic or Latino	15.3%
Native Hawaiian or Pacific Islander	0.2%
White	41.4%
Two or more races	9.5%
Other	13.9%

Approximately 7.7% of our students are socioeconomically disadvantaged, 6.3% are English Learners and 13.5% receive Special Education services.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

Working closely with all the stakeholders throughout our school, we have identified the following five goals for focus in the next three years to improve the outcomes of all students.

- Goal 1: Of the students identified as English Learners (EL's) 50% or more will be reclassified on the California English Language Development (CELDT) test as fluent / English proficient.
- Goal 2: All students, including gifted, low-SES, EL learners, and students with disabilities, demonstrate growth in ELA, science, and math.
- Goal 3: Increase the number of students with disabilities who are fully included in the regular classrooms.
- Goal 4: Implement Reggio-based assessment system across the school.
- Goal 5: Increase support structure for parent education.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

- The increase in Barton and Right Start tutoring and the number of students who learned to read and develop number sense
- The creation of a school-wide assessment system based on the Reggio Emilia philosophy
- Positive Discipline and Reggio Emilia training for all teachers
- Groundwork on “Capacity Model” or full inclusion program for special education

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

Based on the CAASP results and other performance measures (benchmark tests and formative assessments), the economically-disadvantaged students and students with disabilities were performing below the “all students” groups. Only 34% of our economically-disadvantaged students met or exceeded standards in ELA CAASP and only 38% met or exceeded standards in Math CAASP compared to 73% of students who are not economically disadvantaged in ELA and 75% in math. Students with disabilities are the other sub-group with the greatest performance gaps. Only 33% of students with disabilities met or exceeded standards in ELA CAASP and only 40% in math, compared to 76% of students without disabilities who met and exceeded standards in ELA and 76% in math.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

According to the California School Dashboard, there were no orange indicators for Discovery Charter School II. Our greatest needs are to implement an effective assessment system that reflects our philosophy and provides a formative assessment to guide instruction and assists teachers and students in creating the “emergent curriculum.” Choosing a science curriculum, or refurbishing the FOSS kits is another need for the 2017-18 school year.

Instead of using the older California School Dashboard data, we prefer to identify our greatest needs based on the performance gaps data. See below for details.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

- Teach vocabulary with a particular emphasis on EL.
- Provide Barton tutoring for students who need reading intervention program
- Increase use of non-fiction materials.
- Provide books at wide range of reading levels
- Provide intervention program in math for students who need the extra support

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$ 5,426,785
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$ 20,000

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Most of the school’s funds are spent on personnel, followed by operating costs (i.e. rent) and supply costs that are not directly tied to a LCAP goal.

\$ 4,450,130	Total Projected LCFF Revenues for LCAP Year
--------------	---

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1	Increase family engagement in educational program, interventions, and parent education.
State and/or Local Priorities Addressed by this goal:	STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 COE <input type="checkbox"/> 9 <input type="checkbox"/> 10 LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED actions.

ACTUAL

Parents completed 1,100 hours of Barton tutoring as of May 1, 2016. By May 1, 2017 parents will complete 1,500 hours of Barton tutoring.	As of May 1, parents had completed 1,458 hours of Barton tutoring, representing a significant expansion of this program.
--	--

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	1	Empty Cell	Empty Cell
Actions/Services	<u>actions.</u>	PLANNED <ul style="list-style-type: none"> Continue trainings for new volunteers. Identify more students in need of early reading intervention. Recruit new tutors Parent Education around dyslexia and research-proven intervention 	ACTUAL All of the actions were necessary to reach the goal described above. Training and recruiting new volunteers has been a particular success.
Expenditures		BUDGETED \$20,000	ESTIMATED ACTUAL \$17,479

ANALYSIS Instructions AU Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable

Empty Cell

Describe the overall implementation of the actions/services to achieve the articulated goal.

Our Barton Coordinator recruits new tutors and conducts trainings whenever there are interested volunteers. The Coordinator monitors the tutors, provides feedback, coordinates the schedule of tutoring spaces, and works as a liaison between the tutors and teachers.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The program has been highly effective in meeting the needs of children with dyslexia or a difficulty in learning to read due to a lack of phonemic awareness.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

None

Goal 2

Implement Common Core State Standards in math and achieve measurable student progress in math problem solving skills.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED actions.

100 percent of students will have their writing and math measured on separate continuums for each area and these will become part of their portfolios.

ACTUAL

100 percent of students will have their writing and math measured on separate continuums for each area and these will become part of their portfolios.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	1	Empty Cell	Empty Cell
Actions/Services		PLANNED <ul style="list-style-type: none"> Continue staff development training in use of the writing continuum chosen by the staff. 	ACTUAL <ul style="list-style-type: none"> Each teacher in K-5 gave the same assessment to their students at the beginning and end of the year. The assessments are designed to measure conceptual understanding of grade level Common Core Standards in math.
Expenditures		BUDGETED 0	ESTIMATED ACTUAL 0

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable

Describe the overall implementation of the actions/services to achieve the articulated goal.	Teachers designed the math assessments by pulling questions from different sources, including TERC, online resources, and problems that they’ve used in their classrooms. Teachers collaborated to ensure articulation across the grade levels.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Staff meeting time and access to resources facilitated the work done by teachers.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	None

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

None

Goal 3

100 % of our teachers will be appropriately credentialed for their assignments.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED actions.

100 % of our teachers will be appropriately credentialed for their assignments.

ACTUAL

100 % of our teachers are appropriately credentialed for their assignments.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	1	Empty Cell	Empty Cell
Actions/Services <u>actions.</u>	<p>PLANNED</p> <ul style="list-style-type: none"> Continue to recruit teachers with Multiple Subject Credentials who can teach all of our classes, K-8. Promote Discovery to prospective teachers through the school's website, Edjoin (Online job postings) and by working with local Universities to support student teachers and interns from those Universities. 	<p>ACTUAL</p> <ul style="list-style-type: none"> We recruited teachers with Multiple Subject Credentials who can teach all of our classes, K-8. We promoted Discovery to prospective teachers through the school's website, Edjoin (Online job postings) and by working with local Universities to support student teachers and interns from those Universities. 	
Expenditures	<p>BUDGETED</p> <p>\$750</p>	<p>ESTIMATED ACTUAL</p> <p>\$750</p>	

ANALYSIS Instructions AU Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable

Empty Cell

Describe the overall implementation of the actions/services to achieve the articulated goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We spent \$500 to attend the Santa Clara County Office of Education Teacher Recruitment Faire. From the contacts we made there with prospective teachers we hired one new teacher. Most of our new teachers are known to us and have either been substitute teachers or parents in our program, sometimes both.
Despite the statewide teacher shortage, we have been fully staffed and are close to being fully staffed for next year as of May 22, with one teacher still in the hiring process.
None
None

Goal 4	All students should have access to foreign language instruction.
---------------	--

State and/or Local Priorities Addressed by this goal:	STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8
	COE <input type="checkbox"/> 9 <input type="checkbox"/> 10
	LOCAL _____

<u>ANNUAL MEASURABLE OUTCOMES</u>	<u>EXPECTED</u> actions.	<u>ACTUAL</u>
-----------------------------------	--------------------------	---------------

100% of students in grades K-8th will receive regular instruction in Spanish. Middle school students will have access to Spanish as an elective class.

100% of students in grades K-8 received regular instruction in Spanish. Middle school students had access to Spanish as an elective class.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	Empty Cell	Empty Cell
1		
Actions/Services	PLANNED <ul style="list-style-type: none"> Increase the number of Latino cultural celebrations at school. 	ACTUAL <ul style="list-style-type: none"> We are holding an international cultural faire in June.
Expenditures	BUDGETED \$1500	ESTIMATED ACTUAL \$1500

ANALYSIS
Instructions **AU** **Analysis**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable

Empty Cell	
Describe the overall implementation of the actions/services to achieve the articulated goal.	All students in grades K-8 receive weekly instruction in Spanish. We have two paid Spanish teachers, who are assisted by parent volunteers who are native Spanish speakers.. Some of our teachers also are Spanish fluent or have enough proficiency with the language to include it during other instructional times.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Dissatisfaction with our Spanish program was evident in our parent and student surveys. Improving the program is something that we'll be working on with our teachers. Talking with the students about the issues and possible solutions will be the first step in addressing this concern.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	None

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

None

Goal 5

All students identified as English Learners (EL's) will be reclassified on the California English Language Development (CELDT) test as Fluent / English Proficient by their fourth year at Discovery.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED actions.

ACTUAL

Each year all students identified as English Learners (EL) who have been attending Discovery for three years will be reclassified on the California English Language Development (CELDT) test as Fluent/English Proficient.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	1	Empty Cell	Empty Cell
Actions/Services <u>actions.</u>	PLANNED <ul style="list-style-type: none"> Training for parents who will lead vocabulary groups. Use of integrated groups for Readers and Writers Workshop. 	ACTUAL This fell to our classroom teachers.	
Expenditures	BUDGETED No cost	ESTIMATED ACTUAL	

ANALYSIS Instructions AU Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable

Empty Cell	
Describe the overall implementation of the actions/services to achieve the articulated goal.	The Discovery program is language-based, with an emphasis on developing all students’ oral language, reasoning, and vocabulary. These skills are taught across all subjects. Class meetings Problem-Based Learning, cooperative groups, and other strategies also improve the skills of our English Learners (EL’s)
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	None
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	None

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

Empty Cell

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

A community meeting was held on May 3, 2017 to discuss the results of the parent, staff, and student survey and the school's plans for 2017-18. A draft overview of the LCAP was shared at this meeting. The surveys were done online and open for several weeks in March and April. 300 parents completed a survey, 26 staff members completed a separate survey, and 331 students completed surveys. There were separate surveys for students in K-3 and 4th-8th.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

Survey results from parents indicate that our Spanish program is an area of concern. Specifically, parents do not feel that their child is making progress in Spanish, and many parents report that their children dislike our Spanish program. The frequency of instruction (one or two sessions per week for most classrooms) is certainly a factor, but we need to explore other issues that may be adversely impacting our Spanish program.

Survey results in general express widespread satisfaction with our program, and this was confirmed in the community meeting, staff meetings, and in informal conversations with parents, students, and staff. Still, there is always room for improvement.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<u>Goal 1</u>	Of the students identified as English Learners (EL's) 50% or more will be reclassified on the California English Language Development (CELDT) test as fluent / English proficient.		

Empty Cell

Empty Cell

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
50% or more of the students identified as English Learners (EL) will be reclassified on the California English Language Development (CELDT) test as Fluent / English Proficient.	11 of 32 (34%) EL students were reclassified as proficient.			

PLANNED ACTIONS / SERVICES Instructions PAS

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1** Empty Cell Empty Cell

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [<u>Specific Student Group(s)</u>]
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Instruc-tions PAS ContributesTo</u>			
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input checked="" type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Instructions PAS ScopeService</u>			
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input checked="" type="checkbox"/> Specific Schools: <u>D2</u>	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
See notes on language enriched environment		

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount	Empty Cell	Empty Cell
Source		
Budget Reference		

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New

Modified

Unchanged

Goal 2

All students, including gifted, low-SES, EL learners, and students with disabilities, demonstrate growth in ELA, science, and math.

Empty Cell

Empty Cell

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP Testing / California Dashboard	<p>ELA 14.2 points above level 3, a decrease of 0.3 points. Green</p> <p>Math 0.7 points below level 3, an increase of 7.7 points. Green</p>			

PLANNED ACTIONS / SERVICESInstructions PAS

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1** Empty Cell Empty Cell

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: D2 _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served Instruc-
tions PAS Contributes To

English Learners Foster Youth Low Income

Scope of Services Instructions PAS Scope Service

LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES Instructions PAS Actions Services

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Continue staff training in assessment systems that will guide instruction.

Teachers developing scope and sequence for science following the NGSS.

Adoption of new science curriculum, or refurbishing of FOSS kits.

BUDGETED EXPENDITURES

Empty Cell

Empty Cell

2017-18

2018-19

2019-20

Amount

\$15,000

Amount

Amount

Source

Approved Textbooks and Core Curricula Materials

Source

Source

Budget Reference

4100

Budget Reference

Budget Reference

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input checked="" type="checkbox"/> X New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<u>Goal 3</u>	Increase the number of students with disabilities who are fully included in the regular classrooms.		

Empty Cell

Empty Cell

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase number of students who are fully included.	0			
Increase co-teaching model with specialists teaching side by side with regular classroom teachers.	0			

PLANNED ACTIONS / SERVICES Instructions PAS

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1** Empty Cell Empty Cell

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: __D2_____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served Instruc-
tions PAS ContributesTo

English Learners Foster Youth Low Income

Scope of Services Instructions PAS ScopeService

LEA-wide School-wide **OR** Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES Instructions PAS ActionsServices

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

A committee of teachers and parents is receiving professional development around inclusion.

We are visiting other schools that are practicing full inclusion.

We are changing the way we write IEP's so that they're written from a capacity lens or perspective.

BUDGETED EXPENDITURES

Empty Cell

Empty Cell

2017-18

2018-19

2019-20

Amount

\$5,000

Amount

Amount

Source

Consultants

Source

Source

Budget Reference

Budget Reference

Budget Reference

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input checked="" type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<u>Goal 4</u>	Develop a school-wide assessment system based on the Reggio Emilia philosophy and designed to improve teacher's ability to design individualized instruction.		

Empty Cell

Empty Cell

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

An assessment system that guides instruction is central to our philosophy. We have been developing a system for the past two years and are ready to implement it school-wide.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
System in place in all classrooms and regularly used	About half of the teachers regularly use our writing continuum			
Develop a school-wide assessment system based on the Reggio Emilia philosophy and designed to improve teacher's ability to design individualized instruction.				

PLANNED ACTIONS / SERVICESInstructions PAS

Develop a school-wide assessment system based on the Reggio Emilia philosophy and designed to improve teacher's ability to design individualized instruction.

Action **1** Empty Cell Empty Cell

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served X All Students with Disabilities [Specific Student Group(s)]

Location(s) All schools Specific Schools: D2 Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served Instruc- English Learners Foster Youth Low Income
tions PAS Contributes To

Scope of Services Instructions PAS Scope Service LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES Instructions PAS Actions Services

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Teachers will be trained in the use of the advanced version of the assessment software program "Seesaw." This program enables teachers to assess students using film, photos, and audio recordings and use this information to individualize instruction.

BUDGETED EXPENDITURES

Empty Cell

Empty Cell

2017-18

2018-19

2019-20

Amount 0

Amount

Amount

Source

Source

Source

Budget Reference

Budget Reference

Budget Reference

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input type="checkbox"/> X New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<u>Goal 5</u>	Increase support structure for parent education.		

Empty Cell

Empty Cell

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase parent ed and training opportunities by 100%	Five parent ed events were held during the 2016-17 school year.			

PLANNED ACTIONS / SERVICES Instructions PAS

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1** Empty Cell Empty Cell

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Instruc-tions PAS ContributesTo</u>			
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> X Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Instruc-tions PAS ScopeService</u>			
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: __D2_____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Staff will work with the Parent Ed Committee to plan at least 10 parent education events during the 2017-18 school year.		

BUDGETED EXPENDITURES

2017-18	Empty Cell	Empty Cell
2017-18	2018-19	2019-20
Amount: 0	Amount: [Empty Cell]	Amount: [Empty Cell]
Source: [Empty Cell]	Source: [Empty Cell]	Source: [Empty Cell]
Budget Reference: [Empty Cell]	Budget Reference: [Empty Cell]	Budget Reference: [Empty Cell]

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New

Modified

Unchanged

Goal 6

Empty Cell

Empty Cell

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

PLANNED ACTIONS / SERVICESInstructions PAS

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action

1

Empty Cell

Empty Cell

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served Instruc-
tions PAS ContributesTo

English Learners Foster Youth Low Income

Scope of Services Instructions PAS Scope Service LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES Instructions PAS Actions Services

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18	Empty Cell	2018-19	Empty Cell	2019-20	Empty Cell
Amount		Amount		Amount	
Source		Source		Source	
Budget Reference		Budget Reference		Budget Reference	

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

	<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<u>Goal 7</u>			

Empty Cell
Empty Cell

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10

Identified Need

LOCAL _____

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

PLANNED ACTIONS / SERVICES Instructions PAS

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1** Empty Cell Empty Cell

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)] _____
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u> <u>Instructions PAS Contributes To</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u> <u>Instructions PAS Scope Service</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All schools	<input type="checkbox"/> Specific Schools: _____	<input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES Instructions PAS Actions Services

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged

BUDGETED EXPENDITURES

2017-18

Amount

Source

Budget Reference

Empty Cell

2018-19

Amount

Source

Budget Reference

Empty Cell

2019-20

Amount

Source

Budget Reference

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 0

Percentage to Increase or Improve Services: 15496...

0 %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a school-wide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see [instructions](#)).

Discovery 2 does not receive Title One, Title Three, or funds for foster youth.

ATTACHMENT 32. HOMESCHOOL PROGRAM FORMS

Master Agreement for Independent Study

Student Name: _____ Grade: _____ Age: _____ D.O.B.: _____
Street: _____ City: _____ Zip: _____
Parent(s) Name: _____ Email Address: _____
Phone: _____ Quarter: _____ Entry Date: _____ Exit Date: _____

Objective: This agreement is to enable the student to successfully reach the objectives and complete the assignments identified on the Assignment Form that will be a part of this Agreement. The student will complete assignments as they are assigned by the Discovery Charter School teacher.

Methods of Study will be hands-on activities, projects, textbooks, online resources, field trips, manipulatives or others listed on the Assignment form that are developmentally appropriate to the student's understanding. The student will also be provided with teacher support, supplemental curriculum, computer programs or other resources appropriate for successful completion of the assignments. Non-consumables will be returned to the school at the end of the year. Home school students may choose to participate in electives and other Discovery community activities.

Assignments and reporting: Parents and students must participate in regular meetings with the teacher in person, at least once every 20 school days, at the time and place indicated on the Assignment form or as otherwise arranged. This meeting is in addition to the student's attendance at school, but may be arranged before or after school on days the student attends class at Discovery II. Assignments will be presented at each meeting. Assignments must be completed unless changes are arranged with the teacher. Passing is based on mastery of learning as determined by evaluating the completed assignments.

Other policies and procedures: The Discovery Charter Home School program is a team effort between parent, student, and teacher working together toward a successful learning process. Each has a distinct role:

- The parent serves as the instructor, teaching, overseeing and documenting daily progress.
- The parent must be available for helping the student to achieve the learning objectives.
- The student is responsible to do the work and to communicate with the team.
- The teacher serves to support, guide, keep records, and assure the integrity of the work.

School equipment and materials must be properly cared for and returned when requested.

The parent is responsible for Daily Attendance Records for the days the student is home schooled, including review of student work and initialing the day's activities on the Attendance Record. Only list days indicated on the Academic Calendar (reverse side of attendance record), and circle each subject in which work was completed for each day. Work turned in must match the subjects and dates indicated. Assignment Forms will be completed at the meetings.

Honesty and a sense of trust are essential between all members of the team. The teacher will assume that all work is a student's own, not that of a parent, other person, or resource. If such sources are used, written acknowledgement must be given.

Causes of dismissal/probation: Evaluation regarding continued enrollment will be made by the Discovery Director or Executive Director if any of the following are found:

- Two missed meetings or failure to reschedule appointments within the 20 day period.
- Student fails to complete 95% of assignments for two (2) months.
- Failing to abide by the terms of this Agreement.

Voluntary Statement: Participating in the Discovery Charter Home School program is a continuously voluntary educational alternative. In the case of a pupil who is referred or assigned pursuant to Education Code 48915 or 48917, an alternative classroom has been offered and is available at all times.

Signatures: Parent/guardian signature confers permission for independent study as specified in this agreement.

I have read both pages of this agreement and hereby agree to the conditions set forth within.

Parent/Guardian signature: _____ Date: _____

Student signature: _____ Date: _____

Teacher signature: _____ Date: _____

.....
Certification:

Possible I.S. attendance days: _____

Earned I.S. attendance days: _____

Total attendance days: _____

<u>Subject</u>	<u>Rating</u>
Reading	_____
Writing	_____
Math	_____
Social Studies	_____
P.E.	_____
Science	_____

Overall work has been assessed as _____.

Key: 5-Superior, 4-strong progress, 3-expected progress, 2-slow progress, 1-no progress

**Home School Assignment Form
2017-18**

Today's date: _____

Student Name: _____ Grade: _____

This Assignment Form is in addition to the Master Agreement. Turn in this form with completed assignments as requested on the next appointment date.

NEXT APPOINTMENT: Date: _____ Time: _____ Location: _____

Projected home school days this period: ____ Teacher Signature: _____ Date: _____

Assignment

Demo/Eval % Complete

MATH	
SOCIAL STUDIES	
SCIENCE	
P.E.	
LANGUAGE ARTS	
ART	

I certify that the assigned work was completed by my child on the dates listed above or on the attached Record Sheet.

Parent Signature: _____ Date: _____

Teacher Certification: My signature and the date on the work product are evidence that I, as the assigned supervising teacher, have personally evaluated the pupil's work for both academic and apportionment credit.

I.S. days earned ____ Teacher signature: _____ Date: _____

The school work attached represents independent study attendance credit for the period indicated.

ATTACHMENT 33. DEMOGRAPHICS

Enrollment Data by Grade by Ethnicity as of 2/4/18 (Including Homeschool)

Grade Level	Total In Grade	American Indian or Alaska Native	Asian	Native Hawaiian /Other Pac Islander	Black or African American	White	Hispanic /Latino	Two or More Race Categories
K	96	0	16	0	2	40	28	10
1	75	0	15	1	2	39	11	7
2	79	2	15	0	5	37	12	8
3	72	2	13	0	2	29	13	13
4	66	0	8	0	3	33	12	10
5	61	0	12	0	2	25	11	11
6	51	0	9	0	3	23	9	7
7	40	0	9	0	2	15	9	5
8	19	0	3	0	0	9	6	1
Total	559	4	100	1	21	250	111	72

Enrollment Demographics Including Homeschool students

Grade Level	Total in Grade	Students with IEPS	ELL	SocioEconomically Disadvantaged (SED) Students who are not new to Discovery	# of new enrollment for 2017-2018	# of new enrollment for 2017-2018 (SED)	TOTAL SED
TK	22	0	5	0	22	2	2
K	74	3	6	0	74	6	6
1	75	5	8	1	18	1	2
2	79	5	2	1	13	2	3
3	72	9	2	4	12	1	5
4	66	8	2	5	2	1	6
5	61	13	2	4	7	0	4
6	51	18	3	0	20	2	2
<u>7</u>	40	9	1	3	7	0	3
<u>8</u>	19	5	1	0	2	0	0
Total	559	79	32	18	177	15*	33

* Projected SED enrollment to continue to grow based on the number of Kindergarten and 6th grade student new enrollment ratio.

5 Year Enrollment Projections (not including homeschool)

Grade Level	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
TK	22	22	22	22	22
K	72	72	72	72	72
1	72	72	72	72	72
2	72	72	72	72	72
3	72	72	72	72	72
4	72	72	72	72	72
5	66	72	72	72	72
6	61	66	72	72	72
7	51	61	66	72	72
8	40	51	61	66	72
Total	600	632	653	664	670

5 Year Homeschool Enrollment Projection

Grade Level	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
K-2	21	21	21	21	21
3-5	21	21	21	21	21
5-7	21	21	21	21	21
Total	63	63	63	63	63