



TRACY LEARNING CENTER

Primary * Discovery * Millennium

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October 5, 2020

Tania Salinas

Director of State & Federal Programs and Continuous Improvement

Tracy Unified School District

1875 W. Lowell Avenue

Tracy, CA 95376

Re: Charter Renewal Petition for Discovery Charter School

Dear Ms. Salinas:

On behalf of hundreds of students and families in Tracy and the surrounding communities, we are proud to submit the enclosed charter renewal petition for Discovery Charter School (“Discovery”). We respectfully request that the Tracy Unified School District (“District”) renew our charter so the Tracy Learning Center (“TLC”) may continue providing a high quality TK-12 educational program to students in Tracy.

We are living in unprecedented times due to the COVID-19 pandemic. It is now more important than ever that we all come together as a community, consider our common goals, and do what’s best for students. TLC has been offering a rigorous and innovative middle school program in Tracy for nearly two decades. At Discovery, we believe that all students have the ability to succeed when placed in the right environment with the right level of instruction and intervention. Our mission is to equip students with the skills necessary to better understand themselves, their relationship with learning, and their responsibility as citizens. Our teachers have created a community that empowers students to discover the unique qualities of their own learning. The culture at Discovery is both collaborative and competitive, and at all times focuses on personal and academic growth. Through a comprehensive curriculum and differentiated instructional strategies, all Discovery students are prepared for high school and beyond.

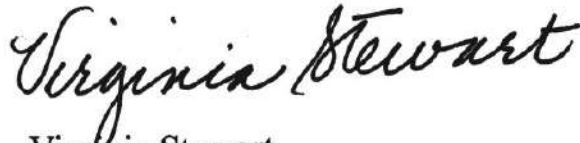
After almost 20 years in operation, one thing remains clear—Discovery continues to successfully meet the needs and demands of the communities we serve. As described in more detail in the renewal charter, Discovery has performed exceptionally well on all state and local Dashboard indicators, particularly the academic indicators. Discovery has improved academic performance, school climate, and academic engagement over the current charter term. There is no doubt that renewing the Discovery charter is in the best interests of students. We hope to continue our successes for years to come in partnership with the District.

In reviewing our charter renewal petition, we understand the District is guided by the intent of the Legislature that charter schools are and should become an integral part of the California educational system and that charter schools should be encouraged. The District “shall grant” a charter renewal if it is consistent with sound educational practice and with the interests of the community in which we serve. The District “shall not deny a petition” for renewal unless it makes written factual findings to support one of the five grounds for denial. We are happy to report that the Discovery charter renewal petition meets all of the legal requirements for approval, including the new academic achievement criteria for schools in the “middle” track under Education Code section 47607.2(b):

- 47605(c)(1) ✓ ***The Discovery charter presents a sound educational program.*** Our rigorous academic program is research-based, standards-aligned, and proven successful. Indeed, Discovery outperformed the District schoolwide on the academic indicators (i.e., ELA and Math) each year over the current charter term and experienced growth schoolwide since 2018. Discovery has also maintained lower suspension and chronic absenteeism rates than the District schoolwide and amongst all numerically significant student subgroups. Despite these successes, we are always looking for ways to improve our program so that our students continue performing at a high level. We look forward to implementing our improvement plan over the renewal term.
- 47605(c)(2) ✓ ***Petitioners are demonstrably likely to successfully implement the sound educational program set forth in the Discovery charter petition.*** Discovery is led by experienced, passionate, and qualified individuals with decades of experience in charter schools and public education. Discovery continues to attract hundreds of students each year who are interested in our rigorous educational program with high expectations. The financial and operational plans for Discovery’s renewal term are solid and based on years of experience operating our program in this community.
- 47605(c)(4) ✓ ***The charter petition contains an affirmation of each of the conditions required by law.*** This is a cut-and-dry legal requirement that our charter meets. Discovery is fully committed to continue operating lawfully, transparently, and in the best interests of our students and families.
- 47605(c)(5) ✓ ***The Discovery charter contains reasonably comprehensive descriptions of all required elements.*** Our comprehensive charter contains more than the minimum that is required by law, including all of the substantive information specific to our program and all aspects of each charter element required under the Charter Schools Act. We have also incorporated the District’s feedback on TLC’s Primary and Millennium renewal charters.
- 47605(c)(6) ✓ ***The Discovery charter contains a declaration that the charter school shall be deemed the exclusive public employer of the employees of the school for purposes of the Educational Employment Relations Act***

We respectfully request that the District staff recommend approval of, and that the District Board approve the Discovery charter for another successful five year renewal term. Thank you very much for your consideration. We are happy and eager to discuss any issues, questions, or concerns, so please feel free to reach out to me at any time.

Sincerely,

A handwritten signature in black ink that reads "Virginia Stewart". The script is fluid and cursive, with the first letter of each word being capitalized and prominent.

Virginia Stewart
Executive Director
Tracy Learning Center

Discovery Charter School



Petition for Renewal (2021-2026)

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Affirmations and Assurances

As the authorized lead petitioner, I, Virginia Stewart, hereby certify that Discovery Charter School (DCS) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. Education Code § 47605(e)(1).
- Not charge tuition. Education Code § 47605(e)(1).
- Not discriminate against a pupil on the basis of the characteristics listed in Education Code Section 220. Education Code § 47605(e)(1).
- Except as provided in [Education Code § 47605(e)(2)], admission to a charter school shall not be determined according to the place of residence of the pupil, or of his parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to those pupils who reside within the former attendance area of that public school. Education Code § 47605(e)(1).
- Admit all pupils who wish to attend the school. Education Code § 47605(e)(2)(A).
- If the number of pupils who wish to attend the charter school exceeds the school's capacity, attendance, except for existing pupils of the charter school, shall be determined by a public random drawing. Preference shall be extended to pupils who currently attend the charter school and pupils who reside in the district excepts as provided for in Education Code Section 47614.5. Preferences, including, but not limited to, siblings of pupils admitted or attending the charter school and children of the charter school's teachers, staff, and founders identified in the initial charter, may also be permitted on an individual charter school basis. Priority order for any preference shall be determined in the charter petition in accordance with Education Code Section 47605(e)(2)(B)(i)-(iv). Education Code § 47605(e)(2)(B).
- 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. Education Code § 47605(e)(3).
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Sections 60605 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. Education Code § 47605(d)(1).
- Consult, on a regular basis, with the charter school's parents, legal guardians, and teachers regarding the charter school's educational programs. Education Code § 47605(d)(2).
- Not discourage a student from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii). Education Code Section 47605(e)(4)(A).
- Not request a student's records or require a parent, guardian, or student to submit the student's records to the charter school before enrollment. Education Code Section 47605(e)(4)(B).
- Not encourage a student currently attending the charter school to disenroll from the charter school or transfer to another school for any reason, including, but not limited to, academic performance of the student or because the student exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii). This subparagraph shall not apply to actions taken by the charter school pursuant to the

procedures by which students can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. Education Code Section 47605(e)(4)(C).

- Comply with Education Code Section 47605(e)(4)(D) by posting the appropriate notice on the charter school's website and providing a copy to a parent, guardian, or student as required. Education Code Section 47605(e)(4)(D).
- 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. Education Code Section 47605(c)(6).

Discovery Charter School Authorized Lead Petitioner
By: _____
Virginia Stewart Executive Director
Date: _____

Track Record of Success

Discovery Charter School (DCS) opened in 2001 with 125 students in grades five and six and now boasts an enrollment of 372 students in fifth through eighth grade. A wait list of 387 students exists and is updated annually. DCS recently moved to new state-of-the-art facilities for the benefit of our students, staff, and families.

There are three “tracks” for renewal as a result of AB 1505 (2019) based on a school’s Dashboard indicators. **DCS is in the “middle” track.** (See Charter School Performance Category Data File published by the CDE on July 1, 2020.) Under Education Code section 47607.2(b)(1), the District “shall consider” the school’s performance on the state and local Dashboard indicators, but the District “shall provide greater weight” to measurements of academic performance (i.e. ELA, Math, English Learner Progress, and College/Career). As shown below, DCS has performed exceptionally well on all state and local Dashboard indicators, particularly the academic indicators.

ACADEMIC PERFORMANCE

- ✓ DCS outperformed the District average schoolwide in ELA and Math in 2017, 2018, and 2019:

ALL STUDENTS	DCS Distance From Standard	DISTRICT AVG. Distance From Standard	MARGIN
2017 – ELA	-17.5	-33.1	+15.6
2017 – Math	-37.4	-61.1	+23.7
2018 – ELA	-16.6	-23.4	+6.8
2018 – Math	-42.5	-56.7	+14.2
2019 – ELA	+1.8	-17.4	+19.2
2019 – Math	-40.2	-52.7	+12.5

- ✓ In ELA, two out of five numerically significant subgroups at DCS outperformed their respective District averages in 2018 and all subgroups outperformed the District in 2019, which is a sign of growth:

2018 – ELA	DCS Distance From Standard	DISTRICT AVG. Distance From Standard	MARGIN
English Learners	-63.6	-55.1	-8.5
Socio/Disadv	-63.6	-45.9	-17.7
Hispanic	-51.0	-44.3	-6.7
Asian	+46	+8.6	+37.4
White	+2	+0.8	+1.2

2019 – ELA	DCS Distance From Standard	DISTRICT AVG. Distance From Standard	MARGIN
English Learners	-39.5	-50.7	+11.2
Socio/Disadv	-34.2	-41.7	+7.2
Hispanic	-25.4	-38.9	+13.5
Asian	+40.6	+17.2	+23.4
White	+23.2	+13.9	+9.3

- ✓ In Math, two out of five numerically significant subgroups at DCS outperformed their respective District averages in 2018 and 2019, and the three subgroups that performed below the District reduced the margin between DCS and the District, which is a sign of growth:

2018 – MATH	DCS Distance From Standard	DISTRICT AVG. Distance From Standard	MARGIN
English Learners	-105.9	-81.6	-24.3
Socio/Disadv	-91.4	-77.6	-13.8
Hispanic	-86.1	-79.2	-6.9
Asian	+31.3	-13.1	+44.4
White	-19.5	-30	+11.5

2019 – MATH	DCS	DISTRICT AVG.	MARGIN
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	Distance From Standard	Distance From Standard	
English Learners	-80.8	-79.5	-1.3
Socio/Disadv	-77.3	-74.3	-3
Hispanic	-77.9	-75.8	-2.1
Asian	+25.1	-2.5	+27.6
White	-19.3	-23.5	+4.2

- ✓ DCS improved its ELA performance schoolwide and amongst almost all numerically significant subgroups between 2018 and 2019:

ELA	2018 Distance From Standard	2019 Distance From Standard	CHANGE
All Students	-16.6	+1.8	+18.4
English Learners	-63.6	-39.5	+24.1
Socio/Disadv	-63.6	-34.2	+29.4
Hispanic	-51.0	-25.4	+25.6
Asian	+46	+40.6	-5.4
White	+2	+23.2	+21.2

- ✓ DCS improved its Math performance schoolwide and amongst almost all numerically significant subgroups between 2018 and 2019:

MATH	2018 Distance From Standard	2019 Distance From Standard	CHANGE
All Students	-42.5	-40.2	+2.3
English Learners	-105.9	-80.8	+25.1
Socio/Disadv	-91.4	-77.3	+14.1
Hispanic	-86.1	-77.9	+8.2
Asian	+31.3	+25.1	-6.2
White	-19.5	-19.3	+0.2

- ✓ The majority of EL students at DCS (52.9%) made progress towards English language proficiency in 2019, meaning the majority of EL students either progressed at least one ELPI level or maintained at Level 4 (the highest ELPI level).

SCHOOL CLIMATE

- ✓ DCS maintained a lower suspension rate than the District in 2018 and 2019 schoolwide and amongst all five numerically significant subgroups:

2018 – SUSPENSION RATE	DCS	DISTRICT AVG.
All Students	1.3%	8.6%

English Learners	5.9%	7.2%
Socio/Disadv	2.6%	9.7%
Hispanic	2.3%	9.3%
Asian	2.5%	4.1%
White	0%	8.2%

2019 – SUSPENSION RATE	DCS	DISTRICT AVG.
All Students	0.8%	7%
English Learners	0%	7.3%
Socio/Disadv	1.8%	8.4%
Hispanic	1.1%	7.6%
Asian	0%	3.5%
White	1%	6.2%

- ✓ DCS lowered its suspension rate schoolwide and amongst all five numerically significant subgroups between 2017 and 2019:

SUSPENSION RATE	2017	2018	2019	CHANGE
All Students	10.6%	1.3%	0.8%	-9.8%
English Learners	16.7%	5.9%	0%	-16.7%
Socio/Disadv	16.7%	2.6%	1.8%	-14.9
Hispanic	13.1%	2.3%	1.1%	-13%
Asian	2.4%	2.5%	0%	-2.4%
White	9.4%	0%	1%	-8.4%

ACADEMIC ENGAGEMENT

- ✓ DCS maintained a lower chronic absenteeism rate than the District in 2017, 2018, and 2019 schoolwide and amongst all five numerically significant subgroups:

2017 – C/A RATE	DCS	DISTRICT AVG.
All Students	2.1%	10.3%
English Learners	2.8%	9.4%
Socio/Disadv	2.4%	12.9%
Hispanic	3.1%	12%
Asian	0%	5.3%
White	0.9%	11.9%

2018 – C/A RATE	DCS	DISTRICT AVG.
All Students	4.2%	9.9%
English Learners	3.1%	8.8%

Socio/Disadv	4.4%	11.8%
Hispanic	4.7%	10.9%
Asian	2.5%	3.9%
White	5%	10.6%

2019 – C/A RATE	DCS	DISTRICT AVG.
All Students	1.6%	9.2%
English Learners	0%	7.7%
Socio/Disadv	0.9%	10.9%
Hispanic	1.7%	10%
Asian	0%	3.8%
White	2.9%	9%

- ✓ DCS lowered or maintained its chronic absenteeism rate schoolwide and amongst four of its five numerically significant subgroups between 2017 and 2019:

C/A RATE	2017	2018	2019	CHANGE
All Students	2.1%	4.2%	1.6%	-0.5%
English Learners	2.8%	3.1%	0%	-2.8%
Socio/Disadv	2.4%	4.4%	0.9%	-1.5%
Hispanic	3.1%	4.7%	1.7%	-1.4%
Asian	0%	2.5%	0%	0%
White	0.9%	5%	2.9%	+2%

LOCAL DASHBOARD INDICATORS

- ✓ DCS achieved a score of “Standard Met” on all local indicators in 2018 and 2019.

In addition to the state and local indicators, the District is also required to consider clear and convincing evidence showing that the school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school. (Ed. Code, § 47607.2(b)(3).)

GROWTH OVER CHARTER TERM

- ✓ DCS improved its “Distance from Standard” score in ELA and Math schoolwide and amongst almost all numerically significant subgroups between 2018 and 2019, which demonstrates that students made more than one-year’s progress (see tables above).

- ✓ The majority of EL students at DCS (52.9%) made progress towards English language proficiency in 2019, meaning the majority of EL students experienced at least one year's growth on the ELPAC.
- ✓ DCS reclassified EL students at a higher rate than the District and State in three out of the last four years:

RECLASS. RATE	DCS	DISTRICT	STATE
2017	40%	7.5%	13.3%
2018	36.7%	6.9%	14.6%
2019	0%	10.7%	13.8%
2020	28.9%	10.3%	13.8%

- ✓ DCS lowered its suspension rate schoolwide and amongst all five numerically significant subgroups between 2017 and 2019 (see table above).
- ✓ DCS lowered or maintained its chronic absenteeism rate schoolwide and amongst four of its five numerically significant subgroups between 2017 and 2019 (see table above).

We are proud of our students' continued growth in terms of academic achievement. It is also notable that DCS is always working to use data to improve our program, so that our students are prepared for high school and life beyond. Several of the ways DCS has used data driven instruction in the current charter term include:

- ✓ Revised and improved curriculum maps to better reflect state standards in all curriculum areas.
- ✓ Adopted the curriculum for Pentathlon as an enrichment opportunity for all students.
- ✓ Implemented AIMS diagnostic testing to monitor student growth beginning in 2020.
- ✓ Implemented a math diagnostic test for all grades to assess strengths and areas for improvement in the current course.
- ✓ Assigned learning guides to support at-risk students in their classes and after school.
- ✓ Hired four enrichment teachers for additional curriculum opportunities for all students: music, creative expression, technology and Spanish.

- ✓ Hired an EL teacher specialty for Discovery students. This teacher supports students in the classroom and outside the subject area and makes contact with parents.
- ✓ Joined a charter SELPA to better serve the needs of the students which allowed us to hire a designated Resource teacher for DCS students.
- ✓ Implemented a yearly action plan for school improvement and established a School Improvement Committee to oversee the implementation and success of the plan throughout the school year.
- ✓ Hired a school counselor for middle school.
- ✓ Increased school culture by reestablishing incentives for students and establishing an active student leadership class.

DCS more than meets the legal standard for a five-year charter renewal under Education Code section 47607.2(b)(7).

Elements 1 and 2: Educational Program of Discovery Charter School and Measurable Student Outcomes.

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

Governing Law: “a description for the charter school of annual goals 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 by the charter school, and specific annual actions to achieve to those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” Education Code Section 47605 (c)(5)(A)(ii).

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

1. Mission

The mission of Discovery Charter School is to equip students with the skills necessary to better understand themselves, their relationship with learning, and their responsibility as a citizen. Students are able to organize and analyze information, draw appropriate conclusions, present their findings, and then share their research via networks with others locally, and around the world. The school meets the needs of every student by making possible engaging, relevant, and intellectually challenging learning opportunities that were previously difficult or impossible to achieve.

2. The Vision

Discovery Charter School students DREAM of a promising future, while working to DEVELOP their skills and increase their knowledge so that they can pursue career pathways that will provide them the ability to DEDICATE themselves to a fulfilled and exciting adult life.

3. Educational Philosophy

Discovery Charter School provides a rigorous innovative approach to learning in all subject areas. Teachers are guided by core principles that reflect the state frameworks and common core standards. They use instructional strategies that are based on research related to multi-age, differentiated and small group instruction, as well as project based learning. Teachers create a community which empowers students to discover the unique qualities of their own learning. As a result, the students demonstrate a consistent readiness for learning and are taught at the appropriate level of intervention. This makes it possible for all students to be challenged. Parents are partners with the school by providing them with grade updates every two weeks and maintaining a newsletter and a website. Parent volunteers are encouraged to help students in the classroom. Teachers profess a proactive approach to communicating with parents regarding student progress. The school wide outcomes help students and staff focus on acquiring skills and understanding in the importance of collaboration, communication, and citizenship as they prepare to interact in the real world around them.

Discovery Charter School embraces several educational concepts when designing programs and instructional strategies to meet the needs of the students. Jerome Bruner, Toward a Theory of Instruction, is the basis for justifying grouping students for instruction, particularly in the area of Mathematics and Language Arts. His philosophy states that all students can learn if instruction is at the appropriate level of intervention. For this reason, students are assessed at the beginning of each year to ensure that their instructional program is appropriate for their needs. It is not unusual for students to change groups over the four years they attend DCS. It is exciting to learn that a student once below grade level is now at a grade level instructional group. When students are taught at the appropriate level, learning increases.

Instructional practices are based on the work done by Doug Lemov in Teach Like a Champion. Staff utilizes the practices listed in the book to foster student involvement in the interaction of learning in the classroom and to ensure checking for understanding throughout interactive lessons. Staff development focuses on particular strategies to enhance teacher performance and effectiveness.

The notion of working towards higher levels of thinking and application in each of the content areas is addressed utilizing the work done by Mike Schmoker as explained in his book, Focus. The recent work by Erik m. Francis in his book, *Now That's a Good Question* has been the focus of staff development and is monitored in staff observations. Teachers utilize a variety of assessment tools and design curriculum based on the work of Janet Kierstead who pioneered the idea of project based curriculum which begins with the end in mind and develops benchmarks towards the final outcomes required for understanding the course concepts. Textbooks are not used at Discovery Charter School. Teachers develop curriculum pacing after assessing student's needs and use the curriculum to meet instructional needs. The curriculum provides latitude for teachers to use a wide range of instructional materials that address common core standards and challenge student thinking.

With the use of virtual learning, the staff has become proficient in the use of Google Classroom and a variety of interactive strategies and programs for improving student learning and maintaining a synchronous classroom on line.

David Pratt, PhD, in his paper, *The Merits of the Multiage Classroom*, notes "that strict age segregation is essentially a phenomenon of the last century. Research studies show no consistent benefits to age segregation. "Studies indicate an affective and social advantage from multiage grouping. His paper concludes that multiage or multigrade classrooms are socially and psychologically healthy classroom environments. It also provides for teacher continuity over a two year span.

Discovery Charter School recognizes the need for formal assessments other than state testing. All teachers who teach the same curriculum level administer the same unit and final tests. Comparisons are made among teachers and data is collected regarding student outcomes on the tests. All assessments are based on state standards and Common Core Standards. Teachers use assessments to review their own success at helping students learn. Analysis helps teachers understand what students need to learn or have reinforced. Additions or revisions to the curriculum are based on these analyses.

4. Program Design

Discovery Charter School (DCS) provides a four year program for grades five through eight. Students are multiaged in classes so that fifth and sixth graders are together and seventh and eighth graders are together.

Grades 5 and 6

The fifth graders are the new students to the school and are taught in a two year program that includes fifth and sixth graders. The students are predominately from Primary Charter but thirty more students join them since the enrollment for Discovery is larger. The fifth and sixth graders share six core teachers, three PE teachers and four enrichment teachers. The students are grouped according to academic placement for Mathematics. The groupings range from below grade level to significantly above grade level. Two teachers teach Mathematics and two teach Language Arts while two other teachers teach either science and social studies. Every student is enrolled in science and social studies each year for one hour a day, while Language Arts and Math are also taught daily, but for ninety minutes a day. In addition to these subjects, students are enrolled in Physical Education on a daily basis as well as an enrichment class every day for a trimester. Higher learning groups have instruction in Spanish, while at-risk students are given additional support and work in math and language arts each day. Two learning guides (aides) support the at-risk students in their classes and an EL teacher works specifically with EL students needing greater support beyond the classroom. The enrichment and PE teachers also work with the seventh and eighth grade students while the core teachers only serve grades five and six allowing for a two year opportunity for students to experience the same teacher in a looping environment.

Because of the multiage approach, the instructional program is structured to contain a two year curriculum cycle.

- Science curriculum is developed for a two year cycle which focuses on different aspects of science while being aligned with the Next Generation Science Standards (NGSS) for both fifth and sixth grade.
- The way the curriculum is designed either half of the two year cycle can be taught first or second. Instructional strategies for science focus on discovery, inquiry and follow NGSS by creating curriculum that promotes a progression of knowledge from year-to-year allowing students to make real world connections while they learn about more complex material connecting prior experience. Curriculum is created beginning with pre-assessments which allow the teachers to understand student knowledge. The teacher then focuses on more detailed information growing knowledge for the next level. Information will continually be reviewed from unit to unit allowing students to learn additional information while reviewing concepts they have learned. Next Generation Science performance tasks are included in the classroom and in extra-curricular activities to include the Science Olympiad. In addition, all students in Discovery participate in an elective called STEM. This opportunity incorporates academic disciplines of science, technology, engineering and mathematics at a discovery level. Science is integrated with Language Arts and math by giving students opportunities to use the skills they develop in those two subject areas. Students in fifth and sixth

grade attend science camp conducted by the county which integrates science experiences with NGSS.

- DCS's curriculum is aligned with the three major components of NGSS – Science and Engineering Practices, Cross-Cutting Concepts, and the Disciplinary Core Ideas. Sample science course outlines are attached to the appendix and provide further detail on how DCS courses reflect NGSS framework.
- Social Studies curriculum follows a two-year cycle that is not dependent on sequence but contains both fifth and sixth grade standards. Students engage in note taking, research, presentations, and discussion on a regular basis. Language Arts is definitely applied in this content area.
- Language Arts is built around a series of novels which rotate between the two years. Each year one new novel is added which is the designated novel for Pentathlon. There are times additional books are included or a change is made. These novels are the centerpiece in which writing, grammar, literary devices, debate, and research are focused. Non-fiction reading is also an important part of the program. These change to reinforce concepts in the novels or to reinforce social studies or science concepts. Students understand the importance of reading for understanding and learning as a result of work done with rhetorical reading. They learn to annotate and to identify main ideas. Throughout all of this, students study vocabulary which comes from a variety of sources.
- Mathematics curriculum is developed to meet the needs of students performing above, at or below grade level. Students in the above grade level groups are expected to master algebra and some geometry concepts. Students at grade level are expected to master grade level skills and concepts identified in the common core standards while below grade level students are assessed to determine the weak areas and a curriculum is modified to best meet their needs for progress with such areas as division, fractions, decimals and other basic concepts. Based on the current testing the state is using all groups focus on performance tasks, collaborative complex problems, projects requiring a series of steps and skills, and presentation of data when tasks are completed. It is possible for a sixth grader to leave this phase having mastered high school algebra.

Grades 7 and 8

The students in these two grades are introduced two six new core teachers and continue with the PE and enrichment teachers for middle school. The students are grouped according to academic placement for Mathematics. The groupings range from below grade level to significantly above grade level. Two teachers teach Mathematics and two teach Language Arts while two other teachers teach science and social studies.

Every student is enrolled in science and social studies each year for one hour each day. On the other hand, Language Arts and Mathematics are taught for 90 minutes each day. In addition to these core subjects, students are enrolled in Physical Education on a daily basis as well as an enrichment class (music, creative expression, technology) each trimester. The above grade level students are enrolled in Spanish One for high school credit. The at-risk students are given additional time for homework and reinforcement of basic math and English skills each day. Because of the multiage approach, the instructional program is structured to contain a two year curriculum cycle.

- Science curriculum is developed for a two year cycle which focuses on different aspects of science while encompassing the Next Generation Science Standards for both seventh and eighth grade (as described in detail above for fifth and sixth grade). The way the curriculum is designed either half of the two year cycle can be taught first or second. Instructional strategies for science focus on discovery, inquiry and NGSS performance tasks.
- DCS's curriculum is aligned with the three major components of NGSS – Science and Engineering Practices, Cross-Cutting Concepts, and the Disciplinary Core Ideas. Sample science course outlines are attached to the appendix and provide further detail on how DCS courses reflect NGSS framework.
- Science is integrated with Language Arts and math by giving students opportunities to use the skills they develop in those two subject areas. The curriculum is coordinated with the curriculum for grades seven and eight so that the curriculum is not repetitive but rather builds on the skills acquired in the earlier phase.
- Social Studies curriculum follows a two year cycle that is not dependent on sequence but contains both seventh and eighth grade standards. Students engage in note taking, research, presentations, and discussion on a regular basis. Language Arts is definitely applied in this content area. The students read primary sources and other rhetorical articles related to their studies.
- Language Arts is built around a series of novels which rotate between the two years. Again other novels are added that are designed each year for Pentathlon. There are times additional books are included or a change is made. These novels are the centerpiece in which writing, grammar, literary devices, debate, and research are focused. Non-fiction reading is also an important part of the program. These change to reinforce concepts in the novels or to reinforce social studies or science concepts. Students understand the importance of reading for understanding and learning as a result of work done with rhetorical reading . They learn to annotate and to identify main ideas. Throughout all of this, students study vocabulary which comes from a variety of sources.

- Writing becomes very essential as students prepare for high school and beyond. It is a major emphasis of the seventh and eighth grade curriculum.
- Mathematics curriculum is developed to meet the needs of students performing above, at or below grade level. Students in the above grade level groups are expected to master Algebra 2 and/ or Geometry before entering high school. Students who remain at the Tracy Learning Center for high school at Millennium are given high school credit for both classes if they receive a B or better. There is a four year math requirement at Millennium. Students are taught Algebra 2 and Geometry by the Discovery teachers using the high school curriculum. Students at grade level are expected to master Algebra skills and concepts identified in the high school curriculum for Algebra. While below grade level students are assessed to determine the weak areas and a curriculum is modified to best meet their needs for progress with such areas as division, fractions, decimals and other basic concepts. Based on the current testing the state is using all groups focus on performance tasks, collaborative complex problems, projects requiring a series of steps and skills, and presentation of data when tasks are completed.

All teachers instructing at the Discovery level are single subject certificated teachers.

Speaking of curriculum, both phases develop curriculum using a variety of instructional materials that are aligned with the Common Core State Standards (CCSS) and the California State Curriculum Frameworks. All teachers follow the curriculum developed using their own unique approaches and strategies. Instructional materials and methods are used appropriately for different levels of learners. The culture of learning is developed with the teacher and the specific group of students he or she is interacting with during that class. No specific textbook is purchased for any curriculum area. The eclectic approach is used to allow teachers to further the curriculum to meet specific group needs. Teachers develop weekly lesson plans to ensure appropriate pacing of their lessons. There is no specific pacing guide for curriculum, rather the teacher assesses the students' performance and paces accordingly.

Electives and PE

- Physical Education at Discovery Charter School is taught by the same three teachers. They work with the students in grades 5 and 6 separately from those in 7 and 8. The curriculum is focused on skills, games, sportsmanship, health, and sex education. When students are involved in a game unit, the unit includes game rules, skill development and proper playing of the game. There are three teachers because the middle school level requires a more structured and

personal approach to instruction and guidance. Students enjoy PE five days a week for one hour each day.

- Special electives are offered to students who select to remain in a yearlong elective. There are two offered. Band is offered to students in grades 6, 7 and 8. The band director, who is also the teacher for high school believes that an early start to instrumental study will lead to excellence in high school.

School Wide Outcomes measure student growth beyond the academic reasons for attending Discovery.

Student School Wide Outcomes (SWO) are in place to support school wide goals for all students in addition to academic learning. These are the nutrient effects of the classes taken and the climate and expectations found at the school. Previously separate projects were assigned to measure each SWO each year. This method of measuring growth in the SWOs is being reviewed and will be revised.

These SWOs cross schools at the Tracy Learning Center with slightly different names but the same focus. These school wide outcomes (SWOs) are posted in all rooms. Teachers use them to develop lesson plans and projects and incorporate them into all instruction to create relevance. Throughout Primary, Discovery, and Millennium, students are able to show significant improvement in each area of the SWOs.

Discovery Middle School identifies its SWOs as:

- Personal Awareness
- Cooperative Collaboration
- Life Long Learner
- Effective Communicators

School Culture

The culture of Discovery Charter School is both collaborative and competitive, and at all times focuses on personal and academic growth. Through distinctive grade level groupings, smaller communities of students and staff are able to develop unique identities within the scope of the school wide vision and mission. Celebrations are frequent, honoring both academic achievements and personal accomplishments.

Student behavior is guided so that it is positive, focused, and interactive in each classroom setting. Students in Discovery Middle School have specific guidelines for behavior in the classroom, outside, and in the hallways. Teachers monitor behavior by being present at recess as well as in the classroom, they also have lunch with students. Students having difficulties following expectations are given support through parent-student-teacher SST (student study teams) meetings to develop a plan for success.

Students are rewarded with positive nest points. Students violating expectations are given negative nest points. Twenty negative nest points a week results in a SOAR meeting which is the school version of Restorative Justice. A panel of teachers, administrators and students review and suggest ways for the student to improve.

DCS is a strong advocate for the education of the whole child. Students develop their creative expression through project based learning in academic classes and opportunities in enrichment classes. They also develop physical skills as well as skills in cooperation and teamwork through daily physical education. They participate in a variety of community outreach opportunities. The addition of a middle school counselor has been a benefit for all staff and students. The counselor is available for individual and group counseling opportunities. She is a great asset for parents who want support or questions answered.

Parents are integral to learning and DCS uses a variety of methods to create high levels of parent involvement including a school website with class specific pages containing newsletters, calendars, and relevant class information. Once a week, parents are electronically sent the “Charter Chatter,” which is a weekly update of school events. Parents have a voice in the school improvement committee which is made up of parents, staff, students and a board member. This committee meets monthly.

DCS also conducts Back to School Night and Parent/Teacher/Student report conferences twice a year. Parents are encouraged to join English Learner Advisory Committee, attend board meetings, and participate in a variety of community centered fundraisers or other school wide events. Parents are given opportunities to volunteer in classrooms or on field trips. DCS encourages parental involvement, but DCS notifies the parents and guardians of prospective and current students that parental involvement is not a requirement for acceptance to, or continued enrollment at, DCS.

5. Who Will Discovery Charter School Serve

Discovery Charter School meets the needs of the Tracy community by recruiting students from throughout the Tracy area, and providing a sound education program to a diverse population of students that is reflective of the Tracy community and who have a wide range of abilities. Unfortunately recruitment is limited since wait lists dictate the students who may become eligible for enrollment through grade eight. Many parents keep their student on the wait list from Kindergarten and wait six to seven years before their child is enrolled. Wait lists are reviewed each year to be certain parents wish to keep their child on the list. The majority of students currently enrolled at DCS reside in the Tracy Unified School District (TUSD) High School boundaries. This includes

students who are in the Elementary Districts of Jefferson and Banta. Most students who are enrolled in middle school intend to remain for high school. Approximately 75% of the DHSP students remain.



6. What It Means to be an Educated Child in the 21st Century

The instructional strategies designed to meet student needs are built upon the following significant characteristics of learning for the 21st century:

Not confined to a single place: Learning is not confined to the classroom. It occurs wherever students and staff are and it occurs throughout the day of our students. DCS acknowledges that learning does not only occur in school, and we welcome students sharing experiences and learning which has occurred outside. DCS provides a variety of opportunities for students to use technology both in the classroom and at home. Students are taught to use technology wisely and as a key tool for understanding the world in which they live. During this current year of distance learning, both staff and students have used a variety of virtual tools that have enhanced future learning and meeting opportunities for the future.

Not confined to a time: DCS and the Tracy Learning Center far exceed the traditional academic year by providing classroom-based instruction for 205 days and extended school hours.

Not confined to a single person: Multiage classrooms arranged for instructional needs for academic areas helps students be successful. The students work with the same group of teachers for two years. The students and teachers are familiar with one

another. Students in grades 5 and 6 experience an educational experience with approximately six teachers as do the students in grades 7 and 8.

Not confined to a single style: Instruction is differentiated to meet the needs of diverse learners within learning group settings.

Not confined to paper based information: Traditional textbook instruction is no longer the primary source of materials for learning. Students and staff utilize current technological resources for teaching and learning.

Not confined to memorization: In alignment with CCSS and the state frameworks, DCS emphasizes the ability to access and use knowledge to solve problems and apply information in new and different ways. Students participate in many county contests which stress problem solving and creative thinking.

Communication skills: Emphasis is placed on speaking and listening, which are necessary to be effective members of society. Within the classroom, students give oral presentations, and are expected to be participants in a variety of settings. Collaborative group work and projects help students communicate well with one another to complete tasks.

Reading and writing skills: There is a difference between traditional reading and writing versus reading from multiple sources on the Internet, and processing information for others to read. Blending the California State Frameworks and CCSS, DCS recognizes that students need to read about careers and college readiness as well as current news topics. Students learn the importance of literacy related to career areas and other subject areas. Student writing reflects personal thought as well as a blend of information gained from research and other non-fiction text.

Problem solving and critical thinking: Students need to know how to access information and apply it to life situations using a variety of problem solving processes in all subjects. Students become masterful in using a variety of strategies to complete assigned tasks. They are able to work independently or in a collaborative group to solve complex problems related to several curriculum areas.

Information literacy: Students learn how to find information from a variety of resources and use it appropriately. After locating information, students are able to discern the value of the information they have located and what the information actually says so they can learn from it and describe it in their own summaries. Information literacy requires a broad range of exposure to many different sources.

Technology as a tool: DCS classrooms house a variety of technological tools. Students learn to use technology as a daily part of the school day. They learn to perceive that technology is a source of information and expression of what is learned. The staff utilize software to differentiate instruction for students and as a way to practice newly acquired skills. With the implementation of CCSS, students learn to use technology as the medium and demonstrate mastery of skills using a variety of technology tools. The school adds additional chrome books each year and has provided over 200 chrome books to students during distance learning. The teachers and students use Google Classroom which allows them to work together in a virtual environment and work is saved automatically. Students have e-mail accounts and can send work to teachers through this medium. The students can access teacher websites to review calendar and pull documents that are available if they are absent.

Personal skills: DCS students learn necessary essential skills for personal expression and social interaction. Students and staff work together so well that there is a constant feedback loop between staff and student to help students develop personal skills regarding peer interaction and appropriate ways to interact with adults and students. The culture is one of respect and trust which allows students to share concerns and problems with an adult. There is a middle school counselor available for students each day.

7. How Learning Best Occurs

DCS applies the best of research proven strategies to provide a rich and rigorous academic program that gives all students the opportunity to be successful. DCS believes that learning best occurs:

in a collaborative environment. Research has shown that school success is dependent upon collaboration and goals (Schmoker, 2011). Collaboration among teachers, between students and teachers, between parents and teachers, and administration and community, is necessary for a successful school. Teams of teachers are assigned to work collaboratively within a single phase to provide group instruction that best meets the needs of the students and builds on individual teachers' strengths.

when instruction is at the appropriate level of student intervention. (Bruner, 1980)
DCS is prepared to instruct students based on prior learning and instructional needs which may not be at grade level. Students progress based on their instructional level rather than a grade level plan. For some students, this means progressing on a course of study above grade level while others work at or below grade level in the same

classroom. Teachers understand the necessity for differentiated instructional approaches for Language Arts and Mathematics.

in a climate where there are measurable goals. CCSS and California state frameworks are used to develop lessons with daily learning targets using a backward planning model. (Moss and Brookhart, 2012). Once unit and lesson plans are developed, staff communicates to students the desired outcomes and uses a variety of assessment tools to determine mastery. Thus, every student is taught using standards-aligned instructional objectives.

in a climate of accountability. “What gets measured gets done.” (Schmoker, 2011) The TLC data analysis coordinator presents all data to the staff for reflection and feedback. Data is used as the basis for goals for improvement. Test data is also available to parents, students and other stakeholders.

with highly specialized teachers and staff. Staff, in the words of Mike Schmoker, (2011) rely on leaders to provide simplicity, clarity and priority so they can become masterful teachers who remain focused on the emphasis of authentic literacy and critical thinking in the presentation of all subject areas. DCS provides a broad spectrum of opportunities for curriculum development, instructional strategy workshops, and peer observations and feedback.

with safeguards and support for students when needed. DCS recognizes the need for a personal and caring approach for students who are not doing as well as expected. Students are monitored by individual teachers for progress in English development if they are classified as EL students. Students with special needs have work modified to meet their learning goals and to support learning strengths. Teachers meet regularly to discuss concerns they may be having regarding a student’s progress to learn from one another how to be more successful with that student. SSTs are held to support students and their parents to ensure greater success. EL students and SPED students are given support both in the classroom and after school.

in a program that incorporates technology. Technology is common place in the classroom by both the student and the teacher that no one in DCS can imagine a classroom without technology. Technology has also increased with distance learning. Both staff and students have increased their skills in use of technology and programs to promote learning.

8. How Discovery Charter School Achieves Academic Success

A. Acquiring and maintaining an excellent staff DCS identifies its staffing needs by March of each year. Through effective advertising for qualified teachers, and its highly positive reputation in the local and broader education community, DCS is able to develop an excellent pool of candidates from which current teachers and administrative staff interview and make hiring recommendations. Final hiring decisions are made by the Executive Director and the Director of Human Resources. Discovery has had a high percentage of teacher retention recently. We attribute that to a greater amount of support for new teachers and due to a highly effective school leadership team. The school leaders have developed a great team spirit and have set clear guidelines for staff. All new teachers work in a collaborative team that guides and supports the critical first year of teaching. Student performance is one measure of teacher effectiveness. School leaders, (there are two assigned to each school at TLC) and experienced teachers observe and give feedback to the staff members regarding their effectiveness with instruction. New teachers have support from all staff members to help them write curriculum, understand the culture of the school, and work effectively with students using reward and discipline measures that are common for all. Teachers are encouraged to observe more experienced teachers in hopes to understand more effective teaching strategies. Weekly staff meetings provide professional growth opportunities. Staff shares instructional strategies and ideas for improving motivation and participation.

B. Homework DCS understands that homework is part of the learning for students. Students have nightly homework in math and homework from time to time in other academic areas. Due to the longer day and longer school year, homework is not excessive. The at-risk students are given support and help with homework in reinforcement time.

C. Evaluation Students are evaluated based on their instructional level for Mathematics and Language Arts. Embedded in the curriculum are weekly assessments. These assessments help determine the pacing and the need for reinforcement for individual students and groups. Technology based assessment is used to determine students mastery of reading comprehension and mathematical concepts. AIMS diagnostic testing is used to determine student strengths and areas of need as well as to monitor progress throughout the school year. A readiness math test provided by UC Davis is used to assess student growth in math three times during the school year. Teachers are aware of the need to review all types of assessment tools to better prepare students for new state testing formats. Sometimes students are performing so well, a teacher can recommend a change in group level. Group levels can change throughout the school year if needed.

Parent/teacher report conferences are opportunities to share student assessment data and progress with parents. Conferences are usually very positive and reinforcing while still being realistic since they are based on data provided through curriculum based assessment. Parents understand the level of work being evaluated because the instructional level of the group is identified (below grade level, at grade level, or above grade level state standards). Standardized testing keeps staff aware of individual students' mastery of grade level standards and anchors the school curriculum made tests to the state expectations.

D. Student Involvement DCS instills the concepts and values important to the school culture and helps every student realize that each one has a meaningful contribution to make to his/her learning community and classroom. Multiage grouping gives older students many opportunities for modeling and supporting younger students. Students interaction is a major part of the school day, and all students are expected to participate in teacher led and peer group discussions. Even during distance learning, students are expected to participate in class discussions virtually. Students are also involved in school leadership activities and daily unity. Daily unity, a school wide assembly, is conducted each morning prior to classroom instruction to celebrate student successes or special days and to focus the students on SWOs and other aspects of learning. The students engage in a daily chant that energizes them to participate in a full day of learning. During distance learning students experience Unity virtually and it is included in the Discovery website linked to the weekly newsletter, The Charter Chatter.

E. Parent Involvement DCS parents have multiple opportunities to become involved not only in their own student's success but in the success of the school. To maximize parent involvement, DCS implements a variety of access points for parents. Teachers maintain a website where parents can access information about their child's classroom.

A weekly Tracy Learning Center newsletter (Charter Chatter) is sent electronically to parents, updating them on important information about DCS. Grades are recorded and sent home to parents bi-monthly in the student agendas. All parents have access to grades daily through Aeries Parent Link. The English Language Advisory Committee (ELAC) support English Learners and their parents.

The School Improvement Committee is another way for parents to be involved in monitoring the progress for school goals for the year. Parents, students, staff and board members make up the committee.

F. Attendance The DCS school year consists of 205 school days, providing an additional 25 days to the traditional school year. The DCS school day begins at 8:00

and ends at 4:00 , which may be adjusted as necessary to comply with Education Code section 46148. According to the latest data on the California Dashboard, DCS boasts a low chronic absenteeism rate (1.6%), demonstrating a high level of pupil engagement. During distance learning the required minutes were adjusted and adhered to by the school.

G. Student Recognition The school understands the importance of honoring students who achieve success in a variety of ways. Some of the ways students are recognized include:

State Test Score certificates and incentives are provided. Students are acknowledged for improving and from going from needs improvement to meets standards.

Positive School Behavior is recognized each month. Nest points are awarded and students are rewarded for their focus and attention to school expectations.

Birthdays or Special Days are identified during morning unity.

H. Behavior is an important ingredient to student and school success. Expected positive behaviors are listed in each classroom and encouraged and reinforced by all teachers. It is policy to focus on positive reinforcement as opposed to focusing on negative behavior. When students are experiencing difficulty interacting positively, teachers work with students and sometimes parents to develop effective intervention plans. The Restorative Justice panel was created to meet with students each week who are not doing well behaviorally to give them suggestions for improvement. When indicated, a student study team (SST) is created to develop a plan to help the students address academic difficulties.

I. Intervention is a key factor in supporting students having difficulty being successful. Group instruction at the appropriate level prevents most needs for intervention. When more is needed a study club is available after school four days a week. Tutoring is also available before, during school hours, and after school. The EL teacher works with students in the classroom and one on one when needed. The Resource teacher does the same. There are two learning guides who work with the at-risk students in the classroom, and provide extra reinforcement each day during the study period which is 45 minutes daily.

J. Advancement DCS students who are performing above grade level access curriculum that deepens their understanding of subject area concepts and where indicated are

given advanced grade level courses. This is particularly true in Mathematics. Students in grades 5 and 6 may be enrolled in Algebra. Seventh and eighth grade students may be assigned to Geometry, Algebra, or Algebra 2. Students who are enrolled in advanced math follow the same curriculum as the high school and receive high school credit at Millennium.

9. Instructional Programs

The instructional program at DCS has been designed to effectively teach a rigorous academic program. Through a comprehensive curriculum and differentiated instructional strategies, all students are prepared for high school, CCSS, California state frameworks, as well as school wide outcomes, and the Discovery Charter School mission. Included in the appendix is a curriculum outline. Instructional strategies include group instruction, technology assisted blended instruction, direct instruction and interactive lecture approaches.

Language Arts Literature is a focal point for unit development. Integrated into each unit is vocabulary, grammar, mechanics of writing, writing strategies, rhetorical reading, annotations and summaries, as well as essay writing. Literature is selected for appropriate levels of instruction and attempts to be connected to science or social studies. Students read fiction and nonfiction. Reading is connected to writing and discussions for a holistic approach. DCS recognizes the importance of a solid foundational set of skills for success in reading and writing. Language Arts skills transcend all other subject areas and help students become independent learners in other classes.

Social Science Grade five and six social studies offers a two year cycle. One year is dedicated to the fifth grade standards and the other year focuses on the standards for sixth grade. Grades seven and eight offers a two year cycle as well using seventh grade standards one year and eighth grade standards the next. Primary sources are used, research includes use of the Internet and other sources. The classes learn to take notes, discuss and compare or contrast different aspects of history.

Physical Education instruction is provided to all students for sixty minutes each day. Skills and sportsmanship are a part of the curriculum. This is the first experience with locker rooms and dressing specifically for PE.

Science includes content as well as experimentation and hands-on learning. This is a two year cycle for both phases. Students perform labs, and activities to better

understand concepts and the focus is on Next Generation Science Standards problem solving. Fifth and sixth grade students attend in-school or away science camp.

Mathematics is the crucial area that determines student placement in other subject areas. A Mathematics placement test determines student placement. Students progress based on level. Levels include: above grade level, at grade level, basic below grade level. In each of these levels students work to solve problems, learn concepts and skills to successfully master concepts taught. Basic level begins with a review of elementary concepts such as whole numbers and beginning work with fractions and progresses according to the group's needs. Grade level CCSS and California state frameworks are the focus of on grade level groups. Above Grade level groups are allowed to advance to high school levels of math.

School Wide Outcomes are emphasized at each level and are embedded in the work students do in all curriculum areas. The projects attached to the SWOs are being reviewed and will be revised next year.

All curriculum reflects the California Implementation Plan for CCSS and the California state frameworks.

10. Curriculum and Materials

Curriculum

The curriculum of DCS is consistent with the CCSS and the California state frameworks. Moreover, DCS provides students with access to a broad course of study.

Understanding students' area of strength and the development of the total child is emphasized at DCS, in recognition that learning is not confined to a single person at a single time from a single source. Therefore, DCS does not use textbooks as the primary source of educational materials for instruction. Instead, teachers utilize multiple resources, included, but not limited to, the Internet, software applications, manipulative materials, books, videos, student presentations, speakers, field trips, and nonfiction articles from print sources. Resources chosen reflect the standards set by the State of

California frameworks, and reflect the Common Core Standards as they are released. The following is a brief summary of the general curriculum studied.

Language Arts

In each grade, the English Language Arts curriculum has a specific purpose, but all grades utilize reading, writing, grammar, and vocabulary as means of developing students understanding of the English language, both in its technical aspects as well as

in its creative aspects. Above grade level standards become the norm for modification for students in the grade level and below grade level groups.

Students are assessed to determine the appropriate level of instruction. For instructional purposes, students are grouped according to academic learning need. Teachers present a balanced curriculum that allows time for vocabulary development, reading comprehension, reading fluency and expression, grammar and sentence syntax, mechanics of writing and the development of essays. In addition, students focus on literature with a set assigned group of novels for each level. These novels become the cornerstone of the unit and all other parts are integrated into the unit. Rhetorical reading is also introduced at this level so that students can learn the skills needed for annotating, summarizing, and reacting to controversial issues. This leads to oral discussions and debates or extended projects that may require presentations and the use of technology.

DCS acknowledges that the English Language Arts/English Language Development Framework is embedded in the English language arts standards. In each Language Arts class, teachers are aware of the EL students enrolled and are expected to use strategies embedded in the frameworks to support these students when teaching the class. The EI teacher partners with the teacher while instructing these students and offers suggestions to the teacher while also giving support to the students. The EI teacher tests and monitors progress for these students.

Mathematics

DCS uses the same progressive approach to instruction as it does for English Language Arts. Students progress according to instructional need rather than grade level standards. The curriculum is developed for grades 5 through 8. Those beyond eighth grade standards progress to high school level courses. Mathematics curriculum involves focusing on the use of math in daily lives, concepts, basic skills, and problem solving strategies. Mathematics instruction provides students with skill-building practice based on CCSS and California state frameworks. These standards accelerate math expectations for all students creating challenging opportunities to master problems, puzzles, and brainteasers that strengthen mathematical thinking. Multiple problem solving methods are taught throughout step by step examples that help students transfer the method to other similar problems. Involvement in the county Mathematics Tournament has added an additional challenge for math students. Students also work on performance tasks similar to those used in state tests for a more in-depth approach to problem solving. Those progressing to high school level courses must achieve an A or B in the course to receive high school credit. Geometry and Algebra 2 are taught by the Discovery teachers using the high school curriculum and exams.

Science

DCS students are taught the same science concepts and experience the same hands-on opportunities as other students in the phase. Students in higher group levels are given more sophisticated challenges and may be taught at a deeper level but all concepts regardless of the level are taught. Each phase utilizes the curriculum outlined in the California state frameworks and Next Generation Science Standards.

Social Studies

All students in each phase are taught the same social studies concepts and experience the same group projects and field trips as other students in that phase. Social studies curriculum follows the California state frameworks and CCSS.

Physical Education

Teachers provide a comprehensive and researched based physical education program that addresses areas of skills for the pre-adolescent and the importance of exercise and proper nutrition.

Enrichment Classes

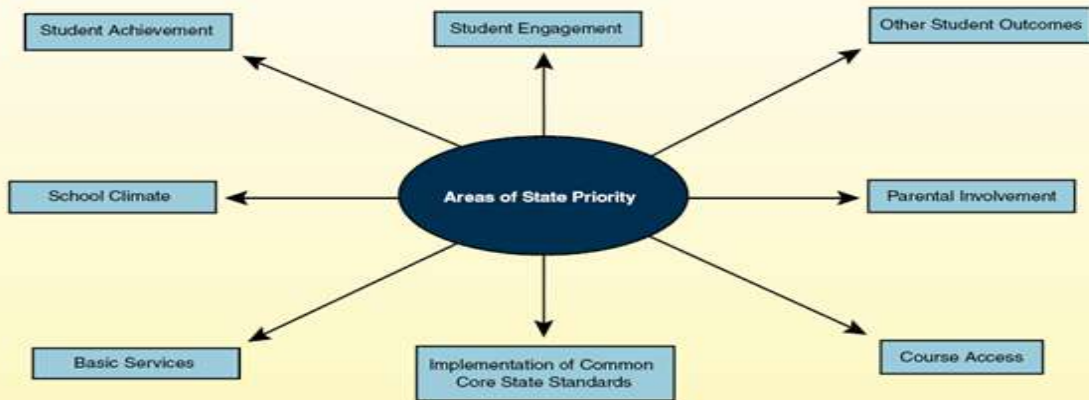
The students take one enrichment class per trimester. They are offered Music, Creative Expression, and Technology. The above grade level students are enrolled in Spanish one. The students in grades six to eight are also enrolled in band if they wish to participate.

DCS utilizes curricular materials for the core content areas that have been selected based on an analysis of their alignment with all the adopted standards, and the DCS instructional philosophy of an academically rigorous curriculum. Guidelines for the use of these materials are housed in teacher curriculum binders which are accessible to all teachers.

11. State Priorities

Figure 7

Eight Areas of State Priority Must Be Addressed in LCAPs



LCAP = Local Control and Accountability Plan.

DCS goals, measurable outcomes and the means to measure achievement of those outcomes for the state priorities are identified in the chart below. Those that reflect measurable student outcomes are identified in **bold** below.

State Priority - eight areas and required data	Annual school wide and subgroup goals and measures	Actions to achieve goals	Methods to measure progress
<p>1. The degree to which teachers are appropriately assigned and fully credentialed and every pupil has sufficient access to standards-aligned instructional materials and school facilities are maintained in good repair.</p> <p>Applicable Student Groups: All students (schoolwide), including English learners, socioeconomically disadvantaged, Asian students, Hispanic or Latino students, and White students.</p>	<ul style="list-style-type: none"> 100% of the teachers are credentialed and appropriately assigned. Students are given free access to all learning materials and supplies. Budgets indicate full support of needed materials for all students in each subgroup. Working collaboratively with the District, the facility is maintained and in good repair. 	<ul style="list-style-type: none"> Teacher credentials are reviewed by the Human Resource Director to ensure appropriate assignments. Students have access to all Language Arts novels used in the classroom and access to the classroom technology as well as other materials used for instructional groups. The Director of Facilities is responsible for management of facilities. This includes overseeing school safety issues related to the facilities. The Director works with the District on issues related to structural safety. The District is notified if structural problems arise. 	<ul style="list-style-type: none"> Review all credentials before making any changes in assignments for staff. Review classrooms to ensure there are sufficient materials and technology. The Director of Facilities maintains a log of requested maintenance repairs and date request was fulfilled.

State Priority - eight areas and required data	Annual school wide and subgroup goals and measures	Actions to achieve goals	Methods to measure progress
<p>2. Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English Language proficiency.</p> <p>Applicable Student Groups: All students (schoolwide), including English learners, socioeconomically disadvantaged, Asian students, Hispanic or Latino students, and White students.</p>	<ul style="list-style-type: none"> 100% of student's school wide and each subgroup will participate in standards-aligned instruction 100% of students in grades 5 through 8 will take the SBAC in English Language Arts and Mathematics. 100% of students in Grades 5 and 8 will take the CAST. 	<ul style="list-style-type: none"> DCS will provide ongoing professional development to all teachers on a yearly basis in implementing English Language arts standards, and Common Core state standards. The staff member responsible for assessments will become proficient in understanding the process for assessing students and will train the staff. Students identified as EL or R-FEP will be given support in the classroom by the teacher with the use of language support instruction and small group differentiated instruction. Progress is monitored throughout the year and confirmed with ELPAC yearly testing. 	<ul style="list-style-type: none"> Classroom observation and feedback will be used to measure transition to Common Core focus in instruction. Implementation of Smarter Balance testing with feedback as to problems or obstacles to students success or implementation Review of data regarding EL students to ensure progress and acquisition of English. Further support will be given by the EL coordinator who monitors students testing and progress.

State Priority - eight areas and required data	Annual school wide and subgroup goals and measures	Actions to achieve goals	Methods to measure progress
<p>3. Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</p>	<ul style="list-style-type: none"> An annual parent survey will be administered to ensure parent satisfaction and solicit feedback for improvement. Target response 	<ul style="list-style-type: none"> The survey will be sent out in March and responses will be collated and summarized for parents in April. Areas noted for improvement will be 	<ul style="list-style-type: none"> Review survey results and formulate a plan for action. Review newsletters and websites to ensure regular

<p>Applicable Student Groups: All students (schoolwide), including English learners, socioeconomically disadvantaged, Asian students, Hispanic or Latino students, and White students.</p>	<p>rate for survey is 30%. All parents will be informed about programs and opportunities for their involvement including students with special needs.</p>	<p>identified and staff will create goals to match.</p> <ul style="list-style-type: none"> Parents will be informed of programs and volunteer opportunities from teachers or from the website. Websites for the TLC and DCS will be updated and maintained regularly. 	<p>updates and information.</p>
<p>4. Pupil achievement as measured by:</p> <ol style="list-style-type: none"> State wide assessment completion of UC and CSU requirements completion of CTE courses completion of UC/CSU requirements and CTE courses percentage of EL students who make progress toward English language proficiency as measured by the ELPAC EL reclassification rate AP test scores college preparedness <p>Applicable Student Groups: All students (schoolwide), including English learners, socioeconomically disadvantaged, Asian students, Hispanic or Latino students, and White students.</p>	<ul style="list-style-type: none"> All students and subgroups will demonstrate growth on the SBAC in ELA and Math EL students will annually increase proficiency on ELPAC skill areas. Annual reclassification rate will match or exceed TUSD and California rate. 	<ul style="list-style-type: none"> Implement curriculum and instructional strategies that are aligned with California Frameworks and CCSS. Review state testing results and identify areas of relative weakness for improvement Review testing data to ensure that all students are making progress as measured on the ELPAC. Provide data for each teacher of EL students in their classrooms. 	<ul style="list-style-type: none"> Review curriculum and observe instructional strategies to ascertain how well they are aligned to the frameworks and CCSS. Provide feedback and support as needed. Identify areas of relative weakness and revise curriculum to reflect any deficiencies in the curriculum emphasis. Review data and compare with the district and state and make revisions for support as needed.

State Priority - eight areas and required data	Annual school wide and subgroup goals and measures	Actions to achieve goals	Methods to measure progress
<p>5. Pupil Engagement, as measured by:</p> <ul style="list-style-type: none"> a. school attendance rates b. chronic absenteeism rates c. middle school dropout rates <p>Applicable Student Groups: All students (schoolwide), including English learners, socioeconomically disadvantaged, Asian students, Hispanic or Latino students, and White students.</p>	<ul style="list-style-type: none"> • Annual average attendance rate schoolwide and for all subgroups will be 94% or higher • Chronic absenteeism will be less than 3% of students enrolled 	<ul style="list-style-type: none"> • Track monthly student attendance rate • Call parents of students not in attendance daily before the end of the first period. 	<ul style="list-style-type: none"> • Compare disaggregated actual attendance to 94% target • Compare disaggregated records of students with chronic absenteeism to determine reduction.
<p>6. School Climate, as measured by:</p> <ul style="list-style-type: none"> a. pupil suspension rates b. pupil expulsion rates c. other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness <p>Applicable Student Groups: All students (schoolwide), including English learners, socioeconomically disadvantaged, Asian students, Hispanic or Latino students, and White students.</p>	<ul style="list-style-type: none"> • Suspensions will be less than 3% • Zero expulsions unless mandated by law. • 90% of students, teachers, and parents will have a school satisfaction rate including school safety and school climate based on the survey and information the district gains from annual visits. 	<ul style="list-style-type: none"> • Promote positive students behavior to mitigate discipline problems before they occur through student recognition: consistent classroom behavior, expectations school wide; actively engaged students in effective teaching and learning. • Develop plans to improve student behavior that could result in suspension by using a formal SST approach. • Engage parents, students, and staff in maintaining campus safety. • Conduct annual parent, staff, and student satisfaction surveys. 	<ul style="list-style-type: none"> • Track, compare and report on student data on suspensions. • Track data regarding students in 7 and 8 who earn Saturday school to see constant offenders and develop a plan for improvement • Compare annual satisfaction surveys to determine if targets are met.

State Priority - eight areas and required data	Annual school wide and subgroup goals and measures	Actions to achieve goals	Methods to measure progress
<p>7. The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible , or foster youth; EC 42238.02) and students with exceptional needs.</p> <p>Applicable Student Groups: All students (schoolwide), including English learners, socioeconomically disadvantaged, Asian students, Hispanic or Latino students, and White students.</p>	<ul style="list-style-type: none"> 100% of all students' school wide and all subgroups will be informed of their progress each trimester. In addition 100% of the students and their parents have total access to grades on line and through teacher notes every two weeks. 100% of all students have access to all curriculum offered at DCS which is differentiated according to student needs 	<ul style="list-style-type: none"> Inform parents and students schoolwide and each subgroup each trimester of the status of students and their progression towards mastery of grade level standards. The master schedule for DCS will include access to all curriculum areas for all students at all phases. 	<ul style="list-style-type: none"> Review randomly selected student trimester reports to ensure status and progress towards grade level standards is clearly stated. Analyze master schedules to confirm that all classrooms and students have access to all curriculum areas especially PE and electives that are all year if they wish to be included.
<p>8. Pupil outcomes, if available, in the subject areas offered at DCS.</p> <p>Applicable Student Groups: All students (schoolwide), including English learners, socioeconomically disadvantaged, Asian students, Hispanic or Latino students, and White students.</p>	<ul style="list-style-type: none"> Students schoolwide and for all subgroups will demonstrate growth in proficiency based on grades, internal assessments, mandated assessments, and other available metrics 50% of those identified as EL in Initial Phase will be reclassified as R-FEP when exiting DMS and DHSP 	<ul style="list-style-type: none"> Establish clear expectations for proficient student work through rubrics for standards based grading Allow reassignment of instructional groups when students demonstrate sufficient growth in the instructional level assigned. Support language learners through content specific vocabulary development using a variety of strategies 	<ul style="list-style-type: none"> Track, compare, report data to determine growth Monitor mastery in each instructional group and reassign students as needed Review ELPAC scores annually to ensure progress and to evaluate target success

12. Operations and Instructional Minutes

DCS does not plan to expand enrollment. Tracy Unified School District and Tracy Learning Center worked together to establish a new facility for DCS. The parents, students, and staff are most grateful for this upgrade in facilities.

Future Enrollment

Year	2021-22	2022-23	2023-24	2024-25	2025-26
	372	372	372	372	372

The instructional calendar is 205 days per year with a daily bell schedule from 8:00 a.m. to 4:00 p.m., which may be adjusted as necessary to comply with Education Code section 46148. The additional 25 days gives all students the same opportunity as those who would have attended a five week summer school program in the past. The extended days and hours are an essential reason for continued student growth eliminating the need for intensive review when students return to school after a long summer break. The amount of instructional minutes may vary according to the California Department of Education's (CDE) requirements for charter schools.

In California, there are both required and recommended actions regarding courses of study and the instructional time needed to deliver them to secondary students. In the absence of either the *Education Code* or a recommendation from the *State Board of Education* and the *California Department of Education*, external recommendations from national subject area associations are given as guidelines. DCS may utilize the CDE and National Subject Area Associations' recommendations for courses of study and instructional time. The law does not require a specific number of minutes of English Language Development for English Learners (EL) in charter schools. DCS has the discretion to determine the amount of time appropriate for students at different English language proficiency levels. EL instruction is embedded throughout the instructional program.

DCS students have an extended school day and year which exceeds the minimum state requirements. The table below compares the amount of annual minutes with the State Minimum (Education Code § 46201).

Number of Instructional Minutes

Grade Level	State Minimum Number of Instructional Minutes	# of Additional Instructional Minutes	Total Instructional Minutes
Grades 5 and 6	54,000	32,100	86,100
Grades 7 and 8	54,000	32,100	86,100

DCS provides “beginning-to-end” instruction and increased daily instructional minutes to provide amplified time for learning in the core curriculum, while maintaining the integrity of our non-core programs such as Physical Education and electives. The increased instructional minutes give DCS students a remarkable advantage over students in traditional schools. DCS realizes more time by itself is not the solution, it allows for more time for a rigorous and sequential program.

13. Addressing the Needs of All Students

Discovery Charter School strongly believes that when both teachers and parents collaborate on addressing unique student needs and barriers preventing academic success, students *will* succeed. Teachers meet regularly to compare their student data, discuss student performance and concerns, and share instructional strategies, interventions, and enrichment. Collaboration among the three or four teachers who work with certain students allows for a unified effort to help a student improve. Teachers work together to share successful strategies one might be using that could help in other classes as well.

DCS is designed to serve all students, including those who would be at-risk of achieving below basic proficiency on state exams. When a student is called from the wait list, DCS conducts informal interviews with all new students entering fifth, sixth, seventh, or eighth grade. This helps with placement and does not eliminate any student from entering the school. This informal interview helps staff to identify early needs and instructional start levels. During this interview students take a math placement test while staff helps parents complete paperwork to include the Home Language survey. This identifies students who are English Language Learners.

Students At-Risk of Low Achievement

DCS is proactive in addressing early needs.

- Students entering DCS with no previous Tracy Learning Center classes are identified so that teachers are aware that there may be an educational lag and that in time, the students will be able to succeed in the placement level.

- Tutors are available to help students before, during, or after school when they are having difficulty in a particular subject area.
- Parent-student-teacher meetings are held to develop a behavioral plan for students who are having difficulty with classroom expectations. These are followed up to monitor progress and to change the plan if needed.
- A 45 minute reinforcement and support period is scheduled for at-risk students who are below state standards in math and English. This is conducted by the both the teacher assigned and the learning guide.

Intervention

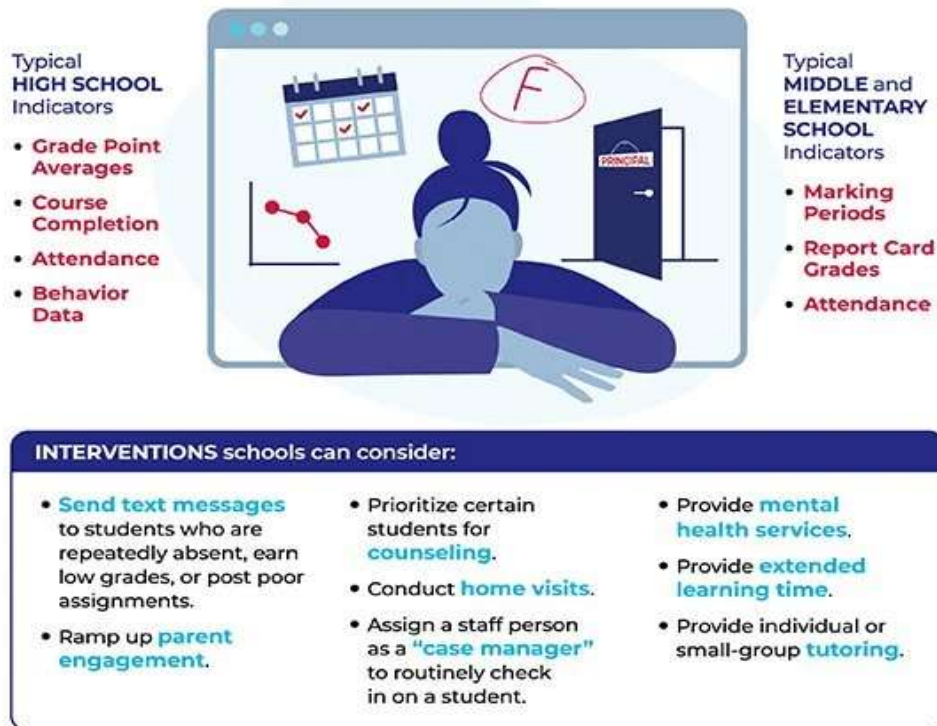
The intervention plan for students not meeting behavioral or academic standards at DCS are multifaceted. All students are given the opportunity to work at the appropriate level of instruction to maximize learning. Teachers assess students and write curriculum to meet unique student needs. Group instruction for appropriate level of instructional intervention allows for a more personal approach to learning and helps maintain student focus. SST meetings with parents help identify ways to support students. The group size for lower achieving students is typically smaller than the instructional group size for students performing above grade level.

Student Success Team

If a student is experiencing difficulty academically, the classroom teacher uses immediate intervention strategies. When further measures are required, the teacher or parent can request an SST meeting. The team may include the parents, classroom teachers, the student, and/or the Student Support Coordinator. The team identifies the student's strengths and weaknesses, and develops a success plan, based on resources the student identifies as useful. The plan includes a series of follow-up meetings usually four weeks apart. If this process fails to produce results and the plan has been followed, the group reassembles to discuss other possible options. These meetings are coordinated by the middle school counselor.

What Indictors Make Up An Early-Warning System?

Districts use data to identify a series of indicators linked to student outcomes. If a student reaches an indicator threshold—such as a high number of absences in a quarter—leaders devise personalized interventions.



Icons: Getty
SOURCE: Education Week reporting

The group identifies goals and resources that will help improve the individual student success rate. Many times, progress is noticeable and the success rate has been good using this structured approach. Sometimes, the resource teacher is asked to observe and give suggestions to the classroom teachers for ways to help the student learn.

Sometimes a personal learning assistant is appointed to work with a student in a particular class. Other times, mentors, assigned to the student, check with the student on a regular basis to see how things are going and how they can help.

If a student is identified for evaluation after this process has been exhausted, and is found to need special education services, DCS will follow established procedures for

referral and development of an individual education plan including goals and accommodations.

English Learners (EL)

DCS has identified 8.4% of its population as English Learners (EL) in 2019-20. ELs are the fastest-growing student population within the U.S. Although southwestern states have the highest proportions of ELs, more than half of all states reported EL proportions of at least 5 percent of their K-12 enrollment (U.S. Department of Education).

DCS employs a designated full time EL coordinator who ensures that students are tested, reclassified if necessary, and monitor intervention support given to these students within the regular classroom structure. These interventions are reviewed monthly and those needing greater support are scheduled to meet with the coordinator within the classroom setting. Students not making progress are reviewed annually to devise a specific learning plan to meet academic deficits of unsuccessful students. Classroom teachers are CLAD certified and use language development strategies not only with EL students but all students since these strategies have proven to be highly effective. Teachers support curriculum development with numerous visual reinforcements and teach pertinent vocabulary for each subject area. Teacher made materials reflect additional support for English learners when needed. All EL students are supported by a personalized plan developed by the teacher to support learning in the academic areas and units being taught. These personalized plans are reviewed by the EL coordinator and she intervenes if these strategies are not effective by providing additional support in the classroom or through tutoring services.

Since DCS courses in core academic subjects are differentiated, it is possible to provide for the needs of EL students in these classes without requiring extra pull out services. ELD standards are incorporated into the regular classroom environment and opportunities for conversational speaking are a part of the courses offered. Students work on presentation skills and vocabulary within context in the classes as well.

Identification of ELs

DCS follows all applicable laws in serving its EL students, including full-inclusion in the classroom. Teachers are aware of the students in their classes who need support with language. Teachers confer with the EL teacher who partners with them in the room to find effective ways to help the students.

DCS administers the Home Language Survey upon a student's enrollment. All students who indicate that their home language is one other than English, are administered the English Language Proficiency Assessments for California (ELPAC) within 30 days of

enrollment, unless they have previously taken the ELPAC. Those identified as EL will take the ELPAC annually thereafter until reclassified as Fluent English Proficient (R-FEP). Students reclassified as R-FEP are monitored for 4 years.

DCS notifies all parents of EL students prior to ELPAC administration. Parents will receive results within 30 days of DCS receiving results from the publisher. The ELPAC is used to determine qualification to reclassify an EL student as Fluent English Proficient (R-FEP) and to fulfill federal requirements.

TLC sends an EL staff member to state-sponsored or regional trainings, and in turn, the staff member trains other staff to administer the ELPAC to students.

Meeting content standards for every student, including English Learners (EL), is the goal for all teachers regardless of subject matter. The highly interactive classroom setting for DCS greatly enhances student assimilation of English. The purpose is to ensure English Learners develop proficiency in reading, listening, speaking and writing. In order for this to be achieved; teachers create emotionally safe learning environments where all students feel secure to take risks, and are involved as active class participants. Although the same rigid curriculum is used for all students, teachers strive to make subject matter comprehensible and meaningful for these students by embedding new terms in familiar contexts. Teachers use a variety of strategies in order to meet the needs of EL population students. Each content area and course works with students to develop specific vocabulary and understanding for significant concepts taught. These include scaffolding activities as well as clarifying the meaning of words and phrases in context. Therefore, by implementing these specific instructional practices and DCS ensures that all EL students will demonstrate proficiency in all subject matter.

Exiting the ELD Program

According to the California Education Code §§ 313(d)-(f), the process for determining when a student should exit the ELD Program is as follows:

- Assessment of English Language proficiency using an objective assessment instrument, including, but not limited to, the state test of English Language Development (ELPAC overall performance level 4); and
- Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; and
- Parent opinion and consultation; and
- Comparison of student performance in basic skills against and empirically established range of performance range in basic skills based on the performance of English proficient students of the same age.

If the student is receiving Special Education services, an IEP team meeting is held and an addendum is submitted to reflect that the student being reclassified is based upon a learning disability rather than a language barrier.

EL Servicing

DCS offers support for our EL students and their parents in a variety of ways, including but not limited to:

- EL Coordinator works in groups of 2-3 or individually to help students gain reading, writing, speaking, and listening skills to become English Proficient.
- Teachers are to complete monthly monitoring forms for EL students. This helps the EL Coordinator identify how teachers are assisting our EL students. Monitoring forms are used to track students' grade level and language progress.
- DCS offers EL students after school homework support. Students receive assistance with homework, as well as gain skills needed to work independently.
- The ELAC provides support to EL parents, by being their advocate for their child's education. ELAC meetings are held 4 times a year but parents keep in contact with committee members throughout the school year, which has shown to have impacted parents understanding of their child's work and are better able to help them academically.

EL Initial FEP and Annual R-FEP rates

School Year	# Tested	Initial FEP	Annuals R-FEP
2017-18	23	0	16
2018-19	28	0	11
2019-20	31	1	1

14. Plan for Servicing Students with Disabilities

Overview

DCS shall comply with all applicable state and federal laws in serving students with disabilities, including but not limited to the Individuals with Disabilities Education Act, 20 U.S.C. 1400 et Seq. (IDEA), Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794, the Americans with Disabilities Act, and all SELPA policies and procedures, and DCS shall utilize appropriate SELPA forms.

DCS became a member of the El Dorado County Charter SELPA as of July 1, 2020 and now participates as its own local educational agency for purposes of special education beginning with the 2020-21 school year. In the event DCS seeks membership in a

different state-approved SELPA, DCS shall provide notice to the District, the SELPA, and the California Department of Education before June 30th of the year before services are to commence.

DCS may seek resources and services (e.g., speech, occupational therapy, adapted P.E., nursing, and transportation) from the SELPA, subject to SELPA approval and availability. DCS may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

Section 504 of the Rehabilitation Act

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

DCS recognizes its legal responsibility to ensure that no qualified person with a disability, shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability, which substantially limits a major life activity including, but not limited to learning, is eligible for accommodation by DCS.

A 504 team will be assembled by the Resource Teacher for the school and may include the parent/guardian, the student (where appropriate), and other qualified persons knowledgeable about the students, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records, including academic, social, and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEA but found ineligible for special education instruction or related services under the IDEA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation.

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient; and

- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills.

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

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

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

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

Services for Students under the "IDEA"

DCS participates as a local educational agency in the El Dorado County Charter SELPA pursuant to Education Code Section 47641(a). DCS recognizes its responsibility to enroll and support students with disabilities who can benefit from its programs and who otherwise qualify for enrollment, and pledges to work in cooperation with the SELPA to ensure that a free appropriate public education (FAPE) is provided to all students with exceptional needs. DCS will follow the SELPA policies and procedures, and shall utilize SELPA 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.

BPA agrees to promptly respond to all SELPA inquiries, comply with reasonable SELPA directives, and allow the SELPA access to DCS students, staff, facilities, equipment, and records as required or imposed by law.

Staffing

All special education services at DCS shall be delivered by individuals or agencies qualified to provide special education services as required by applicable law. DCS shall ensure that all special education staff members hired or contracted by DCS are qualified pursuant to SELPA policies and applicable law. DCS staff shall participate in in-service training and other professional development opportunities relating to special education (e.g., provided by the SELPA, County, etc.). DCS shall be responsible for the hiring, training, and employment of staff necessary to provide special education services to DCS students, including, but not limited to, special education teachers, speech therapists, occupational therapists, behavioral therapists or aides, and school psychologists.

Identification and Referral

DCS shall have the responsibility to identify, refer, and work cooperatively in locating DCS students who have or may have exceptional needs that qualify them to receive special education services, which will occur through the SST process. Generally, referral for special education evaluation only happens after reasonable classroom interventions have been tried for a period of time without success and when it has been determined that the cause of the problem(s) cannot be resolved without special education services. Possible exceptions to this protocol would be seriously disabled students for whom the SST process would delay obviously needed special education services.

DCS shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. DCS shall follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide FAPE to the student in question. Parent notification and request for special education testing and evaluation will trigger legal timelines, and DCS will follow all legal and SELPA mandates for a timely response.

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. DCS shall determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. DCS will be responsible for gathering all pertinent information regarding a student who is potentially eligible for special education and related services. Information gathered will be used as tools to determine the student’s disability, eligibility for services, and determining the nature and extent of required services. DCS shall obtain parent/guardian consent to assess DCS students. Parents/guardians will be informed that special education and related services are provided at no cost to them.

IEP Meetings

DCS will be responsible for scheduling, coordinating, and facilitating the IEP meeting. IEP team membership will be in compliance with all applicable law, and will include all of the following members: the Executive Director and/or a designated DCS 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’s parent or guardian; the student, if appropriate; and other DCS representatives who are knowledgeable about the regular education program at DCS and/or about the student. DCS shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, a speech therapist, psychologist, resource specialist, or behavior specialist, and shall document the IEP meeting and provide of notice of parental rights. IEP meetings will be held at the various intervals required by law.

IEP Development

Upon completion of the assessment, an IEP team will be assembled to review the results of the assessment and determine the student’s eligibility for special education. Every student who is assessed for special education will have an IEP that documents assessment results and eligibility determination for special education services. Every student who has an IEP will have an IEP team that oversees the IEP development, implementation, and progress of the student. All decisions concerning the special education programs and services to be provided to a student with a disability, including eligibility, goals/objectives, program, services, placement, and exit, are to be made by the IEP team pursuant to the IEP process. IEPs will contain all of the information required by applicable law.

IEP Implementation and Review

DCS shall be responsible for all school site implementation of the IEP. Students with IEPs will be served in the least restrictive environment. DCS shall provide the parents

with timely reports on the student's progress as provided in the student's IEP at least as frequently as report cards are provided for DCS's non-special education students.

The IEP team will formally review the student's IEP at least once a year to determine how the IEP is meeting the student's needs. In accordance with IDEA regulations, the IEP team will also conduct a formal review of the IEP once every three years, in which the student is reassessed and the IEP is reviewed as part of an overall comprehensive reevaluation of the student's progress. If a parent/guardian or faculty member feels the student's educational needs are not being met, they may request a reassessment or a review of the IEP by the IEP team at any time during the year via written notice to the school.

Interim and Initial Placements of New Charter School Students

DCS shall comply with Education Code section 56325 with regard to students transferring into DCS within the academic school year. In accordance with Education Code section 56325(a)(1), for students who enroll in DCS from another school district within the State but outside of the SELPA with a current IEP within the same academic year, DCS shall provide the pupil with FAPE, including services comparable to those described in the previously approved IEP, in consultation with the parent or guardian, for a period not to exceed thirty (30) days, by which time DCS 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 DCS from a district operating programs under the same SELPA of DCS within the same academic year, DCS shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent or guardian and DCS agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code section 56325(a)(3), for students transferring to DCS with an IEP from outside of California during the same academic year, DCS shall provide the pupil with FAPE, including services comparable to those described in the previously approved IEP, in consultation with the parent or guardian, until DCS conducts an assessment, if determined to be necessary by DCS, and develops a new IEP, if appropriate, that is consistent with federal and state law.

Procedural Safeguards

Parents/guardians of students with IEPs at DCS must give written consent for the evaluation and placement of their child, be included in the decision-making process

when a change in placement is under consideration, and be invited, along with teachers, to conferences and meetings to develop their child's IEP.

DCS will provide the parent with a written Notice of Procedural Safeguards, which will include information on the procedure to initiate both formal and informal dispute resolutions, at least once per year. DCS will utilize the Notice of Procedural Safeguards used by the SELPA in which it is a member.

Non-Public Placements/Non-Public Agencies

DCS 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 students will have access to DCS and no student shall be denied admission nor counseled out of DCS due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need of, special education services.

Parent/Guardian Concerns and Complaints

DCS shall develop policies for responding to and resolving parental concerns or complaints related to special education services. DCS's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint. Parents/guardians also have the right to file a complaint with the Office of Administrative Hearings or the California Department of Education if they believe that the school has violated federal or state laws or regulations governing special education.

Due Process Hearings

DCS may initiate a due process hearing or request for mediation with respect to a student enrolled in DCS if DCS determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, DCS shall defend the case.

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

SELPA Representation

As a local educational agency, DCS shall represent itself at all SELPA meetings. DCS understands that it will be subject to the allocation plan of the SELPA in which it participates.

Element 3: Method by Which Student Outcomes are Measured

“The method by which pupil progress in meeting those pupil outcomes is to be measured...” Education Code § 47605 (c)(5)(C)

1. Assessment Philosophy

The goal of DCS is for all students to successfully complete educational goals in order to succeed in high school either at Millennium, the high school of the Tracy Learning Center, or another desired high school. In order to measure student progress each year, DCS uses an array of assessment tools.

These included but are not limited to:

- curriculum embedded assessments which include unit testing, quizzes, and exit tickets within the units
- writing prompts particularly used in language classes and on unit tests
- IEP goals which are reviewed annually and adjusted as needed
- rubrics used to measure success with projects and tasks assigned within a class
- Software to measure Mathematics assessments
- teacher observation and annotation
- beginning of the year instructional grouping placement tests
- state interim tests in math and English
- IXL diagnostic tests tests for at-risk students
- AIMS diagnostic testing for all students

All diagnostic assessments are analyzed for results as a whole and within different subgroups to ensure that all groups are being successful. A testing and data coordinator analyzes grades and tests given to review with staff in order to set goals for improvement. The testing coordinator guides staff in the administration of any state designed assessments.

Staff will analyze all local final testing results to learn which subgroups are performing below, advanced or proficient. These will be correlated with final grades to ensure that grades are reflective of students’ actual achievement levels.

DCS’s assessment methods are based on the belief that assessments should be:

1. **Authentic:** DCS uses the backwards design planning model to ensure assessments measure the actual learning that has taken place in the classroom. Within this model, learning outcomes are established and assessments are designed before any learning activities are introduced. Teachers need to

specifically know what skills and information they want their students to attain before they can design the learning steps necessary for students achievement. Because of this, there are less “textbook-developed” tests and more teacher-created and project-based assessments.

2. **Multiple Measures:** Just as students have multiple intelligences, they also respond differently to different forms of assessments. DCS ensures a variety of assessments (i.e. content-specific tests, observations, projects, classroom discussions, etc.) are used to determine student achievement. This multiple measures approach improves the reliability of assessment data.
3. **On-going:** Students need on-going assessments in order to ascertain whether skills and knowledge have been truly internalized. Teachers use formative (specific skills) and summative (overall concepts) assessments as evidence of student achievement. This compilation of student data is used to drive instruction, confer with parents, and set learning goals within and across grade levels.
4. **Informative:** Assessments must promote and support reflection and self-evaluation on the part of students, staff, and parents.

2. Assessment Design

The student performance and assessment tools take into account a variety of methods that directly correspond to specific achievement targets. These have been communicated to students as part of the instructional program. Teachers are trained to identify the exact achievement target that is required for each area of study for each instructional level. Those tools and resources allow them to determine the most appropriate type of assessment to measure student mastery of a given concept. This method includes measures such as assessments as selected response, essays, performances, and products.

3. Mandated Assessments

As is required by law, students also participate in annual statewide assessment and all other mandated accountability programs. The staff firmly believes that the DCS academic programs fully prepare students for success in these state wide assessment programs. The additional support structures at DCS help students to surpass the performance of their peers in comparable settings.

Assessment	When Administered/ Released	Purpose
California Assessment of Student Performance and Progress (CAASPP), including the SBAC for ELA and Math, CAST, and CAAs	Spring	Test students' knowledge of common core standards in grades 5-8, including use of CAASPP system of assessments, which has a primary purpose to promote high quality teaching and learning through use of a variety of assessment approaches and item types.
ELPAC	Spring (annual) and within 30 days of initial enrollment (initial)	English proficiency in reading, writing, listening, and speaking.
Physical Fitness Test (FITNESSGRAM)	Spring	Students in grades 5 and 7 take the PFT. The test has six parts that show a level of fitness that offer a degree of defense against diseases that come from inactivity. The test results can be used by students, teachers, and parents.

4. Data Management and Analysis

DCS is a data driven school. There is a teacher assigned to coordinate testing and analysis of testing data. The coordinator desegregates data at the state, local, and classroom level. The results of all testing is analyzed and reported to full staff for reflection and the development of goals for improvement.

At the beginning of the year and as an on-going process of staff development, annual statewide assessment data is used when implementing the school plan to meet targeted

goals. DCS tracks and analyze the percentage of proficient scores of each represented subgroup to ensure growth targets are met each year and that the gap between the highest and lowest performing subgroups is decreasing.

5. Use of Data to Inform Instruction

DCS staff uses the school wide data at a micro level to learn how well students are performing in each curriculum area's sub groups. Each designated curriculum team develops a plan to improve student performance as indicated by the results of the assessment data. In this way, staff is continuously challenged to rethink current pedagogical practices to meet the changing needs of new and existing student populations and emerging Common Core Standards.

Teachers are able to revise curriculum as needed since curriculum is not dependent on an adopted textbook and can more easily be revised. Methods for teaching can be enhanced based on concepts students do not seem to understand. Staff can help students improve by providing more teacher made questions that closely relate the new testing style used in state testing.

6. Annual Performance/School Accountability Report Card and the LCAP

Student assessments are designed to align to the mission, exit outcomes, and the curriculum described in the charter. DCS collects annual data from the assessments listed in section three and utilizes the data to identify areas of needed improvements in the educational program. The Executive Director or designee provides this information to the Board of Directors each year as an annual performance audit of the program. Information from this audit is included in the School Accountability Report Card (SARC) that is made available on the website to all stakeholders.

DCS and the chartering agency will jointly develop an annual site visitation process and protocol to enable the chartering agency to gather information needed to confirm the school's performance and compliance with the terms of its charter. This has been outlined in a Memorandum of Understanding.

DCS will annually develop and implement a Local Control Accountability Plan (LCAP) and Annual Update pursuant to Education Code section 47606.5 using the template adopted by the State Board of Education. DCS will comply with Education Code section 47606.5 in the development of its LCAP, including the requirements to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP, and to hold at least one public hearing to solicit the recommendations and comments from parents and other members of the public. DCS

will submit a copy of its adopted LCAP to the Chartering Agency and the San Joaquin County Office of Education and will prominently post the LCAP on the homepage of the school's website.

7. Benchmarks to be Met

The achievement of DCS is measured in both growth and absolute measures and is compared to the achievement of selected local schools that have similar demographic characteristics. In gauging the success of DCS comparisons are made with the academic achievement of DCS students to the academic achievement of local schools. Growth in student achievement is measured annually against the growth of the comparison of local schools.

Element 4: Governance

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

1. Description of Organization

Discovery Charter School is a direct-funded independent charter school operated by the Tracy Learning Center (TLC), a California Nonprofit Public Benefit Corporation pursuant to California Law. DCS operates autonomously from the Chartering Agency.

Meetings of the Tracy Learning Center Board of Directors (Board of Directors) comply with the Ralph M. Brown Act and members of the Board of Directors comply with the applicable ethics and conflict of interest standards set forth in the California Corporations Code for nonprofits. DCS also complies with Education Code Section 47604.1 and is subject to the Political Reform Act, Government Code Section 1090, and the Public Records Act, as they may be amended from time to time. The Tracy Learning Center is solely responsible for the debts and obligations of Discovery Charter School.

Responding to Inquiries

DCS promptly responds to all reasonable inquiries from the Chartering Agency, including, but not limited to, questions regarding financial records from the Chartering Agency.

2. Governance Structure

TLC is a nonprofit public benefit corporation governed in accordance with applicable California Corporation Code sections and its adopted bylaws, which are consistent with the terms of this charter. TLC maintains Articles of Incorporation with the California Secretary of State and has tax exempt status from both California and the IRS.

DCS in conjunction with the Tracy Learning Center acknowledges and agrees that all persons are entitled to equal employment opportunity. DCS shall not discriminate against applicants or employees on the actual or perceived basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, immigration status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

TLC is non-sectarian in its programs, admission policies, employment practices, and all other operations.

3. Board of Directors

The governing body for DCS is the Tracy Learning Center Board of Directors. There are currently nine voting members of the Board of Directors. The Board of Directors meetings are typically held at a TLC charter school campus location. The Board consists of members with diverse areas of expertise and involvement as parents. In addition to the nine board members, the chartering agency may appoint a liaison to the Board to foster greater communication between the Chartering Agency and the Tracy Learning Center.

The following are current members of TLC's Board of Directors:

Mike Souza (President)

Current Position: CFO, Souza Reality & Development

Education: B.S. in Economics, Santa Clara University

Other Relevant Qualifications: Mike is a partner at Souza Realty and Development where he specializes in the development, consulting, and land sales. He also serves on the Boys and Girls Club board, the Grand Foundation, and Tracy Sunrise Rotary. He is very familiar with local agencies and city opportunities and has served on the TLC board for several years.

Kim Kerr

Current Position: Safeway, Category Manager

Education: Moorpark College

Other Relevant Qualifications: For over 15 years, Kim has been an analyst at Albertson's/Safeway Northern California Division. She has lived in Tracy for 16 years and attended Moorpark College. Kim's child attends TLC schools.

Linda Wilcox (Vice President)

Current Position: Broker/Owner RE/MAX Diamond Real Estate and Wilcox Design Group

Education: AA in Architecture/Interior Design Delta College, additional studies Woodbury University

Other Relevant Qualifications: Linda brings good community outreach and a strong business sense to the TLC board.

Tim Murray

Current Position: Public Safety Officer for City of Sunnyvale

Other Relevant Qualifications: Tim has been a Tracy resident for 15 years. For the last 20 years, he has worked for the city of Sunnyvale as a Public Safety Officer. All four of his children attend TLC schools.

Tracy Williams

Current Position: Employee Relations Officer, California Department of Corrections and Rehabilitation at Deuel Vocational Institution

Education: B.S. in Criminal Justice Administration and Minor in Social Work, San Diego State University

Other Relevant Qualifications: Tracy has been on the TLC board for five years and is the parent of a 4th grader. She regularly volunteers in the classroom and in the community.

Kerry Johnson

Current Position: Retired California Educator

Education: B.A. Political Science & French & M.A. in Education Systems Management Chapman University

Other Relevant Qualifications: Kerry is a 20 year resident of Tracy and a retired high school social studies/history/computer teacher for 15 years and an administrator responsible for district-wide technology for an additional 19 years. Kerry was recognized in 2004 for his work in educational technology by being a recipient of the "Microsoft Centers of Innovation" award. Kerry has also served as a Peace Corps Volunteer in French-speaking West Africa for over 6 years. Prior to joining the Peace Corps, he served as a TLC board member and participated in the original planning for our current school site. Kerry was invited to join the TLC board again in 2015.

Jeffery Bordes

Current Position: Business development manager at Albertson

Education: B.A. Music at Berklee College of Music

Other Relevant Qualifications: Jeff has lived in Tracy since 2002 and all three of his children attend TLC schools. Jeff was previously a TLC board member from 2009-2012.

Amber Herrera

Current Position: Medical/social worker

Education: MA in social work CSU- East Bay

Other Relevant Qualifications: For the last 5 years, Amber has been working as a Clinical Social worker in the medical field. In the past, Amber has worked with a

diverse population including children and families in CPS, juvenile and mental health systems, as well as a school-based therapist. Her oldest child attends TLC schools.

Juliana Lanier

Current Position: Owner and Broker of REALTA Mortgage and Real Estate

Education: MBA from University of New York

Other Relevant Qualifications: Juliana has lived in Tracy since 2004 and both of her children attend TLC schools. She is an owner and broker of Realta Mortgage and Real Estate and a financial adviser with Transamerica.

Guidelines for terms for Board members are unlimited terms. The bylaws of TLC, as amended from time to time, may set forth additional detail regarding the selection and tenure of Board members.

4. Process for Selecting Board of Directors and Creating Policy

In the event of a vacancy due to a Board member resignation, in which time an ad hoc committee of current board members only may be appointed to search for candidates by advertising in the TLC newsletter and other means. Once candidates' applications are accepted, the committee may interview, nominate, and recommend a candidate for Board approval.

Officers are a President, one or more Vice-Presidents, a Secretary, and a Chief Financial Officer. A Tracy Unified School Board Member may be appointed by the District board to serve as a liaison to the TLC board to enhance communication. The Board typically votes for officers at the September meeting of each school year.

5. Meetings

The TLC Board generally meets once a month on the second Monday with the exception of holidays, in accordance with a regular meeting schedule adopted on an annual (or more frequent) basis and amended as necessary. All meetings of the Board of Directors comply with the Ralph M. Brown Act. Board committees may meet in between Board meetings and may make recommendations to the Board of Directors.

6. The Decision Making Process

The TLC decision-making process in which all school stakeholders are represented is designed to:

- ensure that all decisions regarding policy and practices made at DCS are focused to achieve the educational student outcomes outlined in the charter renewal petition;
- involve all staff members in educational program development;
- include parents, community members, and all school personnel as active partners; and
- guarantee that all stakeholders model a collaborative, consensus-building school culture.

The model of decision-making is democratic in nature. The Board of Directors reviews DCS's academic program and provides support in achieving short-term and long-term goals set by the school and Executive Director.

7. Duties of Office for Board of Directors

The duties of the Board of Directors include, but are not limited to:

- promote, guard, and guide the mission of the school;
- hire and evaluate the Executive Director;
- receive reports directly from the Executive Director concerning the total operation of the school, including but not limited to, budget, curriculum, activities, student achievement data, and approve new positions;
- approve all general policies;
- approve and monitor the annual budget;
- contract with an expert external auditor to produce an annual financial audit;
- review the school master calendar, and schedule of Board meetings;
- develop Board of Directors policies and procedures;
- participate in the dispute resolution and complaint procedures, when necessary; and

approve annual fiscal audit and Chartering Agency's performance reports

To ensure the school's on-going success, the Board of Directors provide accountability, oversight, and leadership.

8. Parent Involvement

The following committees provide parents of DCS enormous opportunities for input on school-wide operations and school involvement activities:

English Language Advisory Committee (ELAC)

Parents are solicited by way of the school website and newsletter. All parents who wish to be a part of the committee are included, although parents of EL students will constitute ELAC membership in at least the same percentage as their children

represent of the total number of students in the school. These parents meet with a designated staff member on a quarterly basis. The committee has the responsibility to:

- advise the staff on programs and services for English Language Learners;
- assisting in the development of the school's alternative communications;
- ensure regular school attendance;
- participate in the school's needs assessment;
- solicit and encourage community participation; and
- provide input on the most effective ways to support full participation of English Language Learners in all school activities.

Safety Committee

This committee meets routinely to review and address school safety issues. The committee includes DCS Administrators (such as the Director of Facilities) who are responsible for addressing safety concerns at DCS. The Director of Facilities is responsible for management of school facilities. This includes overseeing school safety issues related to the facilities. The Director works with the District on issues related to structural safety and other safety concerns. The District is notified if structural problems arise.

The safety committee also includes concerned parents, and the committee provides an opportunity for parents to provide critical feedback to DCS Administrators. Parents may attend all meetings which are advertised in the school newsletter.

Specific Volunteer Opportunities

Parents are informed of opportunities for involvement in student events, classroom support and fundraisers. These are advertised in the newsletter and by way of notes sent home with students or teachers individually contact parents.

9. Internal Complaint Procedure for Parents and Students

Internal disputes at DCS, including those among students, staff, parents, and Board Members are resolved pursuant to the policy developed by the Board and published in the school handbook. The Chartering Agency shall not intervene in any such internal disputes and shall refer any complaints or reports regarding such disputes to the TLC Board of Directors or Executive Director.

TLC designates at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504). This includes any

investigation of any complaint filed with TLC alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws.

Discovery Charter School has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violation of state or federal laws governing educational programs and the charging of unlawful pupil fees.

DCS shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedures (UCP) adopted by our school board. The UCP applies to complaints relating to all of the matters addressed in Education Code section 33315(a)(1) and any other applicable matters identified by the Legislature in the future.

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

Element 5: Employee Qualifications

“The qualifications to be met by individuals to be employed by the charter school.”
Education Code § 47605 (c)(5)(E)

1. Code of Professionalism

DCS staff members are a dedicated group of professionals who believe that education is a “vocation” and “not a job”. They are bound by a common philosophy and belief that all students are gifted and can learn. Staff members at DCS are actively committed to working together and ensuring that the mission and vision are upheld. The staff is proactive in the planning, implementation, and evaluation, of the instructional program and school operation. They are accountable for students’ academic and social growth and will fulfill all required duties and responsibilities.

2. Recruiting Qualified Teachers

DCS teachers shall meet the credentialing requirements set forth in Education Code §§ 47605(l) and 47605.4. DCS maintains current copies of all teacher credentials in the TLC Human Resource office, which are made readily available for inspection. All DCS teachers (core, enrichment and PE) have single subject credentials.

DCS shall adhere to all requirements of the federal reauthorizations of the Elementary and Secondary Education Act (ESEA, most recently authorized by the Every Student Succeeds Act) that are applicable to teachers and paraprofessional employees. DCS shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). DCS shall maintain current copies of all teacher credentials and make them readily available for reasonable inspection.

All full time staff are eligible for all health benefits provided by TLC. TLC’s employee policies and procedures are codified in an Employee Handbook.

DCS in conjunction with the Tracy Learning Center acknowledges and agrees that all persons are entitled to equal employment opportunity. DCS shall not discriminate against applicants or employees on the actual or perceived basis race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

3. Employee Qualifications

To be employed by TLC the following conditions must be met:

- Fingerprints will be obtained from each new employee in order to obtain a criminal record summary prior to commencing employment through LiveScan, administered by the Department of Justice. The employee is responsible for paying the fingerprint cost.
- All employees at DCS are to report known or suspected instances of child abuse. Prior to employment, all employees are required to sign a statement, on a form provided by him/her by TLC's Human Resource Director, to the effect that he/she has knowledge of the provisions of Penal Code Section 11166 and will comply with those provisions.
- All employees must complete the I-9 form to verify that they have the legal right to work in the United States.
- All employees must provide the results of a Tuberculosis (TB) risk assessment and/or test as required by current state and local law and renew their TB verification as required by law.

4. Job Descriptions

DCS will recruit and employ professional, effective and qualified personnel for all administrative, instructional, and non-instructional support positions. The job descriptions are included in the appendix.

5. Process for Staff Recruitment and Selection

The Director of Human Resources under the supervision of the Executive Director with the support of identified staff organizes all selection and employment procedures, which may include, but are not limited to, the following:

- assure equal opportunities and open process;
- announce openings (use of EDJOIN, local paper and website postings);
- recruit applicants through various means;
- request resumes, copies of credentials, and letters of reference;
- verify previous employment and references;
- form a pool of potential candidates;
- review candidates files and portfolios;
- select interview questions and panel;
- interview candidates;
- recommend top candidates to the Executive Director; and

- Executive Director approves the top candidate.

Prior to the first day of work for any potential employee, TLC performs all required background checks according to existing California State law (verify teaching credential, employment documents, medical clearance (TB), fingerprinting and criminal record clearance, legal status, certification of adherence to mandated reporting (child abuse) requirement, and drug-free environment requirement).

6. Staff Evaluation

Teaching Staff

The evaluation of the teaching staff at DCS is rooted in ensuring student learning and achievement. The structure of the DCS teacher evaluation models are based on a collaborative effort using the California Standards for the Teaching Profession:

- Standard One: Engaging & Supporting All Students in Learning
- Standard Two: Creating & Maintaining Effective Environments for Student Learning
- Standard Three: Understanding & Organizing Subject Matter for Student Learning
- Standard Four: Planning Instruction & Designing Learning Experiences for All Students
- Standard Five: Assessing Student Learning
- Standard Six: Developing as a Professional Educator

At the end of each year, staff sets school and personal goals for improvement and meets with the Executive Director to discuss the goals as well as strengths and areas for improvement. The Executive Director and peers as School Leaders conduct informal observations throughout the school year. Feedback is given to staff.

Assistance and intervention for teachers include:

- suggestions offered by administrator or curriculum leaders
- peer visitation
- consultation with peers, coaches or others
- substitute release days for planning or visiting other classes
- workshop or webinar attendance

Classified Staff

TLC Executive Director is responsible for classified staff give regular feedback and supervision. The Executive Director relies on information from the direct supervisor of

such areas as food services, maintenance, coaches, and office staff. Assistance and intervention for classified staff includes:

- workshops and training
- mentoring and conferencing as needed
- conflict resolution

All TLC employees, classified or certificated are employed using an at-will contract. Currently, no one is given a fixed term employment contract. All staff understands contracts are based on the charter's ability to recruit and maintain students.

Element 6: Health and Safety

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

- (i) That each employee of the charter school furnish the charter school with a criminal record summary as described in Section 44237.*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school. Education Code § 47605 (c)(5)(F)*

DCS is committed to providing a safe and healthy environment in which every member of the school community learns and thrives. DCS will continue to ensure the safety of all students and staff by complying with state and federal laws. DCS has a comprehensive plan of health, safety, and risk management policies, including a school safety plan that covers the topics under Education Code section 32282(a)(2). This plan is kept on file and is updated by March 1 annually. All staff receives training in emergency response, including appropriate “first responder” training or its equivalent.

1. Emergency Preparedness

DCS has developed policies and procedures for response to natural disasters and emergencies, including fires and earthquakes (see Appendices). All instructional and administrative staff is trained in basic first aid. DCS may implement temporary instructional or operational changes as necessary to respond to emergencies (including but not limited to fire, flood, earthquake, actual or threatened war or terrorism, civil disorder, or medical epidemics or outbreaks) and/or to comply with applicable federal, state, and local orders. These changes shall not require a material revision.

2. Fire Drills

The administrator or designee shall cause the fire alarm signal to be sounded at least once every month.

- The administrator shall notify staff as to the schedule for fire drills.
- Whenever a fire drill is held, all students, teachers, and other employees shall be directed to leave the building.
- Teachers shall ascertain that no student remains in the building.
- Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
- The administrator or designee shall keep a record of each fire drill conducted and file a copy of this record in the office.

When a fire is discovered in any part of the school, the following actions shall be taken:

- The administrator or designee shall sound fire signals, unless the school and/or building are equipped with an automatic fire detection and alarm system.
- The administrator or designee shall call 911.
- All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
- Staff shall give students clear direction and supervision and help maintain a calm demeanor.
- Teachers take roll and shall hold up red/green card based on results of attendance
Green = all students present and accounted for
Red = student(s) missing
- The administrator or designee shall provide assistance to any injured students or staff.
- Staff shall monitor and assist in the supervision of surrounding students.
- Staff and students wait for the “All Clear” announcement before returning to class.
- During lunch time, all students will follow the instructions of the nearest adult and proceed to the designated assembly area. Staff will join the students and follow the steps listed above.

3. Earthquake Drills

Regular emergency evacuation drills are conducted in accordance with the regulations of state and federal guidelines. Students will be taught the “Duck and Cover” routine. A disaster drill commencing with the “Duck and Cover” routine will be initiated by an announcement over the intercom or other signal. During the “Duck and Cover” routine in the classroom, teachers will have students get under a desk, or table, or against the wall away from the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an “All Clear” announcement on the intercom, or a visible signal from the administrative staff.

The following are the procedures for an earthquake drill:

- Teachers give “DROP” command at first indication of quake or ground movement or the sounding of the alarm indicating an earthquake drill.
- Students and teachers seek protective cover under or near desks, tables, or chairs in the kneeling position with hands around their heads no matter where they are on campus.

- Students remain in “DROP” position until ground movement ends or instructed by the teacher to get up.
- At the completion of ground movement, teacher must ascertain possible injury and determine the ability of class to evacuate.
- The teacher then gives the command to evacuate the classroom and building, using established route (students outside of classrooms meet at the designated assembly area).
- Teachers remove necessary supplies upon evacuation and leave doors unlocked.
- Injured students, who cannot walk or be carried, should be left behind to prevent further injury and be taken care of by the Search and Rescue teams. Staff will place a red card on the classroom door or outside area where an injured student has been left. The Search and Rescue Team will be notified of the presence of the card by text or phone.
- Upon reaching the designated assembly area, each teacher takes attendance and reports with red/green cards.

During lunch time or between classes, at the first indication of ground movement or alarm, teachers will instruct students to take a drop position under lunch tables, or clear of buildings, trees, and power lines, and cover their heads with their hands. They remain in that position until given additional instructions to evacuate the area and proceed to the designated assembly area, and report to their assigned classroom teacher.

In the case of disasters other than earthquakes, the administrative staff will contact each room, counsel staff of potential dangers, and give further directions or orders. Teachers and students will remain in their classrooms until instructions are received for an “All Clear” or an evacuation.

In the case of a chemical spill, the site administrator will assess the situation and follow the school site emergency response plan. A copy of the plan is available in each classroom. DCS staff will act decisively to ensure the health and safety of students, staff, and school property. Appropriate authorities will be contacted. Communication with staff and parents will be organized through the emergency response technology director.

A disaster of a significant nature may require the evacuation of DCS. The administrative staff will give the evacuation code word over the intercom. Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will make sure they have their rosters with

them. Students who are not in a classroom at the time the intercom signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site. Prior to evacuation, offices, bathrooms, and all other common areas and outdoor facilities will be searched by staff members designated by the administration.

Once at the designated assembly area, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take attendance to ensure that all students are present. The names of any missing students will be given to the office personnel and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions. Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administration. Students will remain with their teachers at the designated assembly area until the administrative staff gives the “All Clear” signal. In the event students cannot return to the school site, the administrative staff will notify parents and/or the media as to where the students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on the emergency information form. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release.

4. Facilities

Based upon the past Memorandum of Understanding (MOU), the relationship of Tracy Learning Center and Tracy Unified School District, the needs of the Charter School and the expectations of the families and students, the Charter School desires to maintain its exclusive location at the existing public school site, 51 East Beverly Place in Tracy for grades K-8 and MHS.

5. Staff Responsibilities

All employees are responsible for their own safety, as well as that of others in the workplace. DCS relies upon its employees to ensure that work areas are kept safe and free of hazardous conditions. If an employee suspects a danger is present on school premises, or in a product, facility, piece of equipment, process, or business practice for which DCS are responsible, the employee will bring it to the attention of the administration immediately.

If a student or staff member is injured on school premises or during field trips or other approved school events, the following method of accounting will take place:

A school staff member shall be responsible for addressing the injury, defining the problem, notifying the appropriate personnel in the school office to ensure the health and safety of the student or staff member, and determining a plan of action (which may include calling emergency medical personnel as necessary). Parents of injured students will be notified of any such injuries. A report of injury will be completed and added to an injury log.

The Facilities Director, under the direction of the Executive Director, will arrange for the correction of any unsafe condition(s) or concealed danger immediately and will contact staff of the problem. Employees are encouraged to report any workplace injury/accident to the administration as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, the administration or assigned staff assists employees in obtaining medical care, after which the details of the injury or accident must be reported.

On a periodic basis, DCS may issue rules and guidelines governing workplace safety and health. All employees will familiarize themselves with the rules and guidelines, as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance is not permitted. DCS shall comply with, as applicable, the Healthy Workplaces, Healthy Families Act of 2014 or the federal Affordable Care Act.

6. Role of Staff to Report Child Abuse

A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies will be strictly followed. DCS adhere to the requirements of *California Penal Code §11166* regarding child abuse reporting. DCS staff must report to the proper authorities if they suspect a student has been the victim of child abuse or neglect, including but not limited to:

- sexual assault;
- willful cruelty or unjustifiable punishment;
- cruel or inhumane corporal punishment; and/or
- abuse in out-of-home care

The reporting person need only “reasonably suspect” that abuse or neglect has occurred. The reporting person does not have to prove abuse.

Administration works with all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff understand that it is their duty and responsibility to report any reasonable suspicions of child abuse. Staff understands that under California law, one who fails to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor, punishable by

up to six (6) months confinement in a county jail or by a fine of one thousand dollars (\$1,000) or by both. Staff shall not investigate any suspected incident(s) of abuse; only report it to the proper authorities. A written report of the situation will be completed and the Child Protective Services will be immediately notified. If necessary, the local Police Department will be informed of the situation as well. The reporting person is responsible for providing all the necessary information and child abuse reports to the Child Protective Services and/or Police Department since he/she will be most knowledgeable of the situation.

Should it be necessary to remove the child from school, staff will obtain the contact information of the agent removing the child. This information will be placed in the student's record and will be made available to the appropriate parent or guardian.

7. Student Health and Safety

DCS is committed to ensuring that students have a safe and healthy environment in which to learn. The following procedures have been implemented:

- Immunizations must be up-to-date with required boosters.
- Prior to attending DCS but after enrollment, parents must present proof of immunization for polio, TDAP, measles, mumps, hepatitis, rubella, and any other immunizations required for enrollment in non-charter public schools.
- DCS adheres to all applicable laws related to immunizations pursuant to Health and Safety Code sections 120325–120375 and its implementing regulations, including requirements related to the pertussis vaccine booster for incoming seventh graders.
- DCS shall provide a Type 2 Diabetes Information Sheet to parents or guardians of incoming seventh grade students pursuant to Education Code section 49452.7.
- Records of student immunizations are maintained in the front office.
- A required emergency form for all students and staff will be completely filled out each year and updated throughout the year as necessary.
- DCS provides appropriate screening for students' health equivalent to that provided by non-charter public schools per state mandates.
- A referral is made through the front office to agencies and/or local hospitals for chronic illness and treatment of communicable disease.
- Students will be released during the school day in the custody of an adult only if:
 1. The adult is/are the student's custodial parent(s)/guardian(s).
 2. The adult has been authorized on the student's emergency form as someone to whom the student may be released when the custodial parent/guardian cannot be reached, and the administration and/or designee verifies the adult's identity.

3. The adult is an authorized law enforcement officer acting in accordance with the law.
 4. The adult is taking the student to emergency medical care, at the request of the administration and/or designee.
- A policy that establishes the school functions as a drug, alcohol, and tobacco-free workplace.
 - Students are required to adhere to an established shoe code, which is clearly communicated through the Discovery Charter School Student Handbook.
 - A discipline policy for all students is clearly outlined in the Discovery Charter School Student Handbook.
 - DCS provides each needy pupil with at least one nutritionally adequate free or reduced-price meal during each school day as required by law.

8. Medication in School

Students requiring prescription medications and other medicines during school hours are accommodated. Processes outlining the administration of medication to students will be implemented according to all applicable state and local requirements.

9. Blood-Borne Pathogens

DCS meets state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the workplace. A written infectious control plan is in place 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 will follow the latest protocol for disinfecting procedures.

10. Procedures for Background Checks

In accordance with California Education Code Section §44237, fingerprints are obtained on each new employee in order to obtain a criminal record summary from the Department of Justice. Employees will submit fingerprints to the Department of Justice via LiveScan processing. Employees will not start work until results are received from the Department of Justice and the employee is cleared to begin work. Other persons determined by DCS to have more than limited contact with pupils, such as certain contractors and volunteers, shall also be required to be screened by their employers or DCS as appropriate.

11. Sexual Harassment Policies and Procedures

DCS is committed to providing a school that is free from sexual harassment, as well as any harassment based upon factors, whether actual or perceived, such as sex, sexual

orientation, gender, gender identity, gender expression, or any other characteristic protected by California or federal law.

DCS has a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at DCS (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and is addressed in both our sexual misconduct policy and the Employee Handbook. School staff is trained on the sexual harassment policy. DCS will immediately undertake a thorough and objective investigation of the harassment allegation(s).

12. Insurance Requirements

TLC has secured and maintains, as a minimum, insurance coverage with insurance companies rated A.M. Best A- or better or recognized joint powers insurance authorities which serve charter schools. The specific insurance information can be found in the Appendix.

Coverage and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies.

TLC shall furnish to the Chartering Agency upon request all new policies, renewals or changes, and copies of certificates of such insurance signed by authorized representatives of the insurance carrier.

TLC adheres to established claim reporting guidelines, especially as they relate to timelines and completeness of reporting, and providing assistance requested by the underwriting agency or its representatives in the investigation and defense of a claim. As stated herein, TLC maintains appropriate risk management practices including screening of employees, maintaining codes of conduct for students, and engaging in appropriate dispute resolution.

Element 7: Racial and Ethnic Balance

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Education Code § 47605 (c)(5)(G)

DCS strives to have a broad representation of student groups within our staff and student population as required by the Charter Schools Act. We have achieved a representative balance of the Tracy Community. Lottery selection will ensure fair and equitable selection of students in the event that more students apply than can be accommodated. Despite the need for a lottery to determine enrollment, DCS has continued to reflect the district demographics as illustrated in the table below.

2019-20 Enrollment by Sub Group	DCS	Tracy Unified School District
Hispanic	47.4%	52.7%
Asian	10.3%	11.9%
Pacific Islander	1.1%	1.1%
Filipino	3.5%	5.4%
African American	6%	5.6%
White	26.8%	18.7%
Two or More Races	4.9%	4.3%
English Learners	8.4%	24.7%
Students with Disabilities	6.2%	11.9%

1. Community Outreach Plan

Brochures and Mailings - Brochures and Applications for Admission forms are available in English and Spanish. These are sent during February, the month of Open Enrollment. A Director of Admissions is available to meet with any interested parent or student throughout the year.

Media - Newspapers are notified of open enrollment. At times ads are taken out at the Tracy Mall and notices are given to Public Access TV (channel 26). The school will consider opportunities to reach diverse audiences (e.g., translation of materials, advertising with diverse media outlets, etc.)

Electronic Media - The school website announces open enrollment and has a link to the application for students. The website is a great source of information about current school events, the school mission and vision, agendas and meetings, counseling information and other content that informs others about the school. We intend to advertise how we support the student sub groups described above (e.g., English Learners, Students with Disabilities) in such media.

Website - details of the services available for special education students are listed on the website as are descriptions of our programs in any language requested. Banners are hung outside the school notifying parents of enrollment times.

Wait List: all students on the wait list are contacted to be certain they wish to remain on the wait list for another year. As openings occur, these students are notified.

Element 8: Admission Requirements

“Admission policies and procedures, consistent with [Ed. Code section 47605] subdivision (e).” Education Code § 47605 (c)(5)(H)

1. Non-Discrimination Statutes

DCS attracts a diverse student population including, English learners, students with disabilities, low achieving and low income students from surrounding areas, and abides by all state and federal laws regarding admissions. Our recruitment efforts are an attempt to achieve a balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district. DCS shall not discriminate against applicants on the actual or perceived basis of the characteristics listed in Education Code section 220, such as race, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, 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, in any program or activity conducted by DCS, or any other characteristic protected by California or federal law. DCS abides by all applicable state and federal guidelines regarding admissions and enrollment procedures.

2. Open Enrollment Process/Admissions Requirements

DCS has established a period of open enrollment for the month of February each year. During the open enrollment period, Application for Admission forms are accepted. The form needed for application is available online or in the school office. A copy of the one page application in both English and Spanish is included in the appendix.

The enrollment process is comprised of the following:

- completion of the Application for Admission

After students have been admitted they are required to:

- attend an initial interview with a designated teacher
- complete an emergency form
- provide a copy of their 504 or IEP if available

3. Random Public Drawings/Lottery

DCS has a hierarchy of preferences for enrollment. The following rules and procedures are communicated to all interested parties. All current students are guaranteed a spot in the next grade level.

Students exempt from the general lottery, in order of hierarchy, are:

1. children of TLC Board of Directors
2. children of staff
3. siblings of currently enrolled and newly admitted students
4. students who reside in the Tracy Unified (K-12) School District boundaries

Lottery procedures will be as follows:

1. prior to the general lottery taking place, all students in the preference categories as shown above shall be admitted to the school for the coming year in the order presented above, to the extent there is space available.
2. if a newly admitted student has siblings who have also applied, those siblings shall be exempted from the general lottery as well and placed on the priority wait.
3. if the total of all preference categories exceeds space available, the additional preference students shall be subject to a priority lottery within each preference category and placed on the priority wait list in the order drawn.
4. students on the priority wait list shall be admitted as space becomes available and prior to any students from the general wait list established during the general lottery. All students, once accepted, remain at the school as long as they wish. Preference category students cannot replace students already attending.
5. the general lottery will take place within fifteen (15) calendar days of the closing of the open enrollment period as defined above.
6. the general lottery will take place on the school's campus or in a facility large enough to allow all interested parties who wish to attend to do so.
7. all interested parties will know, prior to the holding of the lottery, how many openings are available for each grade served by the school.
8. the lottery will take place on a given published date and place which will be provided to the District.
9. DCS will comply with all applicable state and federal laws related to the oversight of charter schools.
10. following the lottery, DCS will provide to the District a copy of the wait lists established by the lottery by name, address, phone number, and grade level.

Following the lottery, the admissions procedures listed below shall be applied for the coming school year:

1. as space become available, students shall be admitted first from the priority wait list for a given grade. After all priority wait list students have been enrolled, students shall be enrolled from the general wait list
2. when a student is admitted from the priority wait list or general wait list, any siblings of that student who are not yet enrolled shall be moved to the priority wait list in order to ensure concurrent enrollment of siblings to the best extent possible

Families promoted from either wait list shall be contacted when there is an opening. Contact will be made by personal phone call by the Director of Admissions and Records. Parents have twenty-four hours from the first notification to respond. Those families not responding within the twenty-four hour period will forfeit their right to enroll all of their family students in the school. The next student on the wait list shall be contacted for the open position. Parents who forfeit their right to accept enrollment, must reapply if interested in enrolling in DCS or another TLC school.

Wait lists carry over from year-to-year but are updated annually in January. In order to remain on a wait list, parents need to respond to a written request from DCS asking if they wish to remain on the wait list. If a parent does not respond within one week, their child is removed from the wait list. Students new to the district retain a reasonable opportunity to join DCS on the priority wait list as explained above. DCS's use of annually updated wait lists is effective in particular because after grade 4, there is an opportunity for approximately 30 students to be enrolled from the wait lists since there are more seats available in grade 5 than in grade 4.

4. Re-enrollment

If a current student leaves DCS for another school and then wishes to return to DCS, the student will be placed on the wait list.

Element 9: 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.” Education Code § 47605 (c)(5)(I)

1. Annual Independent Audit

Each year, the TLC Board of Directors will contract with independent auditors and oversee the preparation and completion of an annual audit of the school’s financial affairs. The Board of Directors shall be responsible for contracting with an auditor. The independent audit will be conducted by an accountant certified by the State of California with knowledge of school budget and accounting procedures. This audit will be conducted according to Generally Accepted Accounting Principles (GAAP) and the applicable provisions within the California Code of Regulations governing audits of charter schools, as published in the State Controller’s Guide.

2. Audit Exceptions and Deficiencies to be Resolved

The TLC Board of Directors will review any audit exceptions or deficiencies and determine how to resolve them. Audit exceptions and deficiencies shall be resolved in conference with the independent auditor to the satisfaction of the Chartering Agency.

TLC will provide the Chartering Agency with the final audit results by December 15th of each year for the prior fiscal year ending June 30th. The audit will also be submitted to the California Department of Education, the San Joaquin County Office of Education, and the State Controller’s Office by December 15th following each school year.

3. Financial Reports

Discovery Charter School will submit the following reports to the Chartering Agency and the San Joaquin County Office of Education pursuant to *Education Code §47604.33*:

- Preliminary Budget - by July 1
- Interim Financial Report - by December 15, reflecting changes through October 31
- Second Interim Financial Report - by March 15, reflecting changes through January 31
- LCAP for Discovery Charter School approved by the TLC Board by July 1
- Unaudited Actuals - by September 15, reflecting entire fiscal year through June 30

4. Oversight

The Chartering Agency may charge an oversight fee not to exceed one percent (1%) of the revenue of the charter school (or three percent (3%) in the case that the Chartering Agency provides substantially rent-free facilities for use by TLC) in accordance with *Education Code §47613*, to offset administrative costs required for comprehensive oversight. The oversight fee will be based on the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code §42238.02, as implemented by §42238.03, at the Second Principal Apportionment (P-2). The Chartering Agency, in the past, has charged 1% oversight and, under a facilities use agreement with TLC, an additional 2% for facility use.

Element 10: Student Suspensions and Expulsions

“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 the pupil’s side of the story.

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

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

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

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder 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).” Education Code § 47605 (c)(5)(J)

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 DCS. TLC is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, this policy may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Suspensions and Expulsions

2019-20	DCS
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Enrollment	372
Students Suspended	2
Suspension Rate	.01%
Students Expelled	0
Expulsion Rate	0

DCS staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The Pupil Suspension and Expulsion Policy is summarized in the student handbook and clearly describes discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on the 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.

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 DCS has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") 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 general education students except when federal and state law mandates additional or different procedures. DCS will follow 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 DCS 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.

1. Grounds for Suspension and Expulsion of Students

DCS is exempt from Education Code requirements and procedures related to student suspension and expulsion. Therefore, references in this charter to the Education Code are used as a guideline. A student may be suspended or expelled for any of the acts enumerated below related to school activity or school attendance that occur at any time, including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period; or d) during, going to, or coming from, a school sponsored activity. Suspensions and expulsions are recommended by either the Executive Director or his or her designee acting in his or her capacity as Discipline Officer.

2. Enumerated Offenses

Discretionary Offenses. Students may be suspended or expelled 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, electronic cigarettes, vaporizers, 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 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 a witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and or retaliating against that student for being a witness.

o. unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p. engaged in, or attempted to engage in hazing, as defined in Education Code Section 48900(q).

q. made terrorist threats against school officials and/or school property, or both, , as defined in Education Code Section 48900.7(b).

r. committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s. caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t. intentionally harassed, threatened, or intimidated 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 student 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, as defined under Education Code Section 48900(r).

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 or 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).

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 Executive Director or designee's concurrence.

Mandatory Suspension Offenses. Students shall be suspended and may be recommended for expulsion when it is determined that the pupil:

- a. Caused serious physical injury to another person, except in self-defense.
- b. Possessed any knife or other dangerous object of no reasonable use to the pupil.
- c. Unlawfully possessed of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for: (i) the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis; and (ii) the possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
- d. Committed robbery or extortion.
- e. Committed assault or battery, as defined in Section 240 and 242 of the Penal Code, upon any school employee.

Mandatory Expulsion Offenses. Students shall be suspended and recommended for expulsion when it is determined that the pupil:

- a. Possessed, sold, or otherwise furnished a firearm.
- b. Brandished a knife at another person.
- c. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- d. Committed or attempted to commit a sexual assault as defined in Education Code Section 48900(n) or committing a sexual battery as defined in Section 48900(n).
- e. Possessed an explosive.

If it is determined that a student has brought a firearm or destructive device, as defined in Section 921 of Title XVIII of the United States Code, on to 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.

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 (iv) device similar to any of the devices described in the preceding clauses.

3. Suspension Procedure

Suspension shall be initiated by a Discipline Officer according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by a Discipline Officer with the student and his or her parent and, whenever practical the teacher, supervisor, or DCS employee who referred the student to a Discipline Officer.

The conference may be omitted if a Discipline Officer determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety, or health of students or DCS 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 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. This conference shall be held within two 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 DCS officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

Notice to Parents/Guardians

At the time of the suspension, an administrator 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. If DCS 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.

Suspension Time Limits

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive days per suspension. Upon a Recommendation for Expulsion by a Discipline Officer, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil will be extended pending an expulsion hearing. This determination will be made by a Discipline Officer upon either of the following: 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.

Upon the request of a parent/guardian for a pupil suspended for two or more schooldays, the teacher shall provide the homework that the pupil would otherwise have been assigned. If a homework assignment that is requested by the parent/guardian and turned into the teacher by the pupil either upon the pupil's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the pupil's overall grade in the class.

4. Authority to Expel

A Discipline Officer may recommend expulsion of any student found to have committed an expellable offense. Unless a hearing is timely requested by the student's parent/guardian, the Discipline Officer's determination is final.

5. Expulsion Procedures

Notice to Parents/Guardian

The parent/guardian of a student shall have ten (10) calendar days from issuance of a written notice of a Discipline Officer's recommendation for expulsion to file a written request for a hearing to be presided over by a neutral officer designated by Executive Director or Board (the "Hearing Officer"). At a minimum, the Hearing Officer will comply with the "neutral officer" requirements under Education Code section

47605(c)(5)(J)(ii)(II). If no hearing is requested, the expulsion becomes final as of the 11th day following a Discipline Officer's recommendation for expulsion.

Hearing

The Hearing Officer shall hold the hearing within fifteen (15) calendar days of receipt of a timely request for a hearing. The hearing shall be held in a closed setting unless the student makes a written request for a public hearing at least three days prior to the hearing.

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

The student and/or his or her parent(s) or representative must present all written and oral evidence and argument to be considered at the hearing. After considering the evidence, including testimony presented at the hearing, the Hearing Officer shall either (1) support a Discipline Officer's recommendation for expulsion, (2) reject that recommendation, or (3) modify that recommendation.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Hearing Officer may determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the 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 (5) 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 Hearing Officer 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 Hearing Officer, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he/she may leave the hearing room.
4. The Hearing Officer may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Hearing Officer 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 Hearing Officer from removing a support person whom the Hearing Officer finds is disrupting the hearing. The Hearing Officer 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, DCS must present evidence that the witness' presence is both desired by the witness and will be helpful to DCS. The Hearing Officer 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 Hearing Officer shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Hearing 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 room during that testimony.
9. If the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed setting when testifying in public 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 Hearing Officer 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.

Record of Hearing

A record of the hearing shall be made by minutes taken by the school secretary or Hearing Officer's designee or other appropriate means.

6. 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 a Discipline Officer to expel must be supported by substantial evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay.

The final decision shall be made within ten (10) school days following the conclusion of the hearing. If the Hearing Officer decides not to expel, the pupil shall immediately be returned to his/her educational program.

7. Written Notice to Expel

A Discipline Officer following a decision of the Hearing Officer to expel shall send written notice of the decision to expel, including the Hearing Officer's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: a) Notice of the specific offense committed by the student; and b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

A Discipline Officer shall send a copy of the written notice of the decision to expel to the Chartering Agency. This notice shall include the following: a) the student's name; and b) the specific expellable offense committed by the student.

8. Disciplinary Records

DCS shall maintain records of all student suspensions and expulsions at DCS. Such records shall be made available to the authorizer upon request.

9. No Right to Appeal

The Hearing Officer's determination after the expulsion hearing is final.

10. Rehabilitation Plans

Students who are expelled from DCS may be given a rehabilitation plan upon expulsion as developed by the panel 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 DCS for readmission.

11. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of SELPA

Discovery shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who Discovery or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a student expectations which are listed in the student handbook, DCS or 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 education agency's failure to implement the IEP/504 Plan.

If DCS, 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 DCS, 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 or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that DCS 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 DCS agree to a change of placement as part of the modification of the behavioral intervention plan.

If DCS, 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 result of the failure to relevant disciplinary procedures to students 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 the child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or DCS 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 DCS, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and DCS agree otherwise.

5. Special Circumstances

DCS 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 listed student expectations.

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

- a. carries or possesses a weapon, as defined in 18 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 14115(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 IDEIA and who has violated Discovery Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if DCS had knowledge that the student was disabled before the behavior occurred.

DCS 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 DCS 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 DCS personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other DCS supervisory personnel.

If DCS 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 IDEIA-eligible students with disabilities, including the right to stay-put.

If DCS had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. DCS shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the educational placement determined by DCS pending the results of the evaluation. DCS 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 not to be eligible.

12. Involuntary Removal

No pupil shall be involuntarily removed by DCS for any reason unless the parent or guardian of the pupil has been provided written notice in-person and/or by mail of intent to remove the pupil no less than five (5) schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil or the pupil's parent/guardian of the right to request a hearing adjudicated by a neutral officer before the effective date of the action. If a hearing is requested, the pupil will remain enrolled at DCS until the school issues a final decision. For purposes of this charter, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions for disciplinary reasons.

Element 11: Retirement Programs

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

TLC employees will participate in the State Teachers’ Retirement System (STRS) and the Public Employee Retirement System (PERS) program available to all eligible persons working at the school. Certificated employees will be covered by STRS and classified employees will be covered by PERS. The Director of Human Resource in conjunction our contracted business service provider will be responsible for appropriate arrangements for retirement coverage for DCS employees. All withholding from employees and TLC will be reported and forwarded to the STRS and PERS fund as required, and TLC will continue to comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS and/or PERS, as applicable. The TLC Board of Directors also reserves the right to offer additional plans as it deems appropriate.

Element 12: Attendance Alternatives

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

Pupils who choose not to attend DCS may choose to attend other public schools in their district of residence or pursue an intra/inter-district transfer in accordance with existing enrollment and transfer policies of the District.

Element 13: Employee Rights

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Education Code § 47605 (c)(5)(M)

Persons employed by TLC are not considered employees of the District for any purpose whatsoever. Employees of the Chartering Agency who resign from District employment to work at TLC and who later wish to return to the District shall be treated the same as any other former District employee seeking reemployment. No special provisions pertaining to leave and return rights for District union employees shall apply to TLC employees, but shall be handled by District in accordance with its then-current collective bargaining agreements. TLC shall not have any authority to confer any rights to return to district employees. Employment by TLC provides no rights of employment at any other entity, including, but not limited to, any rights in the case of closure of TLC.

Element 14: Dispute Resolution

“The procedures to be followed by the charter school and the chartering authority to resolve disputes relating to provisions of the charter.” Education Code § 47605 (c)(5)(N)

TLC and the Chartering Agency agree to resolve all disputes regarding this charter pursuant to the terms of this section. All parties will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy or claim arising out of or relating to the charter agreement, except any controversy or claim that is in any way related to revocation of this charter, will be handled first through an informal process in accordance with the following procedures. Revocation proceedings shall proceed in accordance with applicable laws and regulations.

1. Written Notification

A written notification, identifying the nature of the dispute and any supporting facts, must be submitted by the complaining party to the other party. The written notification may be tendered by personal delivery, facsimile, or certified mail. The written notification will be deemed received if: (a) it is personally delivered by 4:00 p.m. or otherwise on the business day following personal delivery; (b) it is communicated through facsimile, upon electronic confirmation of receipt; or (c) it is delivered by mail, two (2) business days after deposit in the U.S. mail. All written notices to DCS shall be addressed as follows:

Tracy Learning Center
Discovery Charter School
Virginia Stewart, Executive Director
51 E. Beverly Place
Tracy, CA 95376

2. Written Response

A written response shall be tendered to the complaining party within twenty (20) business days from the date of receipt of the written notification. The parties agree to schedule a conference to discuss the claim or controversy (“Resolution Conference”). The Resolution Conference shall take place within fifteen (15) business days from the date the written response is received by the other party or another mutually-agreeable date. The written response may be tendered by

personal delivery, facsimile, or certified mail. The written response shall be deemed received if: (a) it is personally delivered upon date of delivery to the address of the person to receive such notice by 4:00 p.m., or otherwise on the business day following personal delivery; (b) it is communicated by facsimile, upon electronic confirmation of receipt; or (c) it is delivered by mail, two (2) business days after deposit in the U.S. mail.

3. Mediation for Non-Agreement

If the controversy, claim, or dispute cannot be resolved by mutual agreement at the Resolution Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own costs and expenses associated with the mediation, including attorneys' fees. Both the mediator and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of the Resolution Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy, claim, or dispute. If the mediation is not successful, then the parties agree to settle the controversy, claim or dispute by binding arbitration conducted by a single arbitrator in accordance with the guidelines of the American Arbitration Association. The arbitrator must be an active member of the California State Bar or a retired judge of the state or federal judiciary of California. Each party shall bear its own costs and expenses associated with the arbitration, including attorneys' fees. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties.

Both parties shall exchange information as necessary to avoid disputes and assist in curing disputes and shall use their best efforts to resolve disputes between them at the earliest possible time.

4. Refusal to Arbitration

Any party who fails or refuses to submit to arbitration shall bear all costs and expenses incurred by such other party in compelling arbitration of any controversy, claim, or dispute, including attorneys' fees.

Internal Disputes

All internal disputes between parents, teachers, students, administrators, and Board of Directors members of TLC shall be resolved by the school according to the school's own internal policies. The Chartering Agency shall not be involved with internal disputes of the school unless the school requests the Chartering Agency's involvement.

Element 15: School Closing Protocol

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

The following are closing procedures that abide by *California Education Code § 47605(c)(5)(O)* and 5 Cal. Code Regs. § 11962, should DCS close for any reason. The decision to close the school will be documented by the TLC Board of Directors in a Closure Action. The Closure Action will be deemed to have been automatically made when any of the following occur:

- The charter is revoked for a material violation of any of the conditions, standards, or procedures set forth in the charter, and in accordance with the State regulations with regard to revocations, or not renewed by the Chartering Agency, and TLC has exhausted its appeal rights;
- The TLC Board of Directors votes to close the school; or
- The charter lapses.

In the event of a final closure action, the TLC Board of Directors shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

In the event of such a Closure Action, the following steps are to be implemented:

Written Notification

1. DCS shall provide the District with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of DCS, DCS shall provide the District with a copy of the governing board resolution or minutes that documents its Closure Action.
2. DCS shall provide written notice of the Closure Action to Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in DCS promptly after the Closure Action. Upon request, DCS shall provide a copy of the written parent notification to the District.
3. DCS shall provide written notice of the Closure Action to the County Office of Education. DCS shall send written notification of the Closure Action to the appropriate

County Office of Education promptly after the Closure Action. Upon request, DCS shall provide a copy of this notification to the District.

4. DCS shall provide written notice of the Closure Action to the Special Education Local Plan Area (SELPA) in which DCS participates. DCS shall send written notification of the Closure Action to the SELPA in which DCS participates promptly after the Closure Action. Upon request, DCS shall provide a copy of this notification to the District.

5. DCS shall provide written notice of the Closure Action to the retirement systems in which DCS's employees participate. Within a reasonable time after the Closure Action, DCS shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and follow their respective procedures for dissolving contracts and reporting. Upon request, DCS shall provide a copy of these notifications and correspondence to the District.

6. DCS shall provide written notice of the Closure Action to the California Department of Education (CDE). DCS shall send written notification of the Closure Action to the CDE promptly after the Closure Action. Upon request, DCS shall provide a copy of this notification to the District.

7. DCS, as necessary, shall provide written notice of the Closure Action to any school district that may be responsible for providing education services to the former students of DCS. DCS shall send written notification of the Closure Action promptly after the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Upon request, DCS shall provide a copy of these notifications, if any, to the District.

Notification of all the parties above must include but is not limited to the following information:

1. The effective date of the closure of DCS
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include information on how to enroll or transfer the student to an appropriate school.

Records Retention and Transfer

DCS shall comply with all applicable laws, regarding the transfer and maintenance of DCS records, including student records and personnel records. These requirements may include:

DCS shall provide to the responsible person(s) designated by the TLC Board of Directors to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

DCS shall transfer all pupil records, all state assessment results, and any special education records to the custody of the party designated by the TLC Board of Directors to manage the closure procedures, to ensure such records are disclosed to the appropriate parties in accordance with applicable law.

Financial Close-Out

After receiving notification of closure, the CDE may notify DCS and the authorizing entity of any liabilities DCS owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the applicable charter-authorizing entity to conduct an audit of DCS if it has reason to believe that the school received state funding for which it was not eligible.

DCS shall ensure completion of an independent final audit within six months after the closure of DCS that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to DCS.

This audit may serve as DCS's annual audit.

DCS shall pay for the financial closeout audit of DCS. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by DCS will be the responsibility of DCS and not the District. DCS understands and acknowledges that DCS will cover the outstanding debts or liabilities of DCS.

DCS shall ensure the completion and filing of any annual reports required. These reports may include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of DCS. DCS closure procedures must also ensure appropriate disposal, in accordance with TLC's bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of DCS have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. DCS, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to DCS by or on behalf of the District.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

TLC's Board of Directors may determine, in its sole discretion, whether to elect to wind up and dissolve the nonprofit corporation in accordance with applicable law and the its articles of incorporation and bylaws. If the TLC's Board of Directors elects to wind up and dissolve the nonprofit corporation, the TLC's Board of Directors shall adopt a plan for wind up and dissolution of the corporation in accordance with applicable law. Any remaining assets shall be distributed in accordance with the plan adopted by the TLC Board, which shall be consistent with the Articles of Incorporation and all applicable law.

Should the nonprofit corporation continue in existence following the closure of DCS, the nonprofit corporation may retain any remaining assets after the liabilities of DCS are satisfied and required grant funds or restricted categorical funds are returned to their source if required by applicable state or federal law, any donated materials or property are returned if required to comply with conditions of their donation, and any property of the District loaned to TLC for DCS use is returned to the District. Any remaining assets, including but not limited to, all real estate properties, capital outlay and equipment, personal properties, intellectual properties, all ADA apportionments, and other revenues generated by students attending DCS, shall remain the sole property of TLC.

DCS shall retain sufficient staff, as deemed appropriate by the TLC Board of Directors to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

APPENDIX

APPENDIX #1

SAMPLE CURRICULUM OUTLINES

Curriculum Outlines

Essential Questions for Units and Books

5/6 Language Arts

Year A

Year B

Trimester One

<p>Pentathlon Driven</p> <p>20-21 Novel: <i>Spies: The Secret Showdown Between America and Russian</i> and pentathlon materials for short stories, poems, and essays related to the topic along with nonfiction articles related to the Cold War</p> <p>Essential Questions: What is the difference between right and wrong? What about the grey area between right and wrong? When is it okay to do the wrong thing, but for the right reason</p>	<p>Pentathlon Driven</p>
<p>Reading Standards introduced include quoting accurately from the text and drawing inferences, determining the theme, looking at plot, character, and setting and how they influence each other along with point of view and being able to decode and read with sufficient accuracy and fluency. Reading informational text includes finding the main idea and supporting details and using those to write a summary along with looking at the text structures and author's purpose or point of view.</p>	
<p>Writing standards introduced include writing a multi-paragraph narrative with descriptive details and dialogue, and writing opinion or argumentative essays with a focus on the introductions including hooks and thesis statements. Students also edit and revise their own work with guidance and support from teachers and peers. We also work on providing evidence to support short essay answers.</p>	
<p>Throughout the class, students engage in a variety of discussions from pair share, to table groups, to whole class to share ideas and viewpoints on topics being discussed including multimedia presentations. Discussion builds on each other's ideas and works toward debatable issues and forming opinions.</p>	
<p>Students review parts of speech and begin diagramming to learn more about sentence structure. Students also work on proper use of punctuation in sentences and capitalization rules. Word study includes roots and affixes, figurative language and vocabulary development includes nuances in words, synonyms, antonyms and homonyms, idioms and adages.</p>	

Writing Goals are differentiated by both learning level and grade level		
Approaching	Students will be able to write a complete sentence with subject and predicate agreement, and correct punctuation and capitalization. Narratives will include a beginning, middle and end. Argumentative writing will include a clearly stated opinion.	Students will be able to write a complete paragraph with topic sentence, 3 details and concluding sentence. Narrative writing will include descriptive details and clear sequence of events. Argumentative writing will include a clearly stated opinion with relevant details.

Grade Level	Students will be able to write an introductory paragraph. Narrative will include descriptive details and clear sequence of events. Argumentative writing will include a clearly state opinion with relevant details.	Students will be able to write an introductory paragraph with an interesting hook or introduction. Narratives will include descriptive details, clear sequence of events, and correctly written dialogue if appropriate. Argumentative writing will include a clearly stated opinion with relevant details including the other side of the issue.
Advanced	Students will be able to write an introductory paragraph with an interesting hook or introduction. Narratives will include descriptive details, clear sequence of events, and correctly written dialogue if appropriate. Argumentative writing will include a clearly stated opinion with relevant details including the other side of the issue.	Students will be able to write an introductory paragraph with an interesting hook or introduction and clearly stated thesis. Narratives will include descriptive details, clear sequence of events, and correctly written dialogue if appropriate and a moral or message (what can be learned from the story). Argumentative writing will include a clearly stated opinion with relevant details including the other side of the issue and use of persuasive techniques (ethos, pathos, or logos).

Trimester Two

<p>Essential Question: How do we forge an identity?</p> <p>Novel: <i>Woodsong</i> (autobiographical) along with references to other novels Gary Paulen has written and how he used his personal life in his writing life.</p> <p>Poetry Unit on Common Lit</p> <p>Non-fiction articles related to novel and poetry and research</p>	<p>Essential Question: How should we live our lives?</p> <p>Poetry Unit on Common Lit</p> <p>Novel: <i>The Seventh Most Important Thing</i> (fiction)</p> <p>Non-fiction articles related to novel and poetry and research</p>
<p>In addition to trimester one, reading standards include the use of multiple texts to compare and contrast events, genres, writing styles, and points of view on a topic or event. Students also read, analyze and write poetry based on a unit of study.</p>	
<p>Writing focus in Trimester Two is moved to expository writing with an emphasis on body and conclusion paragraphs. Students will also work on expanding, combining, and reducing sentence length to add variety to their writing. Students also conduct research and apply it to different writing genres including multimedia presentations. Research can be an extinction of the pentathlon theme or arts and humanities.</p>	
<p>Listening and speaking will continue from trimester one including support opinions with facts, Students will also report on research findings with a multimedia project.</p>	
<p>Word study continues including use of figurative language and imagery in poetry, denotation and connotations of words and why an author may have used a specific word in their writing. Punctuation includes comma rules, exposure to colons and semicolons, hyphens and dashes, and ellipses.</p>	

Writing Goals are differentiated by both learning level and grade level		
Approaching	Expository paragraph with a topic sentence, supporting details, and concluding sentence. Use a variety of expository writing applications - like letters, infographics, essay paragraphs, slide presentations.	Expository or informational essays with three paragraphs that include topic sentence, appropriate and organized details, and conclusion in a variety of applications such as essays, infographics, letters, and multimedia presentations.
Grade Level	Expository or informational essays with three to five paragraphs that include thesis statements, appropriate and organized details, transition sentences, and conclusion in a variety of applications such as essays, infographics, letters, and multimedia presentations.	Expository or informational essays with three to five paragraphs that include thesis statements, appropriate and organized details, transition sentences, and reflective conclusions in a variety of applications such as essays, infographics, letters, and multimedia presentations.
Advanced	Expository or informational essays with five or more paragraphs that include thesis statements, appropriate and organized details, transition sentences, and reflective conclusions in a variety of applications such as essays, infographics, letters, and multimedia presentations.	Expository or informational essays with five or more paragraphs that include thesis statements, appropriate and organized details, transition sentences, and reflective conclusions in a variety of applications such as essays, infographics, letters, and multimedia presentations.

Trimester Three

<p>Essential Questions: How does love affect us?</p> <p>Short Story unit on Common Lit</p> <p>Novel: <i>The Girl Who Drank the Moon</i> (fairy tale genre)</p> <p>Shakespeare Play - <i>Romeo and Juliet</i></p> <p>Nonfiction articles related to the fiction readings</p>	<p>Essential Questions: How can challenges and failures lead to success?</p> <p>Short Story unit on Common Lit</p> <p>Novel: <i>Esperanza Rising</i> (historical fiction)</p> <p>Shakespeare Play - <i>The Tempest</i></p> <p>Nonfiction articles related to the fiction readings</p>
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Trimester 3 - Reteaching of concepts where needed to help students apply their learning from the year in a variety of settings and ways. Shakespeare Play will include 'acting' out the parts as it is being read and determining the meaning based on the context. By the end of the year we have read a variety of genres and texts, both fiction and nonfiction.

Year A

Year B

Tri One

<p>Pentathlon Driven (Will follow the Academic Pentathlon chosen novel)</p> <p><i>We will use this novel to drive the following:</i></p> <ul style="list-style-type: none">-Standards aligned vocabulary-Plot and character analysis-Theme-Syntax and diagramming of simple and compound sentences (subject, verb, adjective, adverb, conjunctions, prepositional phrases, and direct objects-Argument/Persuasive Essay writing	<p>Pentathlon Driven (Will follow the Academic Pentathlon chosen novel)</p> <p><i>We will use this novel to drive the following:</i></p> <ul style="list-style-type: none">-Standards aligned vocabulary-Plot and character analysis-Theme-Syntax and diagramming of simple and compound sentences (subject, verb, adjective, adverb, conjunctions, prepositional phrases, and direct objects-Argument/Persuasive Essay writing
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Tri Two

<p><i>What does it mean to belong or to be accepted? (including poetry to match theme)</i></p> <p>Speak</p> <p><i>We will use this novel to drive the following:</i></p> <ul style="list-style-type: none">-Standards/grade level based vocabulary-Comparing/contrasting two mediums (video, music, novel, article)-Syntax and Diagramming of compound and complex sentences (beginning of verbals)-Informational/Expository essay writing-Presenting claims/arguments orally through debate and speech-Introduction to poetry-figurative language	<p><i>How do love and a sense of community shape us?(including poetry to match theme)</i></p> <p>The Absolutely True Diary of Part Time Indian</p> <p><i>We will use this novel to drive the following:</i></p> <ul style="list-style-type: none">-Standards/grade level based vocabulary-Comparing/contrasting two mediums (video, music, novel, article)-Syntax and Diagramming of compound and complex sentences (beginning of verbals)-Informational/Expository essay writing-Presenting claims/arguments orally through debate and speech-Introduction to poetry-Figurative language
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Tri Three

<p><i>What is courage and what does it look like? (including short story to match theme)</i></p>	<p><i>How can challenges and failures lead to success? (Short Story to match theme)</i></p>
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<p>The Breadwinner</p> <p><i>We will use this novel to drive the following:</i></p> <p>Shakespeare Book - Hamlet</p> <ul style="list-style-type: none"> -Analyzing point of view and character development/heroes journey -Continued study of grade level vocabulary -Analysis of informational texts -Continued work of writing expository and persuasive writing, as well as narrative writing -Syntax and diagramming of compound and complex sentences (verbals and clauses) -Continued work on presentation and speech-giving -Figurative language 	<p>Brown Girl Dreaming (Memoir)</p> <p><i>We will use this novel to drive the following:</i></p> <p>Shakespeare Book - Othello</p> <ul style="list-style-type: none"> -Analyzing point of view and character development/heroes journey -Continued study of grade level vocabulary -Analysis of informational texts -Continued work of writing expository and persuasive writing, as well as narrative writing -Syntax and diagramming of compound and complex sentences (verbals and clauses) -Continued work on presentation and speech-giving Figurative language
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5/6 Social Studies Year A

6th grade Curriculum

Trimester 1: Neolithic, Mesopotamia, Egypt, Ancient Hebrew

1. World Cultures

1 week

1. Introducing different cultures

Project: World Cultures Globe

2. Rise of Civilization (6.1)

2 weeks

2. Connections to History
3. Geography
4. Neolithic Period
5. 6 characteristics of Civilization

Project- Civilization Poster

3. Mesopotamia (6.2)

5 weeks

6. Week 1

- (6.2.1) Major river systems and physical settings

- Impact on creating and supporting permanent settlement

7. Week 2

- (6.2.2) Development of agricultural techniques that led to emergence of cities
 - Ziggurats
 - Gods and Goddesses

8. Week 3

- (6.2.9) Cuneiform and Epic of Gilgamesh

9. Week 4

- (6.2.3) Empires of Mesopotamia
 - Babylon/Akkadia
- (6.2.4) Hammurabi's Code

10. Week 5

- Project
- Final Test

4. Egypt (6.2)

5 weeks

11. Week 1

- (6.2.1) Major river systems and physical settings
 - Impact on creating and supporting permanent settlement
- (6.2.2) Development of agricultural techniques
- (6.2.6) Role of Egyptian trade in Mediterranean and Nile Valley

12. Week 2

- (6.2.3) Relationship between religion and social/political order

13. Week 3

- (6.2.5) Cultural Achievements
 - Pyramids
 - Burial Rituals
- (6.2.9) Evolution of language
 - Hieroglyphics

14. Week 4

- (6.2.7) Government and Pharaohs
 - Major Pharaohs

15. Week 5

- Culminating Project
- Final Test

5. Ancient Hebrew (6.3)

2 weeks

16. Week 1

- Origins and significance of Judaism
 - Moses and Abraham

17. Week 2

- Settlement of the 12 Tribes
 - Project/ Unit Test

Trimester 2: India and China

1. India (6.5)

6 weeks

18. Week 1

- (6.5.1) Location and description of major river systems

19. Week 2

- (6.5.3) Major religions of the area
 - Brahmanism and Hinduism

20. Week 3

- (6.5.4) Social structure of the caste system
 - Influence of religion on the caste system
 - (6.5.2) Arrival of the Aryans

21. Week 4

- (6.5.6) Maurya Empire and Asoka

22. Week 5

- (6.5.5) Beginnings of Buddhism
 - Impact of Asoka and spread through China

23. Week 6

- Culminating Project
- Unit Test

2. China (6.6)

6 weeks

24. Week 1

- (6.6.1) Origins of Chinese civilizations during the Shang Dynasty

25. Week 2

- (6.6.2) Geographic features difficult to spread ideas and goods
 - Isolation of country from rest of the world

26. Week 3

- (6.6.3) Life of Confucius
 - Beginnings of Confucianism
 - Taoism
- (6.6.4) Political and cultural problems Confucius tried to solve
 - Filial piety

27. Week 4

- (6.6.5) Shi Huangdi and Qin Dynasty
 - Policies and achievements of the Emperor Shi Huangdi
 - Unification of Northern China

28. Week 5

- (6.6.6) Han Dynasty
 - Political contributions
 - Development of imperial bureaucratic state and expansion of the empire
- (6.6.7) Silk Road

29. Week 6

- Culminating Project
- Unit Test

Trimester 3: Greece, Rome, and Spread of Christianity

1. Greece (6.4)

7 weeks

30. Week 1

- (6.4.1) Connection between geography and development of city-states
 - Patterns of trade and commerce

31. Week 2

- (6.4.2) Transition from tyranny to early forms of democracy
 - From tyranny to oligarchy
 - Oligarchy to Democracy
 - Democracy back to dictatorship
- (6.4.3.) Athenian democracy vs. representative democracy

32. Week 3

- (6.4.5.) Rise of the Persian Empire
 - Founding, expansion, and political organization

33. Week 4

- (6.4.6) Athens and Sparta

- Compare/contrast life
- Roles in Persian and Peloponnesian Wars

34. Week 5

- (6.4.7.) Alexander the Great
 - Spread of Greek culture eastward and into Egypt

35. Week 6

- (6.4.4.) Greek Mythology and everyday life
 - Homer's Iliad and Odyssey
- (6.4.8.) Contributions of Greek figures in the arts and sciences
 - Hypatia
 - Socrates
 - Plato
 - Aristotle

36. Week 7

- Culminating Project
- Unit Test

2. Rome (6.7)

5 weeks

37. Week 1

- (6.7.1) Rise of the Roman Republic
 - (6.7.2) Government
 - Written constitution
 - Tripartite government
 - Checks and balances
 - Civic duty
 - Major figures of Roman Republic
 - Aeneas
 - Romulus and Remus
 - Cincinnatus
 - Julius Cesar
 - Cicero

38. Week 2

- (6.7.3) Political and geographic reasons for growth of Roman territories
 - Economic growth through the use of currency and trade routes

39. Week 3

- (6.7.4) Julius Cesar and Rome's transition from republic to empire

40. Week 4

- (6.7.8.) Legacies of Roman art and Architecture

41. Week 5

- Culminating project
- Unit Test

3. Rise and Spread of Christianity (6.7)

2 week

42. Week 1

- (6.7.6) Origins of Christianity in the Jewish Messianic prophecies
 - Life and teachings of Jesus of Nazareth
 - St. Paul and his contributions
 - Belief in the Trinity
 - Resurrection
 - Salvation

43. Week 2

- (6.7.7) Circumstances that led to the spread of Christianity in Europe and other Roman territories

5/6 Social Studies Year 2020-21 Year B Curriculum: U.S. History and Geography “Making a New Nation”

Trimester 1: The First Americans

1. Describe the Indigenous settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (5.1)

44. Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.

45. Describe their varied customs and folklore traditions.

46. Explain their varied economies and systems of government.

2. Trace the routes of early explorers and describe their explorations of the Americas (5.2)

1. Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vázquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., the compass)
2. Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world
3. Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.

3. Describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers (5.3)

1. Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.
2. Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges).
3. Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, and the French and Indian War).
47. Discuss the role of broken treaties and massacres and the factors that led to the Indians' defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears).
48. Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]).
49. Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).

Trimester 2: The Road to Revolution

4. Understand the political, religious, social, and economic institutions that evolved in the colonial era (5.4)

1. Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas.

2. Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; William Penn, Pennsylvania; Lord Baltimore, Maryland; John Winthrop, Massachusetts).
3. Describe the different religious aspects of the earliest colonies.
4. Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.
5. Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system
6. Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.
7. Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.

5. Explain the causes of the American Revolution (5.5)

1. Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts).
2. Know the significance of the first and second Continental Congresses and of the Committees of Correspondence.
3. Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain.
4. Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).

6. Understand the course and consequences of the American Revolution (5.6)

1. Identify the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.
2. Describe the contributions of France and other nations and of individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, the Marquis Marie Joseph de Lafayette).
3. Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren).
4. Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.
5. Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution.
6. Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land.
7. Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.

Trimester 3: The Constitution and an Expanding Nation

7. Describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic (5.7)

1. List the shortcomings of the Articles of Confederation as set forth by their critics.
2. Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.
3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.
4. Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers

granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states.

5. Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.
6. Know the songs that express American ideals (e.g., “America the Beautiful,” “The Star Spangled Banner”).

8. Trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems (5.8)

1. Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats).
2. Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions).
3. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont).
4. Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails).
5. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.
6. Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.

9. 50 States and Capitals (5.9)

1. Names and locations of each of the 50 states
2. Names of each of the 50 states’ capitals

***Cold War pentathlon theme will be taught at the end of the school year, or throughout, depending on the decathlon status.*

7/8 Social Studies Year A

8th Grade Curriculum

Trimester 1: Life before our Nation, Constitution, Foundation of our Political System, and Aspirations of the People

1. 8.1 Life before the Founding of the Nation

- I. Relationship between the moral and political ideas of the Great Awakening and development of revolutionary passion
- II. Philosophy of government expressed in the Declaration of Independence
 - a. Government as a means of securing individual rights
 - i. All men are created equal
 - ii. Alienable rights
- III. Blend of English parliamentary traditions
 - a. Civic republicanism
 - b. Classical liberal principles
- IV. The impact of American revolution on other nations
 - a. France

2. 8.2 Constitution

- I. Significance of earlier political documents on our own constitution
 - a. Magna carta
 - b. English bill of rights
 - c. Mayflower compact
- II. The Articles of Confederation
 - a. Strengths
 - b. Weaknesses
- III. Major debates during the development of the Constitution
 - a. Shared powers
 - b. Divided state-federal power
 - c. Slavery
 - d. The rights of individuals and states
 - e. Status of Native Americans under the commerce clause
- IV. Federalist papers and the roles of major leaders during the formation of the constitution
 - a. James Madison

- b. Alexander Hamilton
 - c. George Washington
 - d. Roger Sherman
- V. Writing and ratification of the Constitution
- VI. The powers set forth in the Consultation
 - a. Fundamental liberties ensured by the bill of rights
- VII. The different ways in which the American idea of constitutionalism preserved individual rights
 - a. Principles of federalism
 - b. Dual sovereignty
 - c. Separation of powers
 - d. Check and balances
 - e. Nature and purpose of majority rule

3. 8.3 Foundation of the American political system and ways in which citizens participate in it

- I. The principles in state constitutions between 1777 and 1781 that created the context of American political institutions
- II. The ordinances of 1785 and 1787
 - a. Privatized national resources
 - b. Transfer of federally owned lands into private holdings, townships, and states
- III. Advantages of a common market amongst the states
 - a. Constitution clauses that protected common markets
 - i. Interstate commerce
 - ii. Common coinage
 - iii. Full-faith and credit
- IV. The conflicts between Thomas Jefferson and Alexander Hamilton
 - a. Emergence of two political parties due to differing views
 - i. View of foreign policy
 - ii. Alien and sedition acts
 - iii. Economic policy
 - iv. National bank
 - v. Funding and assumption of the revolutionary debt
- V. Domestic resistance movements and the response of the central government
 - a. Shay's rebellion
 - b. Whiskey Rebellion

4. 8.3.6 How our laws are made and the opportunities for citizens to participate

- I. Describing the basic law-making process
- II. How citizens participate in the political process
 - a. Influence of government
 - i. Function of elections
 - ii. Political parties
 - iii. Interest groups
- III. Functions and responsibilities of a free press

1. 8.4 Aspirations and Ideals of the people of the New Nation

- I. Country's geography
 - a. Physical landscapes
- II. Political divisions
 - a. Territorial expansion during the terms of the first four presidents
- III. The rise of capitalism
 - a. Economic problems and conflicts that accompanied it
 - i. Jackson's opposition to national bank
 - ii. Early decisions of the US Supreme Court
 - iii. Capitalist economic system of law
- IV. Daily life
 - a. Traditions in art, music, and literature of early National America
 - i. Writings of Washington Irving, James Fenimore Cooper

Trimester 2: US Foreign Policy, Divergent Paths of the American People in the Northeast, South, and West from 1800 to the mid-1800s

1 8.5 Early US Foreign Policy in the Early Republic

- I. Political and economic causes and consequences of the War of 1812
 - a. Major battles

- b. Leaders
 - c. Events that led to peace
- II. Changing of boundaries of the US
 - a. Relationship between Mexico, Canada, and Europe
 - i. Influence of the Monroe Doctrine
 - ii. How these relationships influenced westward expansion and the Mexican-American War
 - b. Major treaties with Native Americans during the first four presidents
 - i. Outcomes of those treaties

2. **8.6 Challenges of the American people in the Northeast 1800 to mid-1800s**

- I. Industrialization and technological developments on the region
 - a. Influence on lives
 - b. Human modifications of the landscape
 - c. Physical geography shaping human actions
 - i. Growth of cities
 - ii. Deforestation
 - iii. Farming
 - iv. Mineral extraction
- II. Physical obstacles to and the economic and political factors involved in building
 - a. Roads
 - b. Canals
 - c. Railroads
 - i. Henry Clay's American System
- III. Wave of immigration from Northern Europe
 - a. Reasons for movement
 - i. Irish immigrants and the Great Irish Famine
 - b. Growth in number, size, and spatial arrangements of cities
- IV. Lives of Black Americans
 - a. Gaining freedom in the North
 - b. Founding of school and churches to advance their rights and communities
- V. Development of American education system
 - a. Roles of religious and private schools
 - b. Horace Mann's campaign for free public education
- VI. Woman's suffrage movement
 - a. Elizabeth Cady Stanton

- b. Margaret Fuller
- c. Lucretia Mott
- d. Susan B. Anthony

VII. Common themes in American Art

- a. Transcendentalism and individualism
 - i. Ralph Waldo Emerson
 - ii. Henry David Thoreau
 - iii. Herman Melville
 - iv. Louisa May Alcott

3. **8.7 Challenges of the American people in the South 1800 to mid-1800s**

- I. Development of the agrarian economy
 - i. Locations of cotton-producing states
 - ii. Significance of cotton and cotton gin
- II. Origins and development of slavery
 - i. Effect on black Americans and region's political, social, religious, economic, and cultural development
 - ii. Strategies used to both overturn and preserve slavery
 - 1. Nat Turner
 - 2. Denmark Vesey
- III. Characteristic of white Southern society
 - i. Conditions prior to Civil War
- IV. Lives and opportunism of free blacks in the North and those of free black in the South

4. **8.8 Challenges of the American people in the West 1800 to mid-1800s**

- I. Election of Andrew Jackson
 - i. Jacksonian Democracy
 - 1. Spoils system
 - 2. Veto of the National bank
 - 3. Policy of Indian removal
 - 4. Opposition to the Supreme court
- II. Westward Expansion
 - i. Purpose, challenges, economic incentives
 - ii. Manifest Destiny
 - 1. Lewis and Clark expedition
 - 2. Removal of Indians "Trail of Tears"
 - 3. Settlement of the Great Plains
 - iii. Territorial acquisitions
- III. Role of Pioneer Women

- i. New status of western women
 - 1. Laura Ingalls Wilder
 - 2. Annie Bidwell
 - 3. Slave women gaining freedom in the west
 - 4. Wyoming grant suffrage to women in 1869
- IV. Importance of the great rivers
 - i. Struggle over water rights
- V. Mexican settlements
 - i. Locations
 - ii. Cultural traditions
 - iii. Attitudes toward slavery
 - iv. Land-grant system
 - v. Economies
- VI. Texas War for Independence and the Mexican-American War
 - i. Territorial settlements
 - ii. Aftermath of the wars
 - iii. Effect the wars had on lives of Americans

Trimester 3: Abolishing Slavery, Civil War, Reconstruction Era, and Industrial Revolution

1. 8.9 Early Attempts to Abolish Slavery

- I. Leaders of the Abolition Movement
 - a. John Quincy Adams and constitutional amendments
 - b. John Brown and the armed resistance
 - c. Harriet Tubman and Underground Railroad
 - d. Frederick Douglass
- II. Abolition of Slavery in early state constitutions
- III. Significance of the Northwest Ordinance
 - a. Banning of slavery in new states north of the Ohio River
- IV. Annexation of Texas and California's admission to the union
 - a. Compromise of 1850
 - b. States' Rights Doctrine
 - c. Missouri Compromise of 1820
 - d. Kansas-Nebraska Act
 - e. Dred Scott v. Sandford decision
 - f. Lincoln-Douglas debates

- V. Lives of free blacks and laws that limited their freedom and economic opportunities

2. 8.10 Civil War

- I. Conflicting interpretations of state and federal authority
- II. Boundaries constituting the North and the South
 - a. Geographical differences
 - b. Agrarian and industrialist
- III. Constitutional issues posed by the doctrine of nullification and secession
 - a. Earliest origins of the doctrine
- IV. Abraham Lincoln and his presidency
 - a. Significant writings and speeches
 - i. House divided
 - ii. Gettysburg Address
 - iii. Emancipation Proclamation
 - iv. Inaugural addresses
- V. Views and lives of major leaders of the Civil War
 - a. Ulysses S. Grant
 - b. Jefferson Davis
 - c. Robert E. Lee
- VI. Soldiers on both sides of the war
 - a. Black soldiers and regiments
- VII. Critical developments and events in the war
 - a. Major battles
 - b. Geographical advantages and obstacles
 - c. Technological advances
 - d. General Lee's surrender at Appomattox
- VIII. How war affected combatants, civilians, physical environment, and future warfare

3. 8.11 Reconstruction Era

- I. Original aims of Reconstruction
 - a. Effects on political and social structures of different regions
- II. Push-pull factors in the movement of former slaves to the cities in the North and West
 - a. Differing experiences in those regions
 - i. Buffalo Soldiers
- III. Effects of the Freedmen's Bureau

- a. Restrictions placed on the rights and opportunities of freedom
 - b. Racial segregation
 - c. Jim Crow Laws
- IV. Rise of the Ku Klux Klan
- V. 13th, 14th, and 15th amendments to the constitution
 - a. Connection to Reconstruction

4. 8.12 Transformation of the American Economy and Industrial Revolution

- I. Patterns of agricultural and industrial developments
 - a. Climate
 - b. Use of natural resources
 - c. Markets
 - d. Trade
- II. Reasons for the development of federal Indian policy
 - a. Wars with Native Americans
 - b. Relationship to agricultural development and industrialization
- III. How states and federal government encouraged business expansion
 - a. Tariffs
 - b. Banking
 - c. Land grants
 - d. Subsidies
- IV. Entrepreneurs, industrialists, and bankers in politics, commerce, and industry
 - a. Andrew Carnegie
 - b. John D. Rockefeller
 - c. Leland Stanford
- V. Location and effects of urbanization
 - a. Renewed immigration
 - b. Industrialization
 - c. Effects on social fabric of cities
 - d. Wealth and economic opportunity
 - e. Conservation movement
- VI. Child labor, working conditions, and laissez-faire policies towards big businesses
 - a. Labor movements and leaders
 - i. Samuel Gompers
 - ii. Demand for collective bargaining

- iii. Strikes and protests over labor conditions
- VII. New sources of large-scale immigration
 - a. Contributions of these immigrants to the building of cities and the economy
 - b. New social and economic patterns
 - i. Assimilation of newcomers
 - ii. Growing cultural diversity
 - iii. New wave of nativism
- VIII. Grangerism and Populism
 - a. Characteristics and impact
- IX. Improved quality of life due to significant inventors and inventions
 - a. Thomas Edison
 - b. Alexander Graham Bell

7/8 Social Studies Year B **7th Grade Curriculum**

Trimester 1: Fall of the Roman Empire, Islam in the Middle Ages, China in the Middle Ages, and the sub-Saharan civilizations of Ghani and Mali

1. **7.1 Causes and effects of the vast expansion and ultimate disintegration of the Roman Empire**
 - I. The early strengths and lasting contributions of Rome
 - i. Significance of Roman citizenship, rights under Roman law
 - ii. Art, architecture, engineering, and philosophy
 - iii. Preservation and transmission of Christianity
 - iv. Internal weakness within the empire
 1. Undermining of citizenship
 2. Growth and corruption of slavery
 3. Lack of education
 4. Distribution of news
 - II. Geographic borders of the empire at its height
 - i. Factors that threatened territorial cohesion
 - III. Establishment of Constantinople and development of the Byzantine empire
 - i. Consequences of the two distinct European civilizations: Eastern Orthodox and Roman Catholic
 1. Their two distinct views on church-state relations

2. 7.2 Geographical, political, economic, religious, and social structures of the civilization of Islam in the Middle Ages

- I. Physical features and climate of the Arabian Peninsula
 - i. Relationship to surrounding bodies of land and water
 - ii. Nomadic and sedentary ways of life
- II. Origins of Islam and the teachings of Muhammad
 - i. Connection between Judaism and Christianity
- III. Significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law
 - i. Influence in Muslim's daily life
- IV. Expansion of Muslim rule through military conquests and treaties
 - i. Cultural blending within Muslim civilization and the spread and acceptance of Islam and Arabic language
- V. Growth of cities
 - i. Establishment of trade routes among Africa, Asia, and Europe
 - ii. Products and inventions along routes
 1. Spices, textiles, paper, steel, new crops
 - iii. Role of merchants in Arab society
- VI. Contributions of Muslim scholars made to later civilizations
 - i. Science, geography, mathematics, philosophy, medicine, art, and literature

3. 7.3 Geographical, political, economic, religious, and social structures of the civilizations of China in the Middle Ages

- I. Reunification of China under Tang dynasty
 - i. Reasons for the spread of Buddhism in China, Korea, and Japan
- II. Agricultural, technological, and commercial developments during Tang and Sung periods
- III. Influence of Confucianism
 - i. Changes in Confucian thought during Sung and Mongol periods
- IV. Importance of overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty
- V. Historic influence of discoveries in China
 - i. Tea, paper, wood-block printing, the compass, and gunpowder
- VI. Development of the imperial state and the scholar-official class

4. 7.4 Geographical, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa

- I. Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, salt, food, and slaves
- II. Growth of Ghana and Mali Empires

- III. Importance of family, labor specialization, and regional commerce
- IV. Role of trans-Saharan caravan trade
 - i. Influence of Islamic beliefs, ethics, and law
- V. Growth of the Arabic language
 - i. Government, trade, and Islamic Scholarship in West Africa
- VI. Importance of oral and written traditions in transmission of African history and climate

Trimester 2: Medieval Japan, Medieval Europe, Meso-American, and Andean Civilizations

1. 7.5 Geographical, political, economic, religious, and social structures of the civilizations of Medieval Japan

- I. Significance of Japan's proximity to China and Korea
 - i. Intellectual, linguistic, religious, and philosophical influence of those countries on Japan
- II. The reign of Prince Shotoku of Japan
 - i. Characteristics of Japanese society and family life during his reign
- III. The values, social customs, and traditions prescribed by the lord-vassal system consisting of shogun, daimyo, and samurai
 - i. The lasting influence of the warrior code in the twentieth century
- IV. The development of distinctive forms of Japanese Buddhism
- V. The ninth and tenth centuries' golden age of literature, art, and drama
 - i. Lasting effects on culture today
 - ii. Murasaki Shikibu's Tale of Genji
- VI. The rise of a military society in the late twelfth century
 - i. Role of samurai in that society

2. 7.6 Geographical, political, economic, religious, and social structures of the civilizations of Medieval Europe

- I. Geography of Europe and the Eurasian land mass
 - i. Location, topography, waterways, vegetation, and climate
 - ii. Relationship to ways of life in medieval Europe
- II. Spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire
- III. Development of feudalism
 - i. Role in medieval European economy
 - ii. How it was influenced by physical geography

- 1. The role of the manor, and the growth of towns
 - iii. How feudal relationships provided the foundation of political order
 - IV. The conflict and cooperation between the Papacy and European Monarchs
 - i. Charlemagne, Gregory VII, Emperor Henry IV
 - V. Developments in medieval English legal and constitutional practices
 - i. Importance in the rise of modern democratic thought and representative intuitions
 - 1. Magna Carta, parliament, development of the habeas corpus, an independent judiciary in England
 - VI. Causes and the course of the religious crusades and their effects on the Christian, Muslim, and Jewish populations in Europe
 - i. Increasing contact by Europeans with cultures of the Eastern Mediterranean world
 - VII. The spread of the bubonic plague from Central Asia to China, the Middle East, and Europe
 - i. Impact on global population
 - VIII. Importance of the Catholic church as a political, intellectual, and aesthetic institution
 - i. Founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, and the concept of “natural law”
 - IX. History of the decline of Muslim rule in the Iberian Peninsula that culminated the Reconquista
 - i. Rise of Spanish and Portuguese Kingdoms
- 3. 7.7 Geographical, political, economic, religious, and social structures of the civilizations of the Meso-American and Andean Civilizations**
- I. Locations, landforms, and climates of Mexico, Central America, and South America
 - i. Effects on the Mayan, Aztec, and Incan economies, trade, and development of urban societies
 - II. Roles of people in each society
 - i. Class structures, family life, warfare, religious believes and practices, and slavery
 - III. How and where each empire arose
 - i. How Aztec and Incan empires were defeated by the Spanish

- IV. Artistic and oral traditions and architecture in the three civilizations
- V. Meso-American achievements in astronomy and mathematics
 - i. Development of the calendar
 - ii. Meso-American knowledge of seasonal changes to the civilization's agricultural systems

Trimester 3: Renaissance, Reformation, Scientific Revolution, Age of Exploration, Enlightenment, and Age of Reason

1. 7.8 Origins, accomplishments, and geographic diffusion of the Renaissance

- I. Revival of classical learning and the arts fostered a new interest in humanism
 - i. Balance between intellect and religious faith
- II. Importance of Florence in the early stages of the Renaissance
 - i. Growth of independent trading cities and importance in the spread of Renaissance ideas
 - 1. Venice
- III. The effects of reopening the ancient “silk road” between Europe and China
 - i. Marco Polo's travels and the location of his routes
- IV. The growth and effects of new ways of disseminating information
 - i. The ability to manufacture paper
 - ii. Translation of the Bible into the vernacular
 - iii. Printing
- V. Advances made in literature, the arts, science, mathematics, cartography, engineering
 - i. Understanding the human anatomy and astronomy

2. 7.9 Historical developments of the Reformation

- I. Causes for the internal turmoil in and weakening of the Catholic Church
 - i. Tax policies
 - ii. Selling of indulgences
- II. Theological, political, and economic ideas of the major figures
 - i. Desiderius Erasmus
 - ii. Martin Luther
 - iii. John Calvin
 - iv. William Tyndale
- III. Protestant's new practices of church self-government
 - i. Influence of those practices on the development of democratic practices and ideas of federalism

- IV. European regions that remained Catholic and those that became Protestant
 - i. How the division affected the distribution of religions in the New World
- V. How the Counter-Reformation revitalized the Catholic Church
 - i. Forces that fostered the movement
- VI. The institution and impact of Missionaries on Christianity
 - i. The diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods
- VII. Golden age of cooperation between Jews and Muslims in medieval Spain
 - i. Promotion of creativity in art, literature, and science
 - ii. How cooperation was terminated by religious persecution of individuals and groups
 - 1. The Spanish inquisition
 - 2. Expulsion of Jews and Muslims from Spain in 1492

3. 7.10 Historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.

- I. Roots of the scientific revolution
 - i. Greek rationalism
 - ii. Jewish, Christian, and Muslim science
 - iii. Renaissance humanism
 - iv. New knowledge from global exploration
- II. Significance of the new scientific theories
 - i. Copernicus
 - ii. Galileo
 - iii. Kepler
 - iv. Newton
- III. Significance of new inventions
 - i. Telescope, microscope, thermometer, barometer
- IV. Scientific method advanced by Bacon and Descartes
 - i. Influence of new scientific rationalism on the growth of democratic ideas
 - ii. Coexistence of science with traditional religious beliefs

4. 7.11 Political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason)

- I. Great voyages of discovery, location of routes, and influence of cartography in the development of a new European worldview

- II. The exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries
 - i. Major economic and social effects on each continent
- III. Origins of modern capitalism
 - i. Influence of mercantilism and cottage industry
 - ii. Elements and importance of a market economy in 17th century Europe
 - iii. Changing international trading and marketing patterns
 - 1. Locations on a world map
 - iv. Influence of explorers and map makers
- IV. Main ideas of the Enlightenment
- V. Democratic thought and institutions influenced by Enlightenment thinkers
 - i. John Locke
 - ii. Charles-Louis Montesquieu
 - iii. American founders
- VI. The principles in the Magna Carta embodied in the English Bill of Rights and the American Declaration of Independence

5/6 Science Year 1

Trimester 1: Physical Science and Chemistry

*** Academic Pentathlon science content to be integrated where appropriate and taught explicitly one day per week.**

1. What is Science 1 weeks

- Growth mindset activity
- Scientific inquiry **Read Aloud Activity- Dr. Xargles Book of Earthlets Test- What is Science?**

2. Forces and Motion 5 weeks

- Kinetic/Potential Energy
- Pushes and Pulls

- Using scientific tools
- Graphing data
- Collecting data **Activity- Ramps, Rolling, and Collision Test- Scientific tools and data analysis (Math-Graphing)**

Trimester 1 Midterm

4. Magnetism 1 week

- Magnetic Force
- Polarity **Activity- Finding magnetic poles Activity- Making a compass**
Quiz- Magnetism (Geography- Coordinates)

5. Electricity 2 weeks

- Static electricity
- Electric current
- Series circuits
- Parallel circuits **Activity- Static fans Activity- Building a circuit Test-Electricity Quiz- Magnetism (Social Studies- Expository Text Historical Figures)**

6. Mixtures, Solutions, and Compounds 3 weeks

- Molecules and compounds
- Solutions

- Physical vs. chemical change
- Activity- Inquiry in Action M&M lab Test- Mixtures, solutions, compounds**
(Writing- Compare and Contrast)

Trimester 1 Final Exam

Trimester 2: Earth and Space Science

1. Solar System 3 weeks

- The sun
 - Inner planets
 - Outer planets
 - The moon and tides
- Activity- Solar System card sorting**
Project- Solar System Board Game or Roman Gods/Goddesses
Test- The Solar System (Literature-Greek/Roman Mythology)

2. Pendulums 1 week

- Galileo's observations
 - Variables in an investigation
 - Using data to measure patterns and make predictions
- Activity- Pendulum lab Quiz- Pendulums (Social Studies/Language Arts- Expository Text Historical Figures)**

3. Water 2 weeks

- Earth's water
 - The water cycle
 - Clouds
- Activity- Evaporation and condensation investigation Demonstration- Cloud in a bottle Test- Water and the water cycle (Language Arts- Reader's Theatre)**

4. Weather 3 weeks

- Weather vs. climate
- Atmospheric pressure
- Uneven heating of Earth
- Convection
- Weather variables
- Weather maps
- Severe weather **Activity-**
Investigating pressure Activity-
Uneven heating lab
Test- Weather (Geography- Climate vs.
Temperature)

Trimester 2 Midterm

5. Forces that Shape Earth 3 weeks

- Weathering
- Erosion
- Deposition **Activity- Erosion lab Activity-**
Deposition lab Test- Forces that shape Earth
(Geography- Grand Canyon National Park)

6. Topographic Maps 1 week

- Types of maps
- Elevation
- Topographic map **Activity-**
Mapping Mount Shasta Test-
Topographic Maps
(Geography- Map Types)

Trimester 2 Final Exam

Trimester 3: Life Science

1. Body Systems 3 weeks

- Needs of all living things
- Circulatory system
- Respiratory system
- Digestive system
- Excretory system **Read Aloud Project- The Quest to Digest: Story of a Red Blood Cell Test- Body Systems (Reading/Writing- Narrative Text)**

2. Plants 3 weeks

- Transport systems in vascular plants
- Leaf classification
- Photosynthesis vs. cellular respiration **Activity- Celery lab Activity- Yeast lab Quiz- Transportation Systems (Writing- Compare/Contrast Text) Trimester 3 Midterm**

3. Ecosystems 4 weeks

- Producers
- Consumers
- Decomposers
- Interdependence
- Terrestrial and aquatic ecosystems
- Sources of instability **Activity- Eco-columns Demonstration- Polluting an ecosystem Test- Ecosystems (Reading/Writing- Expository Text/Persuasive Writing)**

3. Classification of Living Things 3 weeks

- Plants, animals, and fungi
- Vertebrates
- Invertebrates **Activity- Worm dissection Test- Classification of Living Things (Reading/Writing- Expository Text/Persuasive Writing)**

Trimester 3

5/6 Science Year 2

Unit 1: Chemistry (17 Weeks)

*** Academic Pentathlon science content to be integrated where appropriate and taught explicitly one day per week.**

1. Science and the Scientific Method

1 week

1. Defining science
2. Scientific investigation
3. Lab safety

Quiz- Science and Lab safety

2. Substances

2 weeks

- A substance is a form of matter with a unique composition and distinct properties.
- Substances can be represented with common names, scientific names, and chemical formulas.
- A chemical reaction occurs when substances interact to form new substances (products).

Lab- Identifying mystery substances

Quiz- Substances

3. Elements of the Periodic Table

2 weeks

- An element is a basic substance that cannot be broken into simpler substances during chemical interactions.
- There are 90 naturally occurring elements on Earth.
- Elements combine to make all the substances on Earth.
- The relative abundance of elements varies with location in the universe.

- The periodic table of the elements displays all the naturally occurring and synthesized elements.

Activity- Analyzing package labels

Test- Elements and Substances

4. Particles

1 week

- Matter is made of particles. Particles in gas are widely spaced.
- Every substance is defined by a unique particle.
- Gas is matter—it has mass and occupies space.
- Gases are composed of widely spaced individual particles in constant motion.
- There is nothing between gas particles except space.
- Gas compresses under force and expands when force is withdrawn.
- During compression and expansion, the number and character of particles in a sample of gas do not change; the space between the particles does change

Lab- Observing gasses

5. Kinetic Energy

2 weeks

- Kinetic energy is energy of motion.
- The particles in substances gain kinetic energy as they warm, and lose kinetic energy as they cool.
- Matter expands when the kinetic energy of its particles increases; matter contracts when the kinetic energy of its particles decreases.

Lab- Observing changes in matter

Quiz- Kinetic Energy

6. Energy Transfer

3 weeks

- Substances “heat up” and “cool down” as a result of energy transfer.
- Energy transfers between particles when they collide. Energy transfer by contact is conduction.
- Energy always transfers from particles with more kinetic energy to particles with less kinetic energy.
- Heat is measured in calories.

Lab- Measuring Heat

Unit 1 Midterm

7. Heat of Fusion

1 week

- Heat of fusion is the energy needed to change a solid substance into liquid.
- Heat of fusion does not change the kinetic energy of particles in a substance.
- The heat of fusion for water is about 80 calories per gram

Lab- Liquid to gas

8. Phase Change

2 weeks

- Matter exists on Earth in three common phases (states).
- Change of state is the result of change of energy in the particles in a sample of matter.
- During phase change, particles do not change; relationships between particles do change.
- Different substances change phase at different temperatures.
- The processes of phase change are evaporation, condensation, melting, freezing, sublimation, and deposition

Activity- Phase changes

Quiz- Phase Changes

9. Solutions

2 weeks

- A solution is a mixture in which one substance dissolves in another.
- Dissolving occurs when one substance (solute) is reduced to particles and is distributed uniformly throughout the particles of a second substance (solvent).
 - Dissolving involves both kinetic interactions (collisions) and attractive forces (bonds).
- Concentration is the ratio of solute particles to solvent particles.

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Lab- Saturation Activity
Quiz- Solutions

3. Reactions

2 weeks

- Atoms are the fundamental particles of elements.
- A compound is a substance made of two or more elements.
- Atoms combine to make particles of substances: molecules and ionic compounds.
- Molecules and ionic compounds are held together by attractive forces called bonds.
- A chemical reaction is a process in which atoms of substances (reactants) rearrange to form new substances (products).

Lab- Chemical Reactions
Quiz- Reactions

4. More Reactions

1 week

- The quantities of reactants available at the start of a reaction determine the quantities of products.
- The limiting factor is the reactant present in the lowest concentration.
- Rusting is a reaction between atmospheric oxygen and iron.
- Reactants that remain in their original form after a reaction has run to completion were present in excess.

Lab- More Chemical Reactions

Unit 1 Final Exam

Unit 2: Earth Science (14 weeks)

1. Introducing Earthquakes

1 week

4. Where do earthquakes occur?
5. What is an earthquake?
6. Earthquake myths

Activity- Mapping earthquakes

2. When the Earth Shakes

1 week

7. Earthquakes release energy that travels in waves
8. Body waves and surface waves
9. Ground motion and structure damage

Lab- Using springs to investigate waves

3. Recording Earthquake Waves **1 week**

- 10. Recording vibrations
- 11. Reading a seismograph
- 12. Locating the epicenter
- 13. History of earthquake detection
- 14. Canines and earthquake recovery

Activity- Locating an epicenter

4. Plotting Earthquakes **1 week**

- 15. The Ring of Fire
- 16. The Mediterranean-Himalayan Belt
- 17. Mid-Ocean Ridge
- 18. Magnitude and intensity
- 19. Estimating future risk

Activity- Identifying earthquake patterns

5. Using Earthquakes to Study Earth's Interior **1 weeks**

- 20. Dividing Earth's interior by composition
- 21. Dividing Earth's interior by physical properties

Quiz- Layers of Earth

6. Investigating Plate Movement **1 week**

- 22. Convergent boundaries
- 23. Divergent boundaries
- 24. Transform boundaries
- 25. Pangaea

Activity- Modeling plate movement

Quiz- Plate boundaries

7. Investigating Plate Faults **1 week**

- 26. Powerful forces
- 27. Faults: subduction and spreading

Lab- Fault investigations

8. Convection in the Mantle **1 week**

- 28. Convection currents and plate movement
- 29. Locating the epicenter

- 30. History of earthquake detection
- 31. Canines and earthquake recovery

Activity- modeling the mantle

Unit 2 Midterm

9. Introducing Volcanoes

1 week

- 32. Where do volcanoes occur
- 33. Constructive and destructive effects
- 34. Water and volcanoes

10. Mitigation

1 week

- 35. What are the risks?
- 36. Probability of risks
- 37. Mitigation

Project- Earthquake/Volcano research project

11. Volcanoes Change the Landscape

1 week

- 38. Molton rock
- 39. Changing the landscape
- 40. Volcanologists

Quiz- Changes to Earth's surface

12. Viscosity and Volcano Types

1 week

- 41. Temperature and viscosity
- 42. Composition and viscosity
- 43. Composite volcanoes
- 44. Shield volcanoes
- 45. Cinder cones

Lab- Viscosity

13. Igneous Rock

1 week

- 46. Rocks and minerals
- 47. Igneous rock classification and properties

14. Volcanic Ash

1 week

- 48. Pumice
- 49. Properties of ash
- 50. Pyroclastic rock

Lab- Falling ash lab

Unit 2 Final Exam

Unit 3: Water and Life Science (11 weeks)

1. Floating and Sinking

4 weeks

- 51. Earth's water
- 52. Exploring salt water and fresh water
- 53. Buoyancy

Activity- barge building

Test- Earth's water

Unit 3 Midterm

1. Ecosystems

4 weeks

- 54. Photosynthesis and producers
- 55. Consumers and trophic levels
- 56. The role of decomposers
- 57. Interdependence
- 58. Terrestrial and aquatic ecosystems
- 59. Sources of instability

Activity- Eco-columns

Demonstration- Polluting an ecosystem

Test- Ecosystems

3. Classification of Living Things

3 weeks

- 60. Plants, animals, and fungi
- 61. Vertebrates and invertebrates

Activity- Worm dissection

Unit 3 Final

7/8 Science Curriculum Map - Year I

* All standards listed below are aligned to the California NGSS (Next Generation Science Standards) Integrated Course Model for Middle School

**Academic Year 2019/2020: Life Science will be covered during Trimester 1, and Physical Science in Trimester 2

Physical Science

Introduction to Matter

Standard: MS-PS1 Matter and its Interactions (Structures and Properties of Matter)

1. Atomic Theory
 - a. Jeopardy
2. Matter and the Atom
 - . Worksheet: Understanding the Atom
3. Understanding the Atom
 - . Parts of the Atom
 - a. LAB: Atom Model Lab (Candy Lab)

Elements and The Periodic Table

Standard: MS-PS1 Matter and its Interactions (Structures and Properties of Matter)

1. What are Elements?
2. Introduction to the Periodic Table
3. Organization of the Periodic Table
4. The Periodic Table and Physical Properties

States of Matter

Standard: MS-PS1 Matter and its Interactions

1. Introduction to States of Matter
 - a. The Four States of Matter
2. Changes in States of Matter
 - . Particle Motion and the Physical State
 - i. Interaction and Motion of Atoms
 - ii. Introduction to Thermal Energy

Physical and Chemical Properties

Standard: MS-PS1 Matter and its Interactions (Structures and Properties of Matter) / MS-PS1. B Chemical Reactions

1. Physical Properties
 - a. Review of the Periodic Table and Physical Properties
2. Chemical Properties
3. Chemical and Physical Changes
 - . Conservation of Mass
 - i. Chemical Equation Challenge

1. How do these equations show “conservation of mass”?
 - a. Compounds vs. Mixtures
 - . LAB: Classifying Substances
4. LAB: Physical or Chemical Change Lab

Chemical Reactions

Standard: MS-PS1 Matter and its Interactions (Structures and Properties of Matter) / MS-PS1. B Chemical Reactions

1. Signs of Chemical Reaction
2. Energy and Chemical Change
 - a. Thermal Energy
 - i. Endothermic vs. Exothermic Reactions
3. LAB: Energy Changes in Chemical Reactions Lab

Forces and Motion

Standard: MS- PS2 Motion and Stability / MS- PS2. A Forces and Motion

1. Newton’s Laws of Motion
2. Gravity
 - a. Motion of the Solar System and Galaxies
3. What is a Force?
 - . Types of Forces
4. Motion, Speed, Velocity and Acceleration
5. Measuring Motion
 - . What is the Role of Mass in Motion?
6. LAB: Newton’s Laws Mini Labs

Life Science

Characteristics of Living Things

Standard: MS- LS1 From Molecules or Organisms

1. Seven Characteristics

Cell Structure and Function

Standard: MS- LS1 From Molecules or Organisms

General % Content	2019/2020 Academic Pentathlon Contant to Replace “General % Content”
1. Discovery of Cells a. Cell Theory	Section 1: Cells and the Development of Cancer 1. An Introduction to Cells a. Cell Structure

2. LAB: Design and Build a Microscope 3. Inside the Cell . Organelles of the Cell a. Animal Cells vs. Plant Cells 4. Chemical Compounds in Cells . Intro to DNA and RNA 5. The Cell in its Environment . Diffusion and Osmosis	b. Cell Function c. Cell Cycle and Cell Division d. Cell Death 2. The Development of Cancer . Gene Changes a. Tumors b. Angiogenesis and Metastasis i. Angiogenesis - Formation of new blood vessels ii. Metastasis - The spread of cancer
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Academic Pentathlon
(Continued from “Cell Structure and Function” above)

Section II: Causes of Cancer (The Role of Genetics and the Environment)

1. Genetics
2. Age
3. Obesity
 - a. Insulin
 - b. Sex Hormones
 - c. Growth Factors
4. Diseases
 - . Viral Causes
 - a. Bacterial Causes
 - b. Autoimmune Diseases
 - c. Other Disease States Associated with Cancer
5. Environmental Exposure
 - . Tobacco and Smoking
 - a. Alcohol
 - b. Pollution
 - c. Other Environmental Cancer-Causing Agents

Section III: The Prevention, Detection, and Progression of Cancer

1. Early Detection and Prevention
 - a. Screening Tests
2. Diagnosis
 - . Symptoms
 - a. Biopsy

Section IV: Types and Treatment of Cancer

1. Types of Cancer

- a. Carcinomas
 - b. Adenocarcinomas
 - c. Melanomas
 - d. Sarcomas
 - e. Lymphomas
 - f. Leukemia
 - g. Myeloma
 - h. Blastoma
- 2. Cancer Treatments
 - . Chemotherapy
 - a. Radiation Treatment
 - b. Surgery
 - c. Combining Treatment
 - d. Immunotherapy

Cell Processes and Energy

Standard: MS- LS1 From Molecules or Organisms

Sub- Standards: MS- LS1. C Organization for Matter and Energy Flow in Organisms

Cross Disciplinary Standard: MS- PS3. D Energy in Chemical Process and Everyday Life

- 1. Photosynthesis
 - 2. Respiration
 - a. ATP
 - 3. *Cell Division*
 - . *The Cell Cycle*
 - a. *Mitosis*
- *** This Section will be addressed during AP curriculum seen above**
- 4. Cell Differentiation
 - a. Stem Cells

Genetics *Partially met by AP curriculum**

Standard: MS- LS3 Heredity

Sub- Standards MS- LS3. A Inheritance in Traits

MS- LS3. B Variation of Traits

- 1. Mendel and His Peas
- 2. Probability and Heredity
 - a. Genotypes
 - b. Phenotypes
 - c. Punnett Squares
- 3. The Cell and Inheritance
 - . Sexual reproduction
 - a. Meiosis

4. Genes, DNA and Proteins
 - . Messenger RNA
 - a. Transfer RNA
 - b. Mutation
5. PROJECT: Genetic Medical Conditions Research and Presentations

Earth Science Focus

Water on Earth

Standards: MS- ESS2 Earth's Systems

1. The Water Cycle
 - a. Definition of the Water Cycle
 - b. Evaporation
 - c. Transpiration
 - d. Condensation
 - e. Precipitation
 - f. Runoff
 - g. PROJECT: Demonstrating the Water Cycle
 - i. In their table groups, students will come up with a way to explain or demonstrate the water cycle to the class. They need to use proper vocabulary that was covered in the PPT. Groups should be scored on their presentation and use of vocabulary.
2. Types of Water Available on Earth
 - . Salt Water, Locked Water, and Freshwater
 - a. Replenishing Fresh Water
 - . Evaporation and Freshwater (Reading Packet Available)
 - b. Useable Water
 - c. PAPER LAB: Available Water Activity
 - . Students will make a hypothesis as to the percentage of useable water available on earth. They will color the "Percentage of Water" graph to demonstrate their hypothesis. They will then work through the activity packet in the group.

Erosion

Standards: MS- ESS2 Earth's Systems

1. Erosion
 - a. Types of Erosion
 - i. Water
 - ii. Wind
 - iii. Ice
 - iv. Earth Movement
 - v. Weathering
3. Weathering
 - a. Mechanical Weathering

- . Types of Physical Weathering
- b. Chemical Weathering
 - . Agents of Chemical Weathering
- 4. LAB: River Erosion
 - . In groups, students will construct a river erosion model. They will use the given materials of clay, sand, and rocks (pebbles) to construct a model that can hold water. Water will be poured into the model, and students will monitor any movement (erosion) of materials.
 - a. Students will submit a written lab report explaining the materials that were used, and the steps they took to construct the model.
- 5. Beach Erosion
 - . Coastal Erosion
- a. Different Types of Coasts
- b. Erodibility Factors
- c. Rock Strength
- d. Wave Power
- e. Absence/Presence of a Beach
- 6. LAB: Wave Erosion Lab
 - . Students will construct a model of a beachline/shoreline, and then test how the model holds up when water is added to the model and waves are generated.
- 7. Wind Erosion
 - . Where is Wind Erosion a Problem
- a. Wind Erosion and Topsoil
- b. Effects of Wind Erosion
- 8. Glacial Erosion
 - . Glaciers vs. Icebergs
- a. Abrasion and Scouring
- b. Plucking
- c. Ice Thrusting

****Fossils and the Fossil Record****

7/8 Science NGSS Aligned Curriculum Map
Year II

UNIT 1 - Introduction to Matter

1. Introduction to Matter: What is Matter?
2. History of Atomic Theory
3. Structure of an Atom
4. The Periodic Table and Elements
 - a. Elements
 - b. The Periodic Table
 - i. Families of Elements
 - ii. Physical and Chemical Properties
5. Combining Atoms: Molecules and Compounds
 - a. Common Molecules of Living Things (Cross-Study Connection)
6. States of Matter
 - a. Solid, Liquid, and Gas
 - b. The Plasma State
 - c. How does the state of matter change? (Introduction to the concept of Energy)

UNIT 2 - Energy and Motion

Disciplinary Core Ideas
<ol style="list-style-type: none"> 1. Forces and Motion 2. Definitions of Energy 3. Conservation of Energy and Energy Transfer
Guiding Questions
<ol style="list-style-type: none"> 1. How can understanding energy and forces help make us safer in car crashes? 2. What happens to energy when objects collide or otherwise interact 3. Why do objects sometimes appear to slow down
Performance Expectations
<p>Middle School Physical Science Expectations:</p> <ol style="list-style-type: none"> 1. Students will be able to apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects (NGSS Standard MS-PS2-1) 2. Students will be able to plan an investigation to provides evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object (NGSS Standard MS-PS2-2) 3. Students will be able to construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object (NGSS Standard MS-PS3-1)

4. Students will be able to construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object (**NGSS Standard MS-PS3-5**)

1. What is Motion?
 - a. Speed and Direction of Travel
 - i. Speed = Ratio of Distance and Time
 - ii. Key Activity: Use an app to calculate speed from video clips
 1. Activity Aid: <http://www.cde.ca.gov/ci/sc/cf/ch6.asp#link48>
2. Understanding Why Objects Slow Down
 - a. Friction
 - b. Key Activity: Model of Energy Flow within a System that has Friction
3. Newton's Laws
 - a. Newton's First Law
 - i. Kinetic Energy
 - ii. Key Activity: Model of Energy Flow within the System during a Collision
 - b. Newton's Second Law
 - i. The Importance of the Mass of an Object
 - c. Newton's Third Law
 - i. Equal and Opposite Forces

Connections Opportunities:

1. Engineering Connection: Egg Drop Challenge

Goal: Reduce the damage during a collision (MS-PS2-1)

Emphasis for Performance Expectation: Applying Newton's Third Law that objects experience equal and opposite forces during a collision.
2. ELA/ELD Connection:

Task: Students create mini-lessons on Newton's Laws of Motion to present to their class

Rubric:

 1. Student must research one law of motion
 2. Student must use at least two research sources
 3. Students must include multimedia components and visual displays
 4. Students must include a general description/definition of the law
 5. Student must provide an example demonstrating the application of the principle

UNIT 3 - Gravity and Energy Related to Position

Disciplinary Core Ideas

<ol style="list-style-type: none"> 1. Forces and Motion 2. Types of Interactions 3. Definitions of Energy 4. Relationship Between Energy and Force
Guiding Questions
<ol style="list-style-type: none"> 1. What affects the strength of the force of gravity? 2. How do roller coasters get the energy to go so fast? 3. Do heavy objects fall faster than lighter ones?
Performance Expectations
<p>Middle School Physical Science Expectation:</p> <ol style="list-style-type: none"> 1. Students will be able to plan an investigation to provides evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object (NGSS Standard MS-PS2-2) 2. Students will be able to construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects (NGSS Standard MS-PS2-4) 3. Students will be able to conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even through the objects are not in contact (NGSS Standard MS-PS2-5) 4. Students will be able to develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system (NGSS Standard MS-PS3-2)

1. What is Gravity?
 - a. All mass is attracted to all other mass in the universe
2. Gravitational Force
 - a. Relative position of two objects
 - b. Overall change in motion
 - c. Key Activity: Global Water Supply and Volcanic Hazards (Emphasis on the pull of gravity at different locations on Earth)
 - i. GRACE Watches Earth's Water:

<http://www.cde.ca.gov/ci/sc/cf/ch6.asp#link49>

 1. **This link is not found when searched
 - ii. REPLACEMENT ACTIVITY - Introduction to the science of Roller Coasters
 1. <https://www.learner.org/series/interactive-amusement-park-physics/>

3. Gravitational Potential Energy
 - a. If an object increases in energy, that energy must come from an interaction
 - i. Types of Interactions
 - b. Key Activity: Roller Coaster Energy Flow
 - i. System of a Roller-Coaster going Downhill
 - ii. Model of Energy Flow within the System as it goes Downhill
4. Gravitational Potential Energy and Kinetic Energy
 - a. Predicting an object's speed as it moves between different heights
 - b. Changes in the position of an object affect the amount of gravitational potential energy the object has
 - c. Key Activity: Creating a model of a Roller Coaster or Skate Park
 - i. Energy Skate Park: <http://www.cde.ca.gov/ci/sc/cf/ch6.asp#link50>

UNIT 4 - Electric and Magnetic Interactions and Energy

Disciplinary Core Ideas
1. Types of Interactions 2. Definitions of Energy 3. Relationship Between Energy and Force
Guiding Questions
1. How do electric motors work to convert electricity into motion? 2. How does a compass needle move?
Performance Expectation
Middle School Physical Science Expectations: <ol style="list-style-type: none"> 1. Students will be able to ask questions about data to determine the factors that affect the strength of electric and magnetic forces (NGSS Standard MS-PS2-3) 2. Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact (NGSS Standard MS-PS2-5) 3. Students will be able to develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system (NGSS Standard MS-PS3-2)

1. Electricity and Magnetism
 - a. What is Electricity?
 - b. What is Magnetism?
 - c. Similarities between Electricity, Magnetism, and Gravity
 - d. Key Activity: Students explore how magnets and wires carry electricity
 - i. All About Electric Motors: <http://www.cde.ca.gov/ci/sc/cf/ch6.asp#link51>

2. Magnetic Potential Energy
 - a. Similarities with Gravitational Potential Energy
 - b. Importance of relative position of objects and orientation
 - i. How can potential energy be converted into kinetic energy
 - ii. Key Activity: Students will create a model to show that the arrangement of objects determines the amount of potential energy stored in a system
 1. Model 1: System with a magnet moving a compass needle
 2. Model 2: Model of energy flow within the system with a magnet moving a compass needle
 - iii. Key Activity: Students will use a computer simulator to visualize magnetic fields
 1. Magnets and Electromagnets:
<http://www.cde.ca.gov/ci/sc/cf/ch6.asp#link53>

Connections Opportunities:

1. Engineering Connection: Building a Simple Motor
 - a. Goal: Students will use simple items (battery, magnet, and magnet wire) to create a small electric motor (MS-PS2-3, MS-ETS1-3)
 - b. Exploratorium Web: <http://www.cde.ca.gov/ci/sc/cf/ch6.asp#link54>

UNIT 5 - Waves Transmitting Energy and Information

Disciplinary Core Ideas
<ol style="list-style-type: none"> 1. Wave Properties 2. Electromagnetic Radiation 3. Information Technologies and Instrumentation
Guiding Questions
<ol style="list-style-type: none"> 1. How do waves interact with different objects? 2. How are waves used to move energy and information from place to place?
Performance Expectations
<ol style="list-style-type: none"> 1. Students will be able to describe how the amplitude of a wave is related to the energy in a wave (NGSS Standard MS-PS4-1) 2. Students will be able to describe that waves are reflected, absorbed, or transmitted through various materials (NGSS Standard MS-PS4-2) 3. Students will be able to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals (NGSS Standard MS-PS4-3)

1. Types of Waves
 - a. Mechanical Waves

- b. Electromagnetic Waves
 - c. Key Activity: Interactive Simulation of Simple Waves
 - i. Virtual Ripple Tank: <http://www.cde.ca.gov/ci/sc/cf/ch6.asp#link55> and <http://www.cde.ca.gov/ci/sc/cf/ch6.asp#link56>
- 2. Common Features of Waves
 - a. They are repeating quantities
 - b. They interact with materials as they are transmitted, absorbed, or reflected
 - c. They can transfer energy
 - d. They can be used to encode information
- 3. Wave Properties
 - a. Amplitude
 - b. Wavelength
 - c. Frequency
 - d. Wave Speed
- 4. Understanding Light as a Wave
 - a. Does light show all the behaviors of a wave?
 - b. Color and Brightness
 - c. Investigating the reflection, absorption, and transmission of waves
 - d. Key Activity: Students will observe the behavior of light with different materials
 - i. Optics Event: Science Olympiad Division B
- 5. Communication with Waves
 - a. Morse Code
 - b. FM/AM Radio
 - c. Fiber Optics
 - d. Wi-Fi

UNIT 6 - Thermal Energy and Heat Flow

Disciplinary Core Ideas	
1. Structure and Properties of Matter	
2. Definitions of Energy	
3. Conservation of Energy and Energy Transfers	
Guiding Questions	
1. How can we represent matter at the microscopic level?	
2. When an object is hot, how is it different from when it is cold?	
3. What happens when hot objects and cold objects interact?	
4. What happens to the kinetic energy of an object when it crashes or collides with the ground and stops?	

Performance Expectations
<ol style="list-style-type: none">1. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added and removed (NGSS Standard MS-PS1-4)2. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer (NGSS Standard MS-PS3-3)3. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample (NGSS Standard MS-PS3-4)4. Construct, use and present arguments to support the claim that when the kinetic energy or an object changes, energy is transferred to or from the object (NGSS Standard MS-PS3-5)

1. Heat, Temperature, and Thermal Energy
 - a. Differentiating between Heat, Temperature, and Thermal Energy
 - b. Key Activities: Investigation of Heat Transfer Events
 - i. The Marshmallow Challenge:
<https://www.summitlearning.org/docs/77935>
 - ii. Brownian Motion in Air: <http://www.cde.ca.gov/ci/sc/cf/ch6.asp#link57>
2. Types of Heat
 - a. Conduction (solid material)
 - b. Convection (liquids and gases)
 - c. Radiation (electromagnetic waves)
 - d. Key Activity: Grade Eight Vignette 6.3- Developing and Using Models to Understand Properties of Gases
 - i. Meets Performance Expectations for NGSS Standards MS-PS1-4 and MS-ETS1-2 (Engineering, Technology, and Applications of Science Standard)
3. Modeling Thermal Energy and Flow of Energy
 - a. Key Activity: Review of Friction
 - i. Friction: <http://www.cde.ca.gov?ci/sc/cf/ch6.asp#link59>
 - b. Key Activity: Designing Conductors and Insulators
 - i. The Great Otter Pop/Hot Dog Design Challenge:
<https://www.summitlearning.org/docs/77940>

Connections Opportunities:

1. Engineering Connection: Designing a Vehicle Radiator
 - a. Goal: Students engage in a design challenge in which they plan, build, and improve a system to maximize or minimize thermal energy transfer (NGSS Standard MS-PS3-3)
 - b. Online Materials:

- i. Build and Test a Model Solar House:
<http://www.cde.ca.gov?ci/sc/cf/ch6.asp#link60>
- ii. How to keep gelatin from melting:
<http://www.cde.ca.gov?ci/sc/cf/ch6.asp#link61>
- iii. Solar Ovens: <http://www.cde.ca.gov?ci/sc/cf/ch6.asp#link62>

UNIT 7 - Chemical Energy and Reactions

Disciplinary Core Ideas
<ol style="list-style-type: none"> 1. Structure and Properties of Matter 2. Chemical Reactions 3. Conservation of Energy and Energy Transfer
Guiding Questions
<ol style="list-style-type: none"> 1. How do car engines turn gasoline into motion? 2. How do people use technology to change natural materials into synthetic ones?
Performance Expectations
<ol style="list-style-type: none"> 1. Develop models to describe the atomic composition of simple molecules and extended structures (NGSS Standard MS-PS1-1) 2. Analyzing and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred (NGSS Standard MS-PS1-2) 3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society (NGSS Standard MS-PS1-3) 4. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added and removed (NGSS Standard MS-PS1-4) 5. Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved (NGSS Standard MS-PS1-5) 6. Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes (NGSS Standard MS-PS1-6)

1. Review Concepts
 - a. Types of Substances
 - b. Physical and Chemical Properties
 - c. Defining Physical vs. Chemical Changes
2. What is a Chemical Reaction?
 - a. Atoms vs. Molecules
 - b. Reactants and Products
3. Conservation of Matter

4. Types of Reactions and Energy
 - a. Exothermic Reactions
 - b. Endothermic Reactions
 - c. Key Activity: Chemical Reactions
 - i. Investigating Exothermic and Endothermic Reactions:
<http://www.cde.ca.gov?ci/sc/cf/ch6.asp#link65>

Connection Opportunities:

1. Engineering Connection: Design a Hand Warmer
 - a. Goal: Students will analyze data from a previous experiment to help design a hand-warming pad powered by chemical reactions

7/8 Science NGSS Aligned Curriculum Map **Year II**

UNIT 1 - Introduction to Matter

7. Introduction to Matter: What is Matter?
8. History of Atomic Theory
9. Structure of an Atom
10. The Periodic Table and Elements
 - a. Elements
 - b. The Periodic Table
 - i. Families of Elements
 - ii. Physical and Chemical Properties
11. Combining Atoms: Molecules and Compounds
 - a. Common Molecules of Living Things (Cross-Study Connection)
12. States of Matter
 - a. Solid, Liquid, and Gas
 - b. The Plasma State
 - c. How does the state of matter change? (Introduction to the concept of Energy)

UNIT 2 - Energy and Motion

Disciplinary Core Ideas
<ol style="list-style-type: none"> 4. Forces and Motion 5. Definitions of Energy 6. Conservation of Energy and Energy Transfer
Guiding Questions

4. How can understanding energy and forces help make us safer in car crashes?
5. What happens to energy when objects collide or otherwise interact
6. Why do objects sometimes appear to slow down

Performance Expectations

Middle School Physical Science Expectations:

5. Students will be able to apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects (**NGSS Standard MS-PS2-1**)
6. Students will be able to plan an investigation to provides evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object (**NGSS Standard MS-PS2-2**)
7. Students will be able to construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object (**NGSS Standard MS-PS3-1**)
8. Students will be able to construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object (**NGSS Standard MS-PS3-5**)

4. What is Motion?
 - a. Speed and Direction of Travel
 - i. Speed = Ratio of Distance and Time
 - ii. Key Activity: Use an app to calculate speed from video clips
 1. Activity Aid: <http://www.cde.ca.gov/ci/sc/cf/ch6.asp#link48>
5. Understanding Why Objects Slow Down
 - a. Friction
 - b. Key Activity: Model of Energy Flow within a System that has Friction
6. Newton's Laws
 - a. Newton's First Law
 - i. Kinetic Energy
 - ii. Key Activity: Model of Energy Flow within the System during a Collision
 - b. Newton's Second Law
 - i. The Importance of the Mass of an Object
 - c. Newton's Third Law
 - i. Equal and Opposite Forces

Connections Opportunities:

3. Engineering Connection: Egg Drop Challenge

Goal: Reduce the damage during a collision (MS-PS2-1)

Emphasis for Performance Expectation: Applying Newton's Third Law that objects experience equal and opposite forces during a collision.

4. ELA/ELD Connection:

Task: Students create mini-lessons on Newton's Laws of Motion to present to their class

Rubric:

6. Student must research one law of motion
7. Student must use at least two research sources
8. Students must include multimedia components and visual displays
9. Students must include a general description/definition of the law
10. Student must provide an example demonstrating the application of the principle

UNIT 3 - Gravity and Energy Related to Position

Disciplinary Core Ideas
<ol style="list-style-type: none">5. Forces and Motion6. Types of Interactions7. Definitions of Energy8. Relationship Between Energy and Force
Guiding Questions
<ol style="list-style-type: none">4. What affects the strength of the force of gravity?5. How do roller coasters get the energy to go so fast?6. Do heavy objects fall faster than lighter ones?
Performance Expectations
<p>Middle School Physical Science Expectation:</p> <ol style="list-style-type: none">5. Students will be able to plan an investigation to provides evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object (NGSS Standard MS-PS2-2)6. Students will be able to construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects (NGSS Standard MS-PS2-4)7. Students will be able to conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even through the objects are not in contact (NGSS Standard MS-PS2-5)8. Students will be able to develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system (NGSS Standard MS-PS3-2)

5. What is Gravity?

- a. All mass is attracted to all other mass in the universe

6. Gravitational Force
 - a. Relative position of two objects
 - b. Overall change in motion
 - c. Key Activity: Global Water Supply and Volcanic Hazards (Emphasis on the pull of gravity at different locations on Earth)
 - i. GRACE Watches Earth's Water: <http://www.cde.ca.gov/ci/sc/cf/ch6.asp#link49>
 1. **This link is not found when searched
 - ii. REPLACEMENT ACTIVITY - Introduction to the science of Roller Coasters
 1. <https://www.learner.org/series/interactive-amusement-park-physics/>
7. Gravitational Potential Energy
 - a. If an object increases in energy, that energy must come from an interaction
 - i. Types of Interactions
 - b. Key Activity: Roller Coaster Energy Flow
 - i. System of a Roller-Coaster going Downhill
 - ii. Model of Energy Flow within the System as it goes Downhill
8. Gravitational Potential Energy and Kinetic Energy
 - a. Predicting an object's speed as it moves between different heights
 - b. Changes in the position of an object affect the amount of gravitational potential energy the object has
 - c. Key Activity: Creating a model of a Roller Coaster or Skate Park
 - i. Energy Skate Park: <http://www.cde.ca.gov/ci/sc/cf/ch6.asp#link50>

UNIT 4 - Electric and Magnetic Interactions and Energy

Disciplinary Core Ideas	
4. Types of Interactions	
5. Definitions of Energy	
6. Relationship Between Energy and Force	
Guiding Questions	
3. How do electric motors work to convert electricity into motion?	
4. How does a compass needle move?	
Performance Expectation	
Middle School Physical Science Expectations:	
4. Students will be able to ask questions about data to determine the factors that affect the	

strength of electric and magnetic forces (**NGSS Standard MS-PS2-3**)

5. Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact (**NGSS Standard MS-PS2-5**)
6. Students will be able to develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system (**NGSS Standard MS-PS3-2**)

3. Electricity and Magnetism

- a. What is Electricity?
- b. What is Magnetism?
- c. Similarities between Electricity, Magnetism, and Gravity
- d. Key Activity: Students explore how magnets and wires carry electricity
 - i. All About Electric Motors: <http://www.cde.ca.gov/ci/sc/cf/ch6.asp#link51>

4. Magnetic Potential Energy

- a. Similarities with Gravitational Potential Energy
- b. Importance of relative position of objects and orientation
 - i. How can potential energy be converted into kinetic energy
 - ii. Key Activity: Students will create a model to show that the arrangement of objects determines the amount of potential energy stored in a system
 1. Model 1: System with a magnet moving a compass needle
 2. Model 2: Model of energy flow within the system with a magnet moving a compass needle
 - iii. Key Activity: Students will use a computer simulator to visualize magnetic fields
 1. Magnets and Electromagnets:
<http://www.cde.ca.gov/ci/sc/cf/ch6.asp#link53>

Connections Opportunities:

2. Engineering Connection: Building a Simple Motor

- a. Goal: Students will use simple items (battery, magnet, and magnet wire) to create a small electric motor (MS-PS2-3, MS-ETS1-3)
- b. Exploratorium Web: <http://www.cde.ca.gov/ci/sc/cf/ch6.asp#link54>

UNIT 5 - Waves Transmitting Energy and Information

Disciplinary Core Ideas
<ol style="list-style-type: none">4. Wave Properties5. Electromagnetic Radiation6. Information Technologies and Instrumentation

Guiding Questions
3. How do waves interact with different objects? 4. How are waves used to move energy and information from place to place?
Performance Expectations
4. Students will be able to describe how the amplitude of a wave is related to the energy in a wave (NGSS Standard MS-PS4-1) 5. Students will be able to describe that waves are reflected, absorbed, or transmitted through various materials (NGSS Standard MS-PS4-2) 6. Students will be able to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals (NGSS Standard MS-PS4-3)

6. Types of Waves
 - a. Mechanical Waves
 - b. Electromagnetic Waves
 - c. Key Activity: Interactive Simulation of Simple Waves
 - i. Virtual Ripple Tank: <http://www.cde.ca.gov/ci/sc/cf/ch6.asp#link55> and <http://www.cde.ca.gov/ci/sc/cf/ch6.asp#link56>
7. Common Features of Waves
 - a. They are repeating quantities
 - b. They interact with materials as they are transmitted, absorbed, or reflected
 - c. They can transfer energy
 - d. They can be used to encode information
8. Wave Properties
 - a. Amplitude
 - b. Wavelength
 - c. Frequency
 - d. Wave Speed
9. Understanding Light as a Wave
 - a. Does light show all the behaviors of a wave?
 - b. Color and Brightness
 - c. Investigating the reflection, absorption, and transmission of waves
 - d. Key Activity: Students will observe the behavior of light with different materials
 - i. Optics Event: Science Olympiad Division B
10. Communication with Waves
 - a. Morse Code
 - b. FM/AM Radio
 - c. Fiber Optics
 - d. Wi-Fi

UNIT 6 - Thermal Energy and Heat Flow

Disciplinary Core Ideas
<ul style="list-style-type: none"> 4. Structure and Properties of Matter 5. Definitions of Energy 6. Conservation of Energy and Energy Transfers
Guiding Questions
<ul style="list-style-type: none"> 5. How can we represent matter at the microscopic level? 6. When an object is hot, how is it different from when it is cold? 7. What happens when hot objects and cold objects interact? 8. What happens to the kinetic energy of an object when it crashes or collides with the ground and stops?
Performance Expectations
<ul style="list-style-type: none"> 5. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added and removed (NGSS Standard MS-PS1-4) 6. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer (NGSS Standard MS-PS3-3) 7. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample (NGSS Standard MS-PS3-4) 8. Construct, use and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object (NGSS Standard MS-PS3-5)

- 4. Heat, Temperature, and Thermal Energy
 - a. Differentiating between Heat, Temperature, and Thermal Energy
 - b. Key Activities: Investigation of Heat Transfer Events
 - i. The Marshmallow Challenge:
<https://www.summitlearning.org/docs/77935>
 - ii. Brownian Motion in Air: <http://www.cde.ca.gov/ci/sc/cf/ch6.asp#link57>
- 5. Types of Heat
 - a. Conduction (solid material)
 - b. Convection (liquids and gases)
 - c. Radiation (electromagnetic waves)
 - d. Key Activity: Grade Eight Vignette 6.3- Developing and Using Models to Understand Properties of Gases
 - i. Meets Performance Expectations for NGSS Standards MS-PS1-4 and MS-ETS1-2 (Engineering, Technology, and Applications of Science Standard)

6. Modeling Thermal Energy and Flow of Energy
 - a. Key Activity: Review of Friction
 - i. Friction: <http://www.cde.ca.gov/ci/sc/cf/ch6.asp#link59>
 - b. Key Activity: Designing Conductors and Insulators
 - i. The Great Otter Pop/Hot Dog Design Challenge: <https://www.summitlearning.org/docs/77940>

Connections Opportunities:

2. Engineering Connection: Designing a Vehicle Radiator
 - a. Goal: Students engage in a design challenge in which they plan, build, and improve a system to maximize or minimize thermal energy transfer (NGSS Standard MS-PS3-3)
 - b. Online Materials:
 - i. Build and Test a Model Solar House: <http://www.cde.ca.gov/ci/sc/cf/ch6.asp#link60>
 - ii. How to keep gelatin from melting: <http://www.cde.ca.gov/ci/sc/cf/ch6.asp#link61>
 - iii. Solar Ovens: <http://www.cde.ca.gov/ci/sc/cf/ch6.asp#link62>

UNIT 7 - Chemical Energy and Reactions

Disciplinary Core Ideas
4. Structure and Properties of Matter 5. Chemical Reactions 6. Conservation of Energy and Energy Transfer
Guiding Questions
3. How do car engines turn gasoline into motion? 4. How do people use technology to change natural materials into synthetic ones?
Performance Expectations
7. Develop models to describe the atomic composition of simple molecules and extended structures (NGSS Standard MS-PS1-1) 8. Analyzing and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred (NGSS Standard MS-PS1-2) 9. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society (NGSS Standard MS-PS1-3) 10. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added and removed (NGSS

Standard MS-PS1-4)

11. Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved (**NGSS Standard MS-PS1-5**)
12. Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes (**NGSS Standard MS-PS1-6**)

5. Review Concepts
 - a. Types of Substances
 - b. Physical and Chemical Properties
 - c. Defining Physical vs. Chemical Changes
6. What is a Chemical Reaction?
 - a. Atoms vs. Molecules
 - b. Reactants and Products
7. Conservation of Matter
8. Types of Reactions and Energy
 - a. Exothermic Reactions
 - b. Endothermic Reactions
 - c. Key Activity: Chemical Reactions
 - i. Investigating Exothermic and Endothermic Reactions:
<http://www.cde.ca.gov?ci/sc/cf/ch6.asp#link65>

Connection Opportunities:

2. Engineering Connection: Design a Hand Warmer
 - a. Goal: Students will analyze data from a previous experiment to help design a hand-warming pad powered by chemical reactions

Mathematics

5/6 VARSITY BELOW GRADE LEVEL

OPERATIONS WITH WHOLE NUMBERS

Addition 1,2,3 Digits
Multi-Digit Addition
Subtraction 1,2,3 Digits
Multi-Digit Subtraction
Addition / Subtraction Word Problems
2 X 1 Multiplication
3 X 1 Multiplication
2 X 2 Multiplication
3 X 2 Multiplication
Multiply by Powers of Ten
Introduction to Division "Chunking"

Single Digit Divisor
Zeros in the Quotient
Word Problems
Two-Digit Divisors
Interpreting the Quotient
In and Out Tables

UNDERSTANDING YOUR NUMBER SYSTEM

Read and Write Whole Numbers
Place Value
Expanded Form
Rounding Whole Numbers
Compare & Order Whole Numbers
Read and Write Decimal Numbers
Fractions and Decimals
Number Lines
Rounding Decimals
Compare & Order Decimals

DECIMALS

Fractions & Decimals
Compare and Order Decimals
Add & Subtract Decimals

RESTAURANT MATH

Multiply with Decimals

SHOPPING MATH ACTIVITIES

Multiply with Decimals in Both Factors
Dividing with Decimals

NUMBER THEORY FRACTION CONCEPTS

Prime & Composite Numbers
 Divisibility Rules
Prime Factorization
Common Factors, GCF
Factors and Venn Diagrams
Multiples & LCM with Venn Diagrams
Exponents

FRACTION

Making the Fraction Kit
 Games with the Fraction Kit
 Cover the Whole, Make the Whole, Pick 2, Pick 3
Uncover the Whole...game
Decomposing Fractions
Discussion Questions with the Fraction Kit
Fraction Strips
Comparing Fractions, Dice game
Number Lines
 Activity: Closer to zero, half or one
Fraction Representation
 "Close to" worksheet
Unit Fractions
Hopping on Number Lines
Number Lines
Fractions with Pattern Blocks
Equivalent Fractions & Number Lines

Comparing Fractions
Common Numerators & Denominators
Compare to one-half
Area Model
Common Denominators, LCM
Mixed Numbers
Comparing Fractions & Mixed Numbers
Ordering Fractions & Mixed Numbers
Simplifying Fractions

OPERATIONS WITH FRACTIONS

Simplifying Fractions
Equivalent Fractions
Comparing Fractions / Review
Add / Sub Like Denominators
Add/Sub Fractions Greater than One
Add Mixed Numbers
Subtract Mixed Numbers with Borrowing
Add/Sub Different Denominators
Add/Sub Mixed Numbers with Borrowing
Word Problems
Multiply Fractions
Multiply Mixed Numbers
Word Problems
Divide Whole #'s by Fractions
Divide Fractions and Mixed Numbers
Mult / Divide Word Problems

GEOMETRY

Types of Angles
Polygons
Triangles
Quadrilaterals
Perimeter
Area of Rectangles
Area of other Quadrilaterals
Area of Triangles
Area of Complex Figures
Graphing Polygons
3-D Figures
Nets
Surface Area
Volume
Estimating Volume
Volume of Rectangular Solids with Fractions

5/6 MATH GRADE LEVEL

WHOLE NUMBERS

Addition / Subtraction of Whole Numbers
Multiplication of Whole Numbers
1,2,3 Digit Divisors/ Division

Interpret Remainders
Properties of Addition, Multiplication & Distributive
Place Value
Rounding
Compare & Order
Powers of 10

DECIMALS

Place Value
Expanded Form
Rounding & Decimal Fractions
Compare & Order Decimals
Powers of 10
Addition / Subtraction Decimals
Problem Solving, Involving Money
Estimate Sums and Differences
Multiply Decimals & Wholes
Problem Solving Multiplication of Money
Explore Multiplication of Decimals
Multiply Decimals by Decimals
Division of Decimals by Wholes
Decimal Divisors
Estimating Products & Quotients
Dividing Money / Repeating Decimals
Problem Solving

INTRODUCTION TO ALGEBRA & FUNCTIONS

Powers & Exponents
Squares and Square Roots
Order of Operations
Variables & Expressions
Equations
Properties
Arithmetic Sequences
Equations and Functions

INTEGERS, GRAPHING, FUNCTIONS

Integers and Absolute Value
Comparing & Ordering Integers
Coordinate Plane
Functions & Graphs
Adding Integers
Subtracting Integers
Multiplying Integers
Dividing Integers

FRACTION BASICS

Prime, Composite, & Divisibility Rules
Prime Factorization
Factors and GCF
Multiples & LCM
What is a fraction
Simplify Fractions
Fractions & Mixed Numbers
Mixed Numbers to Fractions Greater than One

MULTIPLICATION & DIVISION WITH FRACTIONS

Multiplying Fractions, Cross Cancelling
Multiply Fractions & Mixed Numbers
Estimate Products
Properties of Multiplication
Division of Whole Number by Fraction
Division of Mixed Numbers

FRACTIONS

Compare & Order Fractions
Compare & Order Fractions & Mixed Numbers
Add/Sub Like Fractions
Add/Sub Mixed Numbers with Common Denominators
Sub Mixed Numbers, Common Denominators & Borrowing
Add Unlike Fractions
Subtract Unlike Fractions
Add Mixed Numbers, Unlike Denominators
Sub Mixed Numbers, Unlike Denominators, Borrowing
Properties of Addition
Problem Solving, Interpret the Remainder

RATIO, PROPORTIONS, UNIT RATES & SCALE CUSTOMARY AND METRIC MEASUREMENT

Ratio
Equivalent Ratios
Ratio and Ratio Tables
Rates, Unit Rates, Unit Price
Problem Solving
Scale Drawing
Customary Length
Customary Capacity
Customary Weight
Changing Metric Units

GEOMETRY

Types of Angles
Polygons
Triangles
Quadrilaterals
Perimeter
Area of Rectangles
Area of other Quadrilaterals
Area of Triangles
Area of Complex Figures
Graphing Polygons
3-D Figures
Nets
Surface Area
Volume
Estimating Volume
Volume of Rectangular Solids with Fractions

ALGEBRAIC REASONING, INTEGERS & EXPONENTS

Order of Operations
Properties of Numbers
Variables & Algebraic Expressions
Translating Words to Math
Simplifying Algebraic Expressions
Integers, Adding Integers
Subtracting Integers
Multiplication/Division Integers
Solve Equations Containing Integers
Integer Exponents
Properties of Exponents
Scientific Notation
Operations with Scientific Notation

RATIONAL NUMBERS

Rational Numbers
Compare & Order Rational Numbers
4 Operations with Decimals
Add/Subtract Fractions
Mult/Divide with Fractions
Solving Equations with Decimals
Solving Equations with Fractions
2-Step Equations
Using Properties with Rational Numbers
Fractions, Decimals, Percents
Estimating with Percents
Percent of Change
Applications of Percents
Simple Interest

EXPRESSIONS AND EQUATIONS

Simplifying Algebraic Equations
Solve 2-Step Equations
Solve Multi-Step Equations
Variables on Both Sides of the Equation
System of Equations
Inequalities
Solve Inequalities with Add / Sub
Solve Inequalities with Mult/Divide
Multi-Step Inequalities

RATIOS, RATES, PROPORTIONS, SIMILARITIES

Rates, Unit Rates
Identify, Write & Solve Proportions
Similar Figures
Using Similar Figures
Dilations
Scale Drawings & Models

GEOMETRIC RELATIONSHIPS

Building Blocks of Geometry
Classifying Angles
Angle Relationships
Line and Angle Relationships
Triangles

Angles in Polygons
Congruence
Coordinate Geometry
Transformations
Similarity & Congruence Transformations

MEASUREMENT AND GEOMETRY

Perimeter & Circumference
Areas of Circles
Area of Irregular Figures
Volume of Prisms & Cylinders
Volume of Pyramids & Cones
Volume of Spheres
Surface Area of Prisms, Cylinders & Spheres
Surface Area of Complex Figures

GRAPHS AND FUNCTIONS

Ordered Pairs
Graphing on a Coordinate Plane
Interpreting Graphs
Functions
Equations, Tables, Graphs
Graphs of Linear Equations
Graph Proportional Relationships
Slopes and Rate of Change
Direct Variation
Graphing Linear Equations
Slope of a Line
Using Slopes and intercepts
Point – Slope Form
Solving Systems of Linear Equations by Graphing
Scatter Plots
Line of Best Fit
Patterns in Two-Way Tables
Comparing Multiple Representations

DATA ANALYSIS AND PROBABILITY

Mean, Median, Mode and Range
Box-and-Whiskers Plot
Populations and Samples
Probability
Experimental Probability
Sample Spaces
Theoretical Probability
Making Predictions
Probability of Independent and Dependent Events
Combinations
Permutations
Probability of Compound Events

PRE-ALGEBRA

Unit 1: The Real Numbers

- Integers, Absolute Value & Integer Operations
- Simplifying Fractions, Mixed vs. Improper Forms
- Adding & Subtracting Fractions
- Multiplying & Dividing Fractions
- Fractions, Decimals & Percent Conversions
- Exponents, Zero Exponents, Negative Exponents
- Perfect Squares, Perfect Cubes
- Square Roots & Cube Roots
- Scientific Notation
- Comparing & Ordering Number Forms
- Order of Operations
- Evaluating Expressions
- The Real Number System
- Properties of Real Numbers

Unit 2: Algebraic Expressions

- Translating Expressions
- Combining Like Terms
- Distributive Property
- Simplify Expressions (Distribute & Combine)
- Factoring Expressions
- Simplify vs. Factor
- Multiply Monomials (Product Rule)
- Dividing Monomials (Quotient Rule)
- Powers of Monomials (Power Rule)
- Multiplying & Dividing with Scientific Notation
- Adding & Subtracting with Scientific Notation
- Adding & Subtracting Polynomials

Unit 3: Equations & Inequalities

- Rational Equations
- Two-Step Equations
- Multi-Step Equations
- Variables on Both Sides
- Special Cases: No Solution/Infinite Solutions
- Solve by Clearing Fractions*
- Translating Equations
- Applications
- Writing & Graphing Inequalities
- One & Two-Step Inequalities
- Translating Inequalities
- Multi-Step Inequalities

Unit 4: Ratio, Proportion & Percent

- Ratio, Rates, Unit Rates

- Proportional vs. Non-proportional Relationships
- Solving Proportions
- Proportion Word Problems
- Scale Drawings & Models
- Indirect Measurement
- Percent Proportion
- Percent Equation
- Discount, Mark-up, Sales Tax, Tip
- Percent Change
- Simple Interest

Unit 5: Functions, Graphs & Linear Equations

- Relations vs. Functions
- Domain & Range
- Graphing Linear Function by Table
- Slope (From a Graph & Slope Formula)
- Slope-Intercept Form
- Writing Linear Equations Given a Graph
- Standard Form
- Linear vs. Non-linear Functions
- Slope-Intercept Form Applications
- Proportional Relationships (Direct Variation)

Unit 6: Systems of Equations

- Systems of Equations: Solve by Graphing
- Systems of Equations: Solve by Substitution
- Systems of Equations: Solve by Eliminations
- Special Cases: No Solution/Infinite Solutions
- Systems of Equations: Applications

Unit 7: Introduction to Geometry

- Relationships
- Parallel Lines Cut by a Transversal
- Classifying Triangles
- Triangle Sum Theorem
- Pythagorean Theorem
- Pythagorean Theorem Word Problems
- Quadrilaterals
- Congruent Polygons (unit 4)
- Similar Figures
- Reflections
- Translations
- Rotations
- Dilations

Unit 8: Measurement (Area & Volume)

- Perimeter & Area of Plane Figures
- Area & Circumference of Circles
- Area & Perimeter of Composite Figures
- 3D Figures & Slicing 3D Figures
- Volume of Prisms & Cylinders
- Volume of Pyramids & Cones
- Volume & Surface Area of Spheres
- Effects of Changing Dimensions
- Perimeter & Area of Similar Figures
- Volume & Surface Area of Similar Solids

Unit 9: Probability & Statistics

- Simple Probability
- Theoretical vs Experimental Probability
- Counting Outcomes: Tree Diagrams & Counting Principle
- Compound Probability: Independent Events
- Compound Probability: Dependent Events
- Biased vs. Unbiased Samples; Using Samples to Predict
- Measures of Central Tendency
- Mean Absolute Deviation
- Box-and-Whisker Plots
- Scatter Plots
- Line of Best Fit
- Two-Way Tables

ALGEBRA 1

Pre-Algebra Review

- Real number system
- Properties of real numbers
- Order of operations
- Absolute value
- Evaluating expressions
- Simplifying expressions
- Combining like terms
- Distributing
- Translating expressions
- Translating expressions and solving
- Inequalities
- Solving two- step equations
- Solving and graphing two-step inequalities

Multi-Step Equations & Inequalities

- Multi-step equations
- Multi- step equations with variables on both sides
- Infinitely many solutions /No solution equations
- Proportions

- Absolute value equations / inequalities
- Multi- Variable (Literal equations)
- Word problems
- Multi step inequalities
- Compound inequalities

Parent Functions & Transformations

- Relation. Domain and Range
- Functions vs Relations
- Continuous relation, domain and range
- Real world graphs
- Graphing functions
- Function table
- Function notation
- Zeros of functions and analyzing graphs
- Arithmetic sequences

Exponents & Exponential Functions

- Monomials: Add, Subtract, Multiply (Product Rule)
- Product Rule & Geometric Applications
- Quotient Rule
- Negative Exponents
- Scientific Notation
- Graphing Exponential Functions
- Exponential Growth & Decay
- Geometric Sequences
- Simplifying Radicals: Square and Cube Roots
- Monomial Square Roots

Polynomials & Factoring

- Intro to Polynomials: Classify, Add, Subtract
- Multiply Polynomials
- Dividing Polynomials by a Monomial
- Factoring Polynomials: GCF
- Factoring Polynomials: Difference of Squares
- Factoring Polynomials: Trinomials when $a=1$
- Factoring Polynomials: Trinomials when $a \neq 1$
- Factoring Polynomials: Four Terms
- Divide Polynomials by a Binomial

(Mini Unit): Statistics

- Statistics Overview: Measures of Center
- Box & Whisker Plots. Stem & Leaf Plots, Histograms
- Statistics on the Calculator
- Measures of Dispersion
- Z-Scores

Quadratic Equations

- Intro to Quadratics Equations:
Axis of Symmetry, Vertex, Minimum, Maximum, Parabolas
- Graphing Quadratics
- Vertex Form of a Quadratic Equation
- Transformations
- Quadratic Roots
- Solving Quadratics Equations by Factoring
- Solving Quadratics Equations by Square Roots
- Solving Quadratics Equations by Completing the Square
- Solving Quadratics Equations by Quadratic Formula
- Methods Comparison: Choose the Best Method
- Area & Consecutive Integer Problems
- Projectile Motion
- Linear vs. Quadratic Modes

Rational Expressions & Equations

- Simplifying Rational Expressions
- Multiplying Rational Expressions
- Dividing Rational Expressions
- Adding & Subtracting Rational Expressions
- Applications of Rational Expressions
- Rational Equations

Radical Expressions & Equations

- Simplify Radicals (Square & Cube Roots)*
- Simplifying Radicals with Variables*
- Adding & Subtracting Radicals
- Multiplying Radicals
- Dividing Radicals (Includes Rationalizing the Denominator)
- Dividing Radicals with Binomials (Conjugates)
- Solving Radical Equations

APPENDIX #2

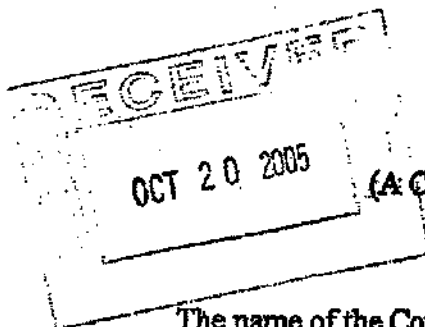
ARTICLES OF INCORPORATION

2864983

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

NOV 13 2001

BILL JONES, Secretary of State



**ARTICLES OF INCORPORATION
OF**

TRACY LEARNING CENTER

(A California Non-Profit Public Benefit Corporation)

I.

The name of the Corporation shall be: Tracy Learning Center.

II.

The Corporation is a non-profit public benefit corporation and is not organized for the private gain of any person. It is organized under the Non-Profit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, guide, direct and promote one or more charter schools approved by the Tracy Unified School District.

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

III.

The name and address in the State of California of this Corporation's initial agent for service of process is:

Phillip Murray
Spector, Middleton, Young & Minney, LLP
7 Park Center Drive
Sacramento, CA 95825

IV.

All corporate property is irrevocably dedicated to the purposes set forth in the second article above. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

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

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

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

V.

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

VI.

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

Dated: 11-12-2001


Phillip Murray
Incorporator



APPENDIX #3

BYLAWS

SECOND RESTATED BYLAWS

OF

TRACY LEARNING CENTER

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**SECOND RESTATED BYLAWS
OF
TRACY LEARNING CENTER**

A California Nonprofit Public Benefit Corporation

**ARTICLE I
Name**

The name of this corporation is Tracy Learning Center.

**ARTICLE II
Purposes**

The corporation is organized for the specific and general purposes specified in its Articles of Incorporation.

**ARTICLE III
Offices**

Section 1. Principal Office.

The corporation's principal office shall be located at 51 E. Beverly Place, Tracy, California 95376, California. The Board of Directors ("Board" or "Governing Board") is granted full power and authority to change the principal office from one location to another within California.

Section 2. Other Offices.

Branch or subordinate offices may at any time be established by the Board at any place or places where the corporation is qualified to do business.

**ARTICLE IV
Membership**

Section 1. Members.

Unless and until these bylaws are amended to provide otherwise, this corporation shall have no statutory members, as the term "member" is defined in Section 5056 of the California Nonprofit Corporation Law. Any action which would otherwise by law require approval by a majority of all members or approval by the members shall require only approval of the Board. All rights which would otherwise by law vest in the members shall rest in the Board.

Section 2. Associates.

Nothing in this Article shall be construed to limit the corporation's right to refer to persons associated with it as "members" even though such persons are not members, and no such reference by the corporation shall render anyone a member within the meaning of Section 5056

of the California Nonprofit Corporation Law. Such individuals may originate and take part in the discussion of any subject that may properly come before any meeting of the Board, but may not vote. The corporation may confer, by amendment of its Articles of Incorporation or of these Bylaws, some or all of a member's rights, set forth in the California Nonprofit Corporation Law, upon any person who does not have the right to vote for the election of directors, on a disposition of substantially all of the assets of the corporation, on a merger, on a dissolution, or on changes to the corporation's Articles of Incorporation or Bylaws, but no such person shall be a member within the meaning of said Section 5056. The Board may also, in its discretion, without establishing memberships, establish an advisory council or honorary board or such other auxiliary groups as it deems appropriate to advise and support the corporation.

ARTICLE V Board of Directors

Section 1. Powers.

Subject to the limitations of the California Nonprofit Public Benefit Corporation Law, the corporation's Articles of Incorporation and these Bylaws, the activities and affairs of the corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the 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. No assignment, referral or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the corporation's activities, and the Board may rescind any such assignment, referral or delegation at any time.

Without prejudice to its general powers, but subject to the same limitations set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

- i. To select and remove all of the officers, agents and employees of the corporation; to prescribe powers and duties for them which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws; to fix their compensation; and to require security from them for faithful service;
- ii. To conduct, manage and control the affairs and activities of the corporation and to make such rules and regulations therefor which are not inconsistent with law, the corporation's Articles of Incorporation or these Bylaws;
- iii. To adopt, make and use a corporate seal and to alter the form of the seal from time to time;
- iv. To borrow money and incur indebtedness for the purposes of the corporation, and to cause to be executed and delivered therefor, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities therefore;

v. To carry on a business and apply any revenues in excess of expenses that results from the business activity to any activity in which it may lawfully engage;

vi. To act as trustee under any trust incidental to the principal object of the corporation, and receive, hold, administer, exchange and expend funds and property subject to such trust;

vii. To acquire by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of real and personal property; and

viii. To assume any obligations, enter into any contracts or other instruments, and do any and all other things incidental or expedient to the attainment of any corporate purpose.

Section 2. Number and Qualifications of Directors.

i. The authorized number of Directors shall be not less than three (3) or more than eleven (11), unless changed by a duly adopted amendment to this provision. The exact number of Directors shall be fixed within these limits by a resolution of the Board, and is currently nine (9).

ii. The qualifications for Directors are generally the ability to attend Board meetings, a willingness to actively support and promote the corporation, its charter schools, and a dedication to its educational endeavors. Vacant Director positions may be advertised and the Board may interview candidates for new Directors.

Section 3. Election and Term of Office.

i. Directors shall be elected at a meeting of the Board by a majority vote of the Directors holding office as of the date of such meeting.

ii. So long as the corporation holds a charter for a California public charter school, one (1) additional Director may be appointed by the governing board of a charter authorizer, at the authorizer's discretion.

iii. Except for a Director appointed by the charter authorizer, which shall have a term of one (1) year, Directors shall be permitted to hold office for unlimited terms.

Section 4. Resignation and Removal.

Subject to the provisions of Section 5226 of the California Nonprofit Public Benefit Corporation Law, any Director may resign effective upon giving written notice to the President, the Secretary, or the Board, unless the notice specifies a later effective time. If the resignation is effective at a future time, a successor may be selected before such time, to take office when the resignation becomes effective. Other than a director appointed by a charter authorizer pursuant to Education Code Section 47604(b), any director may be removed at any time by a majority vote of the Board due to excessive absences from regularly scheduled meetings or because of unsatisfactory discharge of duties.

Section 5. Vacancies.

a. A Board vacancy or vacancies shall be deemed to exist if any Director dies, resigns, or is removed, or if the authorized number of Directors is increased.

b. Notwithstanding Section 4, the Board may declare vacant the office of any Director who has been convicted of a felony, or has been found to have breached any duty arising under Article 3 of Chapter 2 of the California Nonprofit Public Benefit Corporation Law or to be of unsound mind by any court of competent jurisdiction.

c. A vacancy on the Board shall be filled by election of the Board as set forth in Section 3(i) of this Article V. Each Director so elected, appointed, or designated shall hold office until the expiration of the term of the replaced Director and continue to hold office until a qualified successor has been elected, appointed, or designated.

d. No reduction of the authorized number of Directors shall have the effect of removing any Director prior to the expiration of the Director's term of office.

Section 6. Place and Conduct of Board Meetings.

Meetings of the Board shall be held at the principal office of the corporation or at any other place within or without the State of California which has been designated in the notice of the meeting or, if there is no notice, by resolution of the Board. To the extent required by law and to the extent the meeting is related to a charter held by the corporation, meetings of the Board shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, California Government Code Sections 54950, et seq., as the same may be modified from time to time ("Brown Act"), and shall occur within the jurisdictional boundaries of the charter school.

Section 7. Meetings: Annual Meeting.

The Board 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 by resolution of the Board.

Section 8. Regular Meetings.

Regular meetings of the Board, including annual meetings, shall be held without call or notice at such times and places as may from time to time be fixed by the Board. Notwithstanding any other provision of these bylaws, to the extent expressly required by law or by contract, all meetings (regular and special) of the Board and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act.

Section 9. Special Meetings.

Special meetings of the Board for any purpose may be called at any time by the president, the secretary or any two Directors. The party calling such special meeting shall determine the place, date and time thereof.

Section 10. Notice of Special Meetings.

a. Special meetings of the Board may be held only after each Director has received twenty-four (24) hours' prior notice delivered personally or by any other means.

b. 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 Directors are regularly held.

c. 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. Notice will be deemed waived by any Board member who is actually present at the meeting or at or prior to the meeting files a written waiver of notice with the Secretary of the Board.

d. 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.

e. Special meetings of the Board related to a charter held by the corporation will be called, held and conducted in accordance with the Brown Act, and agendas for such special meetings will be posted twenty-four (24) hours prior to the meeting in a location accessible to the public. Emergency meetings of the Board related to a charter held by the corporation will be called, held and conducted in accordance with Government Code section 54956.5.

Section 11. Quorum.

A majority of the Directors then in office shall constitute a quorum. Every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present is an act of the Board, subject to the more stringent provisions of the California Nonprofit Public Benefit Corporation Law, including, without limitation, those provisions relating to (a) approval of contracts or transactions in which a director has a direct or indirect material financial interest, (b) approval of certain transactions between corporations having common directorships, (c) creation of and appointments to committees of the board, and (d) indemnification of directors, except as may be otherwise provided under the Political Reform Act, if applicable. A meeting at which a quorum is initially present may continue to transact

business notwithstanding the withdrawal of Directors, if any action taken is approved by at least a majority of the required quorum for such meeting. Directors may not vote by proxy.

Section 12. Telephonic and Electronic Video Meetings.

Members of the Board may participate in a meeting through the use of conference telephone, electronic video screen communication, or other communications equipment. Participation in a meeting through use of conference telephone constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. To the extent the meeting is related to a charter held by the corporation and the corporation is required to follow the Brown Act, such teleconferenced meetings of the Board shall comply with the requirements set forth in Government Code Section 54953. To count toward a quorum, such teleconferenced Board members must timely post the meeting agenda in plain sight to the public at their teleconference location, make the location open to members of the public, and the location must be within the jurisdiction of the charter school. Nothing precludes a Board member at such meeting from otherwise attending by telephone, provided that a quorum of members is participating in the meeting either in person or at a teleconference location that may be counted toward a quorum.

Section 13. Adjournment.

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

Section 14. Rights of Inspection.

Subject to applicable federal and state laws regarding pupil confidentiality, every Director has the absolute right at any reasonable time to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the corporation.

Section 15. Board Committees.

The Board may appoint an executive committee and one or more other committees each consisting of two (2) or more Directors to serve at the pleasure of the Board, and delegate to such committee any of the authority of the Board, except with respect to:

- a. The filling of vacancies on the Board or on any committee which has the authority of the Board;
- b. The fixing of compensation of the Directors for serving on the Board or on any committee;
- c. The amendment or repeal of bylaws or the adoption of new bylaws;

d. The amendment or repeal of any resolution of the Board which by its express terms is not so amendable or repealable;

e. The appointment of other committees having the authority of the Board;

f. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of a majority of all members of the Board; or

g. The approval of any self-dealing transaction as such transactions are defined in Section 5233(a) of the California Nonprofit Public Benefit Corporation Law, except as permitted under Article VI.

Any such committee must be created, and the members thereof appointed, by resolution motion, or other Board action, adopted by a majority of the number of Directors then in office, and any such committee may be designated as an executive committee or by such other name as the Board shall specify. The Board may appoint, in the same manner, alternate members to a committee who may replace any absent member at any meeting of the committee. The Board shall have the power to prescribe the manner in which proceedings of any such committee shall be conducted. In the absence of any such prescription, such committee shall have the power to prescribe the manner in which its proceedings shall be conducted. To the extent required by law, meetings of board committees will be called, held and conducted in accordance with the Brown Act. Minutes shall be kept of each meeting of each committee.

Section 16. Other Committees.

a. The president, subject to the limitations imposed by the Board, or the Board, may create other committees, either standing or special, to serve the Board which do not have the powers of the Board. The president, with the approval of the Board, shall appoint members to serve on such committees, and shall designate the committee chair. If a Director is on a committee, he or she shall be the chair. Each member of a committee shall continue as such until the next annual election of officers and until his or her successor is appointed, unless the member sooner resigns or is removed from the committee.

b. Meetings of a committee may be called by the president, the chair of the committee or a majority of the committee's voting members. Each committee shall meet as often as is necessary to perform its duties. Notice of a meeting of a committee may be given at any time and in any manner reasonably designed to inform the committee members of the time and place of the meeting. A majority of the voting members of a committee shall constitute a quorum for the transaction of business at any meeting of the committee. Each committee may keep minutes of its proceedings and shall report periodically to the Board. A committee may take action by majority vote.

c. Any member of a committee may resign at any time by giving written notice to the president. Such resignation, which may or may not be made contingent upon formal acceptance, shall take effect upon the date of receipt or at any later time specified in the notice. The president may, with prior approval of the Board, remove any appointed member of a committee. The president, with the Board's approval, shall appoint a member to fill a vacancy in

any committee or any position created by an increase in the membership for the unexpired portion of the term. To the extent required by law, meetings of committees will be called, held and conducted in accordance with the Brown Act.

Section 17. Fees and Compensation.

Directors and members of committees shall not receive any compensation for their services; however, the Board may approve reimbursement of a Director's actual and necessary expenses incurred in the conduct of the corporation's business.

Section 18. Non-Liability of Directors.

No Director shall be personally liable for the debts, liabilities or other obligations of this corporation.

Section 19. Interested Persons.

Not more than forty-nine percent (49%) of the Directors serving on the Board may be "interested persons." An "interested person" is (i) any person compensated by the corporation for services rendered to it within the previous twelve (12) months whether as a full- or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as a director, and (ii) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law or father-in-law of any such person. However, any violation of the provisions of this Section shall not affect the validity or enforceability of any transaction entered into by the corporation.

Section 20. Standard of Care.

A Director shall perform the duties of a Director, including duties as a member of any committee of the Board upon which the Director may serve, in good faith, in a manner such Director believes to be in the best interests of the corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like position would use under similar circumstances. In performing the duties of a director, a Director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

- i. One or more officers or employees of the corporation whom the Director believes to be reliable and competent in the matters presented;
- ii. Counsel, independent accountants or other persons as to matters which the Director believes to be within such person's professional or expert competence; or
- iii. A committee of the Board upon which the Director does not serve as to matters within its designated authority, provided the Director believes merits confidence and the Director acts in good faith, after reasonable inquiry when the need therefor is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

Section 21. Annual Report.

The Board shall cause an annual report to be prepared and sent to each Director not later than 120 days after the close of the fiscal year. That report shall contain the following information, in reasonable detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the preceding fiscal year;
- b. The principal changes in assets and liabilities, including trust funds, during the preceding fiscal year;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes, for the preceding fiscal year;
- d. The corporation's expenses or disbursement for both general and restricted purposes during the preceding fiscal year;
- e. Any information required by Section 6322 of the California Nonprofit Public Benefit Corporation Law, with respect to the preceding fiscal year.

The report required by this Section shall be accompanied by an independent accountant's report or if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 22. Annual Statement of Certain Transactions and Indemnifications.

Pursuant to Section 6322 of the California Nonprofit Public Benefit Corporation Law, the corporation shall furnish an annual statement of certain transactions and indemnifications to each of the Directors no later than 120 days after the close of the fiscal year. If the corporation issues an annual report as set forth in Section 21 of this Article, this requirement shall be satisfied by including the required information, as set forth below, in such report:

- a. Any "covered transaction" (defined below) during the previous fiscal year of the corporation involving more than Fifty Thousand Dollars (\$50,000) or which was one of a number of "covered transactions" in which the same "interested person" (defined below) had a direct or indirect material financial interest, and which transactions in the aggregate involved more than Fifty Thousand Dollars (\$50,000). The statement shall describe the names of any "interested persons" involved in such covered transactions, including such "interested persons" relationship to the transaction, and, where practicable, the amount of such interest; provided, that in the case of a transaction with a partnership of which the "interested person" is only a partner, only the interest of the partnership need be stated.
- b. For the purposes of this Section, a "covered transaction" is a transaction in which the corporation, its parent or its subsidiary, was a party, and in which either of the following had a direct or indirect material financial interest:

i. Any Director or officer of the corporation, or its parent or subsidiary; or

ii. Any holder of more than ten percent (10%) of the voting power of the corporation, its parent or its subsidiary.

c. The amount and circumstances of any indemnifications or advances aggregating more than Ten Thousand Dollars (\$10,000) paid during the fiscal year of the corporation to any officer or Director of the corporation.

For purposes of this Section, any person described in either paragraph (i) or (ii) of subsection b. above is an "interested person."

ARTICLE VI

Transactions Between Corporation and Officers or Directors

Section 1. Self-Dealing Transactions.

Pursuant to Section 5233 of the California Nonprofit Public Benefit Corporation Law, the Corporation shall not be a party to a transaction in which one or more of its directors has a material financial interest ("Interested Director") unless:

a. The Attorney General, or the court in an action in which the Attorney General is an indispensable party, has approved the transaction either before or after it was consummated; or

b. Prior to entering into the transaction, after full disclosure to the Board of all material facts as to the proposed transaction and Interested Director's interest and investigation and report to the Board as to alternative arrangements for the proposed transaction, if any, the Board in good faith and by a vote of a majority of the directors then in office (without including the vote of the Interested Director)

i. Resolves and finds that (1) the transaction is in the corporation's best interests and is entered into for the Corporation's own benefit, (2) the transaction is fair and reasonable as to the corporation, and (3) after reasonable investigation under the circumstances as to the alternatives, the corporation could not have obtained a more advantageous arrangement with reasonable efforts under the circumstances, and

ii. Approves the entire transaction; or

c. If it is not reasonably practicable to obtain approval of the Board prior to entering into such transaction, and, prior to entering into said transaction, a committee or person authorized by the Board approves the transaction in a manner consistent with the procedure set forth in subsection b. of this section; and the Board, after determining in good faith that the corporation entered into the transaction for its own benefit and that the transaction was fair and reasonable as to the corporation at the time it was entered into, ratifies the transaction at its next meeting by a vote of the majority of the directors then in office, without counting the vote of the Interested Director. However, the Interested Director may be counted in determining the

presence of a quorum at the meeting of the Board which authorizes, approves or ratifies a contract or transaction.

Section 2. Interested Director's Vote.

In determining whether the Board validly met to authorize or approve a self-dealing transaction, an Interested Director may be counted to determine the presence of a quorum, but an Interested Director's vote may not be counted toward the required majority for such authorization, approval, or ratification.

Section 3. Persons Liable and Extent of Liability.

If a self-dealing transaction has not been approved as provided in Section 1 of this Article, the interested director(s) may be required to do such things and pay such damages as a court may provide as an equitable and fair remedy to the Corporation, considering any benefit received by it and whether or not the interested director(s) acted in good faith and with the intent to further the best interests of the Corporation.

Section 4. Contracts or Transactions with Mutual Directors.

No contract or other transaction between the corporation and any domestic or foreign corporation, firm, or association of which one or more of the corporation's directors is a director is either void or void-able because such director is present at the meeting of the Board or committee thereof which authorizes, approves, or ratifies the contract or transaction if:

a. The material facts as to the transaction and as to such director's other directorship are fully disclosed or known to the Board or committee, and the Board or committee authorizes, approves, or ratifies the contract or transaction in good faith by a vote sufficient without counting the vote of the common director; or

b. As to contracts or transactions not approved as provided in subsection a. of this Section, the contract or transaction is just and reasonable as to the corporation at the time it is authorized, approved, or ratified.

Notwithstanding the foregoing, this Section shall not apply to self-dealing transactions described in Section 1 of this Article above.

Section 5. Corporate Loans and Advances.

The corporation shall not make any loan of money or property to or guarantee the obligation of any director or officer, except as is expressly allowed under Section 5236 of the California Nonprofit Public Benefit corporation law; provided, however, the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of duties of such director or officer, provided that in the absence of such advance, such director or officer would be entitled to be reimbursed for such expenses by the corporation.

Section 6. General Public Agency Provisions Governing Certain Transactions.

Notwithstanding the foregoing Sections, nothing in this Article VI shall be construed to authorize any transaction otherwise prohibited by California Government Code Section 81000 *et seq.*, or other applicable laws.

ARTICLE VII Officers

Section 1. Officers.

The officers of this corporation shall be a president, one or more vice presidents, a secretary, and a chief financial officer. The corporation may also have, at the discretion of the Board, one or more assistant secretaries, one or more assistant treasurers, and such other officers as may be elected or appointed by the Board. Any number of offices may be held by the same person, except that neither the secretary nor the treasurer may serve concurrently as the president.

Section 2. Appointment of Officers.

Except as otherwise specified in Sections 3 and 9 of this Article, the officers of the corporation shall be chosen annually by the Board and each shall hold office until he or she shall resign or shall be removed or otherwise disqualified to serve, or his or her successor shall be elected and qualified.

Section 3. Subordinate Officers.

The Board may appoint and may empower the president to appoint such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in the bylaws or as the Board may from time to time determine.

Section 4. President.

The president is the chief executive officer of the corporation and has general supervision, direction and control of the business and affairs of the corporation. The president has the general management powers and duties usually vested in the office of president of a corporation, as well as such other powers and duties as may be prescribed from time to time by the Board.

Section 5. Vice President.

In the absence or disability of the president, vice president (or if more than one (1) vice president is appointed, in order of their rank as fixed by the Board or if not ranked, the vice president designated by the Board) shall perform all the duties of the president and when so acting shall have all the powers of, and be subject to all of the restrictions upon, the President. The vice presidents shall have such other powers and perform such other duties as the Board may prescribe from time to time.

Section 6. Secretary.

The secretary shall keep or cause to be kept, at the principal office of the corporation the State of California, the original or a copy of the corporation's Articles of Incorporation and bylaws, as amended to date, and a register showing the names of all Directors and their respective addresses. The secretary shall keep the seal of the corporation and shall affix the same on such papers and instruments as may be required in the regular course of business, but failure to affix it shall not affect the validity of any instrument. The secretary also shall keep or cause to be kept at the principal office, or at such other place as the Board may order, a book of minutes of all meetings of the Board and its committees, with the time and place of holding; whether regular or special; if special how authorized; the notice thereof given; the names of those present and absent; and the proceedings thereof. The secretary shall give or cause to be given notice of all the meetings of the Board required by these bylaws or by law to be given; shall keep the seal of the corporation in safe custody; shall see that all reports, statements and other documents required by law are properly kept or filed, except to the extent the same are to be kept or filed by the treasurer; and shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 7. Chief Financial Officer.

The chief financial officer shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts, disbursements, gains and losses. The books of account shall at all times be open to inspection by any Director. The chief financial officer shall deposit or cause to be deposited all monies and other valuables in the name and to the credit of the corporation in such depositories as may be designated by the Board. The chief financial officer shall disburse the funds of the corporation as shall be ordered by the Board, shall render to the President and the Directors, upon request, an account of all transactions as chief financial officer. The chief financial officer shall present an operating statement and report, since the last preceding board meeting, to the Board at all regular meetings. The chief financial officer shall have such other powers and perform such other duties as may be prescribed from time to time by the Board.

Section 8. Removal and Resignation.

Any officer may be removed, either with or without cause, by the Board at any time. In the case of an officer appointed by the President, the President shall also have the power of removal. Any such removal shall be without prejudice to the rights, if any, of the officer under any contract of employment. Any officer may resign at any time by giving written notice to the corporation, but without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party. Any such resignation shall take effect at the date of the receipt of such notice or at any later time specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 9. Vacancies.

A vacancy in any office because of death, resignation, removal, disqualification, or any other cause, shall be filled in the manner prescribed in the bylaws for regular election or appointment to such office, provided that such vacancies shall be filled as they occur and not on an annual basis.

ARTICLE VII 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.

Section 2. Other Indemnification.

No provision made by this corporation to indemnify its directors or officers for the defense of any proceeding, whether contained in the Articles of Incorporation, bylaws, a resolution of members or directors, an agreement, or otherwise, shall be valid unless consistent with this Article. Nothing contained in this Article shall affect any right to indemnification to which: (i) persons other than such directors and officers may be entitled by contract or under the provisions of the California Tort Claims Act; or (ii) such directors may be entitled under the provisions of the California Tort Claims Act; or (iii) either may otherwise be entitled.

ARTICLE IX Miscellaneous

Section 1. Fiscal Year.

The fiscal year of the corporation shall be a fiscal year ending June 30.

Section 2. Checks, Drafts.

All checks, drafts or other orders for payment of money, notes or other evidences of indebtedness issued in the name of or payable to the corporation and any and all securities owned

by or held by the corporation requiring signature for transfer shall be signed or endorsed by such person or persons and in such manner as from time to time shall be determined by the Board or the executive committee, if any, or by the President.

Section 3. Insurance.

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

**ARTICLE X
Effective Date and Amendments**

Section 1. Effective Date.

These bylaws and any amendments hereto shall become effective immediately upon their adoption by the vote of a majority of the Directors, unless the Board in adopting them provides that they are to become effective at a later date.

Section 2. Amendment of Bylaws.

The Board may adopt, amend, or repeal bylaws unless doing so would be a prohibited amendment under the California Corporations Code. Any amendment to these bylaws will require a majority vote of the authorized number of directors.

CERTIFICATE OF ADOPTION

I, the undersigned, do hereby certify that I am the Secretary of Tracy Learning Center and that the foregoing Second Restated Bylaws constitute the bylaws of said corporation as duly adopted by the corporation's Board of Directors on AUGUST, 2016.

Date: AUGUST 2016


Signature

Michael Gomara, Secretary

APPENDIX #4

CONFLICT OF INTEREST CODE

**CONFLICT OF INTEREST POLICY
OF
TRACY LEARNING CENTER**

**Article I
Purpose**

The purpose of this Conflict of Interest Policy is to protect the interests of Tracy Learning Center, a California nonprofit public benefit corporation (the "Corporation"), when it contemplates entering into a transaction or arrangement that might benefit the private interests of an officer, director, or any other person in a position of authority within the Corporation or might result in a possible excess benefit transaction as defined by Internal Revenue Code Section 4958. This Policy is intended to supplement but not replace any applicable state and federal laws governing conflicts of interest applicable to nonprofit organizations. In the event of any inconsistency with California law, California law shall prevail.

**Article II
Definitions**

1. Interested Person

Any director, principal officer, or member of a committee with board-delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the Corporation has entered into or proposes to enter into any transaction or arrangement;
- b. A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has entered into or proposes to enter into any transaction or arrangement; or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation entered into or proposes to enter into any transaction or arrangement.

However, notwithstanding the above and consistent with California Corporations Code Section 5233 regarding self-dealing transactions, a financial interest shall not include: (1) the compensation, typically director and officer stipends, per meeting fees and reimbursement of expenses, of a director as a director or officer of the Corporation; (2) a transaction which is part of a public or charitable program of the Corporation if it: (i) is approved or authorized by the Corporation in good faith and without unjustified favoritism; and (ii) 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 public or charitable program; or (3) a transaction, of which the interested director or

directors have no actual knowledge, and which does not exceed the lesser of 1 percent (1%) of the gross receipts of the Corporation for the preceding fiscal year or one hundred thousand dollars (\$100,000).

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate board or committee decides that a conflict of interest exists.

Article III Procedures

1. Duty to Disclose

In connection with any transaction or arrangement to which the Corporation is a party where there is an actual or possible conflict of interest, the interested person must disclose the existence and nature of his or her financial interest to the directors and members of committees with board-delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the potentially interested person, a determination must be made about whether an actual conflict of interest exists. The disinterested board or committee members shall determine on a case by case basis whether the disclosed interest constitutes an actual conflict of interest.

3. Procedures for Addressing the Conflict of Interest

a. If it is determined that there is a conflict of interest, the interested person may make a presentation at the board or committee meeting and may answer questions regarding factual information related to the transaction or arrangement. The interest person shall abstain from otherwise participating in any discussions and votes concerning the transaction or arrangement.

b. The chairperson of the board or committee may, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the board or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would give rise to a conflict of interest, the board or committee shall determine by a majority vote of the disinterested members whether the transaction or arrangement is in the Corporation's best interest, for the Corporation's own benefit, and whether the transaction or arrangement is fair and reasonable to the Corporation. In conformity with the above

determination, the board or committee shall make its decision as to whether to enter into the transaction or arrangement.

e. Notwithstanding the foregoing, compliance with the any of the approval procedures set forth in California Corporations Code Section 5233 regarding self-dealing transactions shall constitute compliance with this policy.

4. Violations of the Conflict of Interest Policy

a. If the board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the board or committee determines that the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV Records of Proceedings

The minutes of meetings of the board and all committees with board-delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any proposed alternatives, and a record of any votes taken in connection with the transaction or arrangement.

Article V Compensation

a. A voting member of the board who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation, except for compensation, typically director and officer stipends, per meeting fees and reimbursement of expenses, of a director as a director or officer of the Corporation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation, except for compensation as a director as a director or officer of the Corporation (typically director and officer stipends, per meeting fees and reimbursement of expenses).

c. No voting member of the board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI Annual Statements

Each director, principal officer and member of a committee with board delegated powers shall annually or upon taking office sign a statement that affirms such person:

- a. Has received a copy of the Conflict of Interest Policy;
- b. Has read and understands the Policy;
- c. Has agreed to comply with the Policy; and
- d. Understands that the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

Article VII Periodic Reviews

To ensure that the Corporation operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

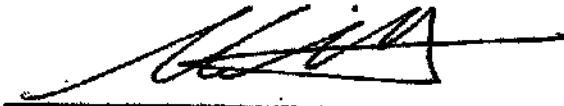
Article VIII Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the board of its responsibility for ensuring periodic reviews are conducted.

ACKNOWLEDGEMENT

By signing this document I acknowledge the following:

1. I have personally received the Tracy Learning Center's Conflict of Interest Policy;
2. I have read and I understand the Tracy Learning Center's Conflict of Interest Policy;
3. I understand that Tracy Learning Center is a nonprofit public benefit corporation and that, in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax exempt purposes;
4. I agree to comply with the Tracy Learning Center's Conflict of Interest Policy; and
5. I declare that I do do not have financial or other interests that would qualify me as an Interested Person as specified in the Tracy Learning Center's Conflict of Interest Policy


Signature

Michael Gomar
Name (please print)

1. 8. 19
Date

APPENDIX #5

THREE-YEAR BUDGET

Discovery Charter School
July 1 Budget
2020/21

		PY	July 1	July 1	Actuals to		Projected	Projected
		Estimated			Date	Account		
07/28/20		Actuals	Budget	Revision	through	Balance	Percent	2022-23
		2019-20	2020-21	2020-21	Oct 31			2021-22
Enrollment		369	380	380				380
Estimated ADA		356.45	364.96	356.45				367.08
COLA	Revenue	3.26%	1.02%	0.00%				0.00%
CPI	Expenses	3.09%	0.62%	0.98%				1.59%
								1.87%

Revenues

State and Local Revenues

LCFF Funding

8011000000000000	State Aid Entitlement Curr Yr	1,660,681	1,434,028	1,946,694	0	1,946,694	0.00	1,991,964	1,961,388
8012140000000000	Education Protection Account Fundin	590,336	611,614	301,780	0	301,780	0.00	308,985	308,985
8019000000000000	State Aid Entitlement-PY	-22,436	0	0	0	0	0.00	0	0
8019140000000000	Education Protection Account PY	4,597	0	0	0	0	0.00	0	0
8096000000000000	In-Lieu Tax Transfers-Curr Yr	832,568	854,430	831,719	0	831,719	0.00	855,017	884,550
8097000000000000	In-Lieu Tax Transfers-PY	17,839	0	0	0	0	0.00	0	0
Total LCFF Funding		3,083,585	2,900,072	3,080,193	0	3,080,193	0.00	3,155,966	3,154,923

Federal Revenues

8181331000000000	Other Federal Revenue-IDEA	0	46,125	46,125	0	46,125	0.00	47,500	47,500
8290000000000000	Other Federal Revenue	0	0	0	0	0	0.00	0	0
8290321500000000	Other Federal Revenue-GEER	0	0	9,200	0	9,200	0.00	0	0
8290322000000000	Other Federal Revenue- CR	0	0	95,342	0	95,342	0.00	0	0
8290403500000000	Other Fed Rev-Title IIA-Tchr Qua	5,911	5,911	5,911	0	5,911	0.00	6,087	6,087
8290420300000000	Other Fed Rev-Title III-EL	4,000	4,000	4,000	0	4,000	0.00	4,000	4,000
Total Federal Revenues		9,911	56,036	160,578	0	160,578	0.00	57,587	57,587

Other State Revenues

8550000000000000	Mandated Cost Reimb-Block	6,247	6,025	6,010	0	6,010	0.00	6,010	6,189
8550999900000000	Mandated Cost Reimb-Discr	0	0	0	0	0	0.00	0	0
8560110000000000	State Lottery Revenue-Non-Prop	57,409	57,109	55,845	0	55,845	0.00	55,845	57,510
8560630000000000	State Lottery Revenue-Prop 20	21,696	20,156	18,243	0	18,243	0.00	18,243	18,787
8590000000000000	Other State Revenues	65	65	65	0	65	0.00	89	89
8590623000000000	Other State Revenues-Prop 39	0	0	0	0	0	0.00	0	0
8590731100000000	Other State Revenues-Class Prof Dev	0	0	0	0	0	0.00	0	0
8590742000000000	Other State Revenues-GF	0	0	26,212	0	26,212	0.00	0	0
8590751000000000	Other State Revenues-Low Perform	0	0	0	0	0	0.00	0	0
Total Other State Revenues		85,417	83,355	106,374	0	106,374	0.00	80,186	82,575

Discovery Charter School
July 1 Budget
2020/21

07/28/20		PY	July 1	July 1	Actuals to		Projected	Projected
		Estimated	Budget	Budget	Date	Account		
		Actuals	2020-21	Revision	through	Balance	Percent	2022-23
		2019-20		2020-21	Oct 31			
Other Local Revenues								
86340000037000	Food Service Sales	96,504	138,128	138,128	0	138,128	0.00	100,904
86600000000000	Interest	5,000	5,000	5,000	0	5,000	0.00	5,000
86620000000000	Dividend Income	15,000	15,000	15,000	0	15,000	0.00	15,000
86640000000000	Gain/Loss on Investment	50,683	20,000	20,000	0	20,000	0.00	0
86980000000000	Donations	5,000	5,000	5,000	0	5,000	0.00	5,000
86989100000000	Donations- Parent Club	250	250	250	0	250	0.00	250
86989130000000	Donations-Science Camp	0	46,000	46,000	0	46,000	0.00	47,500
86989150000000	Donations-Field Trips	1,500	1,500	1,500	0	1,500	0.00	1,500
86990000000000	Other Local Revenues	20,000	15,000	15,000	0	15,000	0.00	15,000
86999100000000	Other Local Revenues-Spiritwear	2,000	500	500	0	500	0.00	500
86999110000000	Other Local Revenues-Athletics	7,500	7,500	7,500	0	7,500	0.00	7,600
86999120000000	Other Local Rev-General Fundraisin	25,000	19,000	19,000	0	19,000	0.00	19,000
86999125000000	Other Local Rev- Band	12,000	10,000	10,000	0	10,000	0.00	20,000
86999165000000	Other Local Rev- Garden Grant	0	0	0	0	0	0.00	0
86999220000000	Other Local Rev- Before/After	3,500	3,600	3,600	0	3,600	0.00	3,800
86999300000000	Other Local Rev- STRS Excess PY	1,106	0	0	0	0	0.00	0
87926500000000	All Other Transfers-Distr-SpEd	0	218,087	206,209	0	206,209	0.00	218,451
	Total Other Local Revenues	245,043	504,565	492,687	0	492,687	0.00	459,505
	Total Revenues	3,423,956	3,544,027	3,839,832	0	3,839,832	0.00	3,754,590

Discovery Charter School
July 1 Budget
2020/21

07/28/20		PY	July 1	July 1	Actuals to	Account	Percent	Projected	Projected
		Estimated	July 1	Budget	Date				
		Actuals	Budget	Revision	through	Balance		2021-22	2022-23
		2019-20	2020-21	2020-21	Oct 31				
Expenses									
Certificated Salaries									
Teacher Salaries									
110100001110000	Teacher Salaries-Regular	575,623	453,765	795,713	0	795,713	0.00	1,153,338	1,153,338
110111001110000	Teacher Salaries-Reg-Lottery	57,409	57,109	55,845	0	55,845	0.00	0	0
110114001110000	Teacher Salaries-Reg-EPA	590,336	611,614	301,780	0	301,780	0.00	0	0
110140350111000	Teacher Salaries-Reg-Title II	0	0	0	0	0	0.00	0	0
110133105711201	Teacher Salaries-SpEd-IDEA	0	46,125	46,125	0	46,125	0.00	47,500	47,500
110165005711201	Teacher Salaries-SpEd	0	36,297	36,297	0	36,297	0.00	34,922	34,922
110165005711901	Teacher Salaries-SpEd-Speech	0	13,500	13,500	0	13,500	0.00	13,500	13,500
110199980111000	Teacher Salaries-Reg-LCAP	0	0	0	0	0	0.00	0	0
110200001110000	Teacher Salaries-Substitute	38,000	33,200	33,200	0	33,200	0.00	35,000	37,000
110262641110000	Teacher Salaries-Sub-Ed Effect	0	0	0	0	0	0.00	0	0
110300001110000	Teacher-Medical Stipend	6,000	4,800	4,800	0	4,800	0.00	4,800	4,800
110500001110000	Teacher Stipend	10,000	10,000	10,000	0	10,000	0.00	10,000	10,000
110540351110000	Teacher Stipend-Title II	2,000	2,000	2,000	0	2,000	0.00	0	0
110573921110000	Teacher Stipend-BTSA	2,500	2,500	2,500	0	2,500	0.00	4,500	4,500
110593001110000	Teacher Stipend-STRS Excess Cont	171	171	171	0	171	0.00	0	0
	Total Teacher Salaries	1,282,039	1,271,081	1,301,931	0	1,301,931	0.00	1,303,560	1,305,560
Certificated Pupil Support Salaries									
121000001131100	Certificated Counselor Salary	0	67,500	67,500	0	67,500	0.00	67,500	67,500
121099981131100	Certificated Counselor Salary-LCAP	75,000	0	0	0	0	0.00	0	0
121300001131100	Cert Counselor-Medical Stipend	2,400	2,400	2,400	0	2,400	0.00	2,400	2,400
	Total Administrator Salaries	77,400	69,900	69,900	0	69,900	0.00	69,900	69,900
Administrator/Supervisor Salaries									
131100001127000	Principal Salaries-Regular	59,740	53,766	53,766	0	53,766	0.00	53,766	53,766
131300001127000	Principal- Medical Stipend	960	960	960	0	960	0.00	960	960
131500001127000	Cert Director of School Accountabilit	0	21,275	21,275	0	21,275	0.00	21,275	21,275
132000001121000	Cert Coordinator-Regular	22,023	14,513	14,513	0	14,513	0.00	14,513	14,513
132000001121300	Technology Coordinator-Regular	27,833	50,099	50,099	0	50,099	0.00	50,099	50,099
	Total Administrator Salaries	110,555	140,612	140,612	0	140,612	0.00	140,612	140,612
Other Certificated Salaries									
	Total Other Certificated Salaries								
	Total Certificated Salaries	1,469,995	1,481,592	1,512,442	0	1,512,442	0.00	1,514,071	1,516,071

Discovery Charter School
July 1 Budget
2020/21

		PY	July 1	July 1	Actuals to			Projected	Projected
		Estimated	July 1	Budget	Date	Account	Percent	2021-22	2022-23
07/28/20		Actuals	Budget	Revision	through	Balance			
2019-20		2019-20	2020-21	2020-21	Oct 31				
Classified Salaries									
Paraeducator Salaries									
210100001110000	Class Teach/Inst Aide Sal-Reg	68,000	76,861	73,868	0	73,868	0.00	127,780	127,780
210175101110000	Class Teach/Inst Aide Sal-Low Perfo	100,963	50,919	53,912	0	53,912	0.00	0	0
210199981110000	Class Teach/Inst Aide Sal-Reg	36,000	0	0	0	0	0.00	0	0
210165005711300	Class Teach/Inst Aide Sal-SpEd	0	16,562	16,562	0	16,562	0.00	16,562	16,562
210200001110000	Class Teach/Inst Aide Sal-Sub	2,000	2,000	2,000	0	2,000	0.00	2,000	2,000
210300001110000	Class Teach/Inst Aide-Med Stip	5,800	4,800	4,800	0	4,800	0.00	4,800	4,800
210365005711300	Class Teacher-SpEd-Med Stipend	0	960	960	0	960	0.00	0	0
210500001110000	Class Teach/Inst Aide Stipend	3,000	3,000	3,000	0	3,000	0.00	3,000	3,000
211000001110000	Class Academic Coach-Sal-Reg	3,962	4,400	4,400	0	4,400	0.00	4,400	4,400
Total Paraeducator Salaries		219,725	159,502	159,502	0	159,502	0.00	158,542	158,542
Support Services Salaries									
220100001137000	Food Services Salaries-Regular	60,243	66,605	66,605	0	66,605	0.00	66,605	66,605
220300001137000	Food Services-Medical Stipend	40	0	0	0	0	0.00	0	0
221100001181000	Maintenance Salaries-Regular	31,333	46,393	46,393	0	46,393	0.00	46,393	46,393
221300001181000	Maintenance-Medical Stipend	1,150	1,200	1,200	0	1,200	0.00	1,200	1,200
Total Support Services Salaries		92,765	114,198	114,198	0	114,198	0.00	114,198	114,198
Supervisor Salaries									
230100000072000	Class Admin Salaries-Regular	29,100	26,190	26,190	0	26,190	0.00	26,190	26,190
230100001121000	Class CELDT Coord Salary	50,669	32,400	32,400	0	32,400	0.00	32,400	32,400
230199981121000	Class CELDT Coord Salary-LCAP	0	0	0	0	0	0.00	0	0
2303000000072000	Class Admin-Medical Stipend	720	720	720	0	720	0.00	720	720
232100001181000	Class Supervisor Salareis-Regular	32,148	28,933	28,933	0	28,933	0.00	28,933	28,933
232300001181000	Class Super-Medical Stipend	160	0	0	0	0	0.00	0	0
Total Supervisor Salaries		112,797	88,243	88,243	0	88,243	0.00	88,243	88,243
Office/Technical Salaries									
240100001127000	Cler/Office/Tech Salaries-Reg	111,986	98,903	98,903	0	98,903	0.00	98,903	98,903
240300001127000	Cler/Office/Tech-Medical Stip	1,200	960	960	0	960	0.00	960	960
240500001127000	Cler/Office/Tech-Stipend	0	0	0	0	0	0.00	0	0
Total Office/Technical Salaries		113,186	99,863	99,863	0	99,863	0.00	99,863	99,863
Other Classified Services									
29010001110000	Other Classified Salaries	0	0	0	0	0	0.00	0	0
Total Other Classified Salaries		0	0	0	0	0	0.00	0	0
Total Classified Salaries		538,473	461,806	461,806	0	461,806	0.00	460,846	460,846
Total Salaries		2,008,467	1,943,399	1,974,249				1,974,918	1,976,918

Discovery Charter School
July 1 Budget
2020/21

	PY Estimated Actuals 2019-20	July 1 Budget 2020-21	July 1 Budget Revision 2020-21	Actuals to Date through Oct 31	Account Balance	Percent	Projected 2021-22	Projected 2022-23
07/28/20								
Employee Benefits								
STRS/PERS								
Total STRS/PERS	338,552	328,133	333,115	0	333,115	0.00	347,509	391,925
OASDI/Medicare								
Total OASDI/Medicare	71,335	62,151	62,598	0	62,598	0.00	57,209	57,238
Health and Welfare								
Total Health and Welfare	243,264	275,167	275,167	0	275,167	0.00	283,422	291,925
Unemployment Insurance								
Total Unemployment Insurance	5,447	5,414	5,430	0	5,430	0.00	4,487	4,488
Workers' Compensation								
Total Workers' Compensation	19,597	19,969	20,287	0	20,287	0.00	21,294	22,382
Other Benefits								
Total Other Benefits								
Total Employee Benefits	678,194	690,834	696,597	0	696,597	0.00	713,922	767,958

Discovery Charter School
July 1 Budget
2020/21

		PY	July 1	July 1	Actuals to			Projected	Projected
		Estimated	July 1	Budget	Date	Account		2021-22	2022-23
07/28/20		Actuals	Budget	Revision	through	Balance	Percent		
2019-20		2019-20	2020-21	2020-21	Oct 31				
Books and Supplies									
Books/Reference									
411000011110000	Textbooks/Core Curricula	2,900	5,000	5,000	0	5,000	0.00	2,500	2,500
411099981110000	Textbooks/Core Curricula-LCAP	0	0	0	0	0	0.00	0	0
421000011110000	Books/Reference Materials	0	0	0	0	0	0.00	0	0
Total BooksReference		2,900	5,000	5,000	0	5,000	0.00	2,500	2,500
Instructional Materials/Supplies									
431000011110000	Instruct Materials/Supplies	13,600	15,000	15,000	0	15,000	0.00	15,000	15,500
431032201110000	Instruct Materials/Supplies-CR	0	0	66,739	0	66,739	0.00	0	0
431042031110000	Instruct Materials/Supplies-Title III	4,000	4,000	4,000	0	4,000	0.00	4,000	4,000
431063001110000	Instruct Materials/Supplies-Prop 20	21,696	20,156	18,243	0	18,243	0.00	18,243	18,787
431065005711300	Instruct Materials/Supplies-Sp Ed	100	10,000	10,000	0	10,000	0.00	10,000	10,000
431091301110000	Instruct Materials/Supplies-Science C	0	0	0	0	0	0.00	0	500
431099981110000	Instruct Materials/Supplies-LCAP	0	0	0	0	0	0.00	0	0
431099991110000	Instruct Materials/Supplies-Discr	0	0	0	0	0	0.00	0	0
Total Instructional Materials/Supplies		39,396	49,156	113,982	0	113,982	0.00	47,243	48,787
Supplies/Stores									
431191011110000	Other Mtls/Supplies-Spiritwear	1,500	500	500	0	500	0.00	500	500
431500011110000	Technology Materials/Supplies	0	57,000	57,000	0	57,000	0.00	57,000	57,000
431532151110000	Technology Materials/Supplies-GEEI	0	0	9,200	0	9,200	0.00	0	0
431574201110000	Technology Materials/Supplies-GF	0	0	26,212	0	26,212	0.00	0	0
431599981110000	Technology Mtls/Supplies-LCAP	40,000	0	0	0	0	0.00	0	0
432000001127000	All Other Materials/Supplies	8,000	12,000	12,000	0	12,000	0.00	12,000	12,000
432000001137000	All Other Materials/Supplies- Food S	4,300	6,800	6,800	0	6,800	0.00	7,000	7,000
432000001181000	All Other Materials/Supplies	20,000	20,000	20,000	0	20,000	0.00	18,000	18,000
432032201181000	All Other Materials/Supplies-CR	0	0	28,603	0	28,603	0.00	0	0
432500001127000	Fundraising Materials/Supplies	19,000	19,000	19,000	0	19,000	0.00	20,000	20,000
432600001127000	Fundraising Mtls/Sup-Athletics	0	0	0	0	0	0.00	0	0
Total Supplies/Stores		92,800	115,300	179,315	0	179,315	0.00	114,500	114,500

Discovery Charter School
July 1 Budget
2020/21

		PY	July 1	July 1	Actuals to			Projected	Projected
		Estimated	July 1	Budget	Date	Account		2021-22	2022-23
07/28/20		Actuals	Budget	Revision	through	Balance	Percent		
		2019-20	2020-21	2020-21	Oct 31				
Non-Capitalized Cptr/Equip									
441000001110000	Non-Capitalized Furniture/Equipme	5,432	1,000	1,000	0	1,000	0.00	3,000	3,000
441000001127000	Non-Capitalized Furniture/Equipme	1,000	1,000	1,000	0	1,000	0.00	2,000	2,000
441000001137000	Non-Capitalized Furniture/Equipme	0	0	0	0	0	0.00	0	0
441000001181000	Non-Capitalized Furniture/Equipme	0	0	0	0	0	0.00	0	0
441065005711300	Non-Capitalized Furniture/Equipme	0	0	0	0	0	0.00	0	0
441099981110000	Non-Capitalized Furniture/Equip-LC	0	0	0	0	0	0.00	0	0
442000001110000	Non-Capitalized Computers	0	0	0	0	0	0.00	0	0
442099981110000	Non-Capitalized Computers-LCAP	0	0	0	0	0	0.00	0	0
442000001127000	Non-Capitalized Computers	0	0	0	0	0	0.00	0	0
442000001137000	Non-Capitalized Computers	0	0	0	0	0	0.00	0	0
442591351110000	Non-Capitalized Theater Equip/Supp	0	0	0	0	0	0.00	0	0
443000001100000	Non-Capital Music Equip/Supp	13,007	10,000	10,000	0	10,000	0.00	20,000	20,000
444000001110000	Non-Capitalized Athletic Equipment	7,500	7,500	7,500	0	7,500	0.00	7,600	7,600
Total Non-Capitalized Equipment		26,939	19,500	19,500	0	19,500	0.00	32,600	32,600
Non-Capaltized Fixed Assets									
Total Non-Capaltized Fixed Assets		0	0	0	0	0	0.00	0	0
Food Service Supplies									
470000001137000	Food Service Expenditures	63,060	86,241	86,574	0	86,574	0.00	61,772	63,058
Total Food Service Supplies		63,060	86,241	86,574	0	86,574	0.00	61,772	63,058
Total Books and Supplies		225,094	275,197	404,370	0	404,370	0.00	258,615	261,445
Services/Operating Expenses									
Subagreements for Services									
510062301184002	Subagreements for Services-Prop 39	0	0	0	0	0	0.00	0	0
Total Subagreements for Services		0	0	0	0	0	0.00	0	0
Travel/Conferences									
523000011110000	Travel/Employee Education	0	0	0	0	0	0.00	0	0
523000001127000	Travel/Employee Education	0	0	0	0	0	0.00	0	0
Total Travel/Conferences		0	0	0	0	0	0.00	0	0
Dues/Memberships									
531000001127000	Dues and Memberships	1,247	2,000	2,000	0	2,000	0.00	2,000	2,000
Total Dues/Memberships		1,247	2,000	2,000	0	2,000	0.00	2,000	2,000

Discovery Charter School
July 1 Budget
2020/21

07/28/20		PY Estimated Actuals 2019-20	July 1 Budget 2020-21	July 1 Budget Revision 2020-21	Actuals to Date through Oct 31	Account Balance	Percent	Projected 2021-22	Projected 2022-23
Insurance									
540000001127000	Insurance	27,324	30,400	30,400	0	30,400	0.00	30,883	31,461
540000001127000	Insurance-PY Workman's Comp	0	0	0	0	0	0.00	0	0
Total Insurance		27,324	30,400	30,400	0	30,400	0.00	30,883	31,461
Operations/Housekeeping									
550000001181000	Operations and Housekeeping	56,000	56,000	56,000	0	56,000	0.00	56,890	57,954
Total Operations/Housekeeping		56,000	56,000	56,000	0	56,000	0.00	56,890	57,954
Rentals/Leases/Repairs									
560500001187000	Event Rentals	0	2,500	2,500	0	2,500	0.00	2,500	2,500
561000001127000	Equipment Rental	11,000	11,200	11,200	0	11,200	0.00	9,000	9,200
561000001137000	Equipment Rental	0	0	0	0	0	0.00	0	0
561000001181000	Equipment Rental	0	0	0	0	0	0.00	0	0
561500001187000	Portable Rental/Installation	0	0	0	0	0	0.00	0	0
562000001187000	Property/Building Rental	61,672	58,001	61,604	0	61,604	0.00	63,119	63,098
562500001187000	Storage Rental	1,838	2,000	2,000	0	2,000	0.00	1,600	1,700
563000001187000	Property/Building Repair	8,000	15,000	15,000	0	15,000	0.00	5,000	5,000
563099981187000	Property/Building Repair-LCAP	0	0	0	0	0	0.00	0	0
564000001187000	Property/Building Maintenance	966	2,000	2,000	0	2,000	0.00	2,000	2,000
Total Rentals/Leases/Repairs		83,476	90,701	94,304	0	94,304	0.00	83,219	83,498

Discovery Charter School
July 1 Budget
2020/21

		PY	July 1	July 1	Actuals to			Projected	Projected
		Estimated	July 1	Budget	Date	Account		2021-22	2022-23
07/28/20		Actuals	Budget	Revision	through	Balance	Percent		
		2019-20	2020-21	2020-21	Oct 31				
Professional Services									
58060000073000	ARI Administration Contract	41,494	60,752	60,752	0	60,752	0.00	44,746	45,582
581091301110000	Science Camp Expenses	0	45,500	45,500	0	45,500	0.00	0	47,000
581091501110000	Field Trip Tickets/Fees	1,501	5,000	5,000	0	5,000	0.00	5,000	5,000
581099981110000	Field Trip Tickets/Fees-LCAP	0	0	0	0	0	0.00	0	0
582000000076000	Other Gov Fees/Chgs-Oversight	30,836	29,001	30,802	0	30,802	0.00	31,560	31,549
583000001127000	Advertising/Employment Fees	783	1,500	1,500	0	1,500	0.00	1,500	1,500
585000001127000	Legal Services Contracts	8,000	14,000	14,000	0	14,000	0.00	10,000	10,000
585100001131400	Other Svcs-Psychology Assess	0	4,000	4,000	0	4,000	0.00	4,000	4,000
585200000071910	Audit Services Contracts	6,436	7,200	7,200	0	7,200	0.00	5,303	5,402
585800001110000	Other Svcs/Operating Expenses	12,000	13,500	13,500	0	13,500	0.00	15,000	15,000
585800001127000	Other Svcs/Operating Expenses	7,800	7,200	7,200	0	7,200	0.00	5,945	6,000
585800001137000	Other Svcs/Operating Expenses-FS	0	0	0	0	0	0.00	0	0
585800001181000	Other Svcs/Operating Expenses	0	0	0	0	0	0.00	0	0
585865005711900	Oth Svcs-SpEd-Behavioral Interventi	0	57,000	57,000	0	57,000	0.00	57,000	57,000
585865005731200	Oth Svcs-SpEd-Psychological	0	57,000	57,000	0	57,000	0.00	57,000	57,000
585891001127000	Other Svcs/Operating Exp-Spiritwea	0	0	0	0	0	0.00	0	0
585891101100000	Other Svcs/Operating Exp-Athletic F	0	0	0	0	0	0.00	0	0
585899981110000	Other Svcs/Op Expenses-LCAP	0	0	0	0	0	0.00	0	0
586000001127000	Other Svcs/Op Exp-Payroll Processin	7,594	7,822	7,822	0	7,822	0.00	5,648	5,754
586100001127000	Other Svcs/Op Exp-Admin Fees-Inve	10,250	10,250	10,250	0	10,250	0.00	10,500	10,750
586200001127000	Wage Settlement	61,000	0	0	0	0	0.00	0	0
587000001127000	Printing Expense	7,480	7,600	7,600	0	7,600	0.00	5,539	5,568
587100001127000	Property Tax Expenses	0	0	0	0	0	0.00	0	0
587500001110000	Staff Development Expense	16,000	20,000	20,000	0	20,000	0.00	20,000	20,000
587500001127000	Staff Development Exp-Admin	4,000	4,000	4,000	0	4,000	0.00	2,000	2,000
587500001137000	Staff Development Exp-Food Svc	0	0	0	0	0	0.00	0	0
587540351110000	Staff Development Exp-Title II	3,911	3,911	3,911	0	3,911	0.00	5,911	5,911
587573111110000	Staff Development Exp-Class Prof Dc	781	0	0	0	0	0.00	0	0
587573921110000	Staff Development Exp-BTSA	0	2,000	2,000	0	2,000	0.00	0	0
587599981110000	Staff Development Exp-LCAP	0	0	0	0	0	0.00	0	0
588500001110000	Substitute Expense	8,000	7,200	7,200	0	7,200	0.00	0	0
Total Professional Services		227,866	364,436	366,237	0	366,237	0.00	286,652	335,016
Communications									
591000001127000	Postage and Shipping	2,800	2,500	2,500	0	2,500	0.00	2,175	2,225
592000001127000	Internet Services	1,000	1,000	1,000	0	1,000	0.00	725	750
593000001127000	Telephone/Cell Phones	12,100	11,600	11,600	0	11,600	0.00	8,700	8,800
Total Communications		15,900	15,100	15,100	0	15,100	0.00	11,600	11,775
Total Services/Operating Expenses		411,813	558,637	564,041	0	564,041	0.00	471,244	521,704

Discovery Charter School
July 1 Budget
2020/21

07/28/20		PY	July 1	July 1	Actuals to	Account	Percent	Projected	Projected
		Estimated	Budget	Budget	Date				
		Actuals	2020-21	Revision	through	Balance		2021-22	2022-23
		2019-20		2020-21	Oct 31				
Capital Outlay									
617000001185000	Sites/Improvement of Sites	0	0	0	0	0	0.00	0	0
640000001110000	Capitalized Equipment-Instr-	0	0	0	0	0	0.00	0	0
690000001110000	Depreciation Expense	9,649	9,649	9,649	0	9,649	0.00	7,833	0
	Total Capital Outlay	9,649	9,649	9,649	0	9,649	0.00	7,833	0
Other Outgo									
714165005092000	SPED Encroachment	169,036	0	0	0	0	0.00	0	0
7141650050920P0	SPED Encroachment-Prior Year	0	0	0	0	0	0.00	0	0
	Total Other Outgo	169,036	0	0	0	0	0.00	0	0
	Total Expenses	3,502,254	3,477,716	3,648,906	0	3,648,906	0.00	3,426,532	3,528,025
Other Sources and Uses									
Other Sources									
8979000000000000	All Other Financing Sources	0	0	0	0	0	0.00	0	0
8980000000000000	Contrib from Unrestr Resource	-169,136	0	0	0	0	0.00	0	0
8980650000000000	Contrib from Unrestr Res-SpEd	169,136	0	0	0	0	0.00	0	0
	Total Other Sources	0	0	0	0	0	0.00	0	0
Other Uses									
7438000000091000	Debt Svcs Interest Payments	0	0	0	0	0	0.00		
7439000000091000	Debt Svcs Principal Payments	0	0	0	0	0	0.00		
7699000000091000	All Other Financing Uses	0	0	0	0	0	0.00	0	0
	Total Other Uses	0	0	0	0	0	0.00	0	0
	Total Other Sources and Uses	0	0	0	0	0	0.00	0	0
	Net Increase/Decrease in Fund Balan	-78,298	66,312	190,926	0	190,926		275,976	226,565
	Year End Reclassification to FASB	0	0	0				0	0
	Year End Net Increase/Decrease in F	-78,298	66,312	190,926				275,976	226,565
Fund Balance									
9791000000000000	Beginning Fund Balance/Net Assets	2,233,199	2,154,901	2,154,901				2,345,827	2,621,802
	Ending Net Assets	2,154,901	2,221,213	2,345,827				2,621,802	2,848,368

APPENDIX #6

STUDENT APPLICATION FORMS

TRACY LEARNING CENTER K-8 APPLICATION FOR ADMISSION



All applications are accepted for current grade only * Complete one application for each student* Do not disenroll from your current school until you have received an acceptance from the Director of Admissions * **Must submit current test scores, current report card, discipline records, and attendance records with application** * **Incomplete applications will not be accepted** * We do not pre-enroll students * Kindergarten applications will be accepted beginning the month of February of each year *

Student Information (Please Print)

Student's Legal Last Name	Student's Legal First Name	MI	Gender	Current Grade
Birth Date	Birth City	Birth State	Birth Country	
Current School Attended	Student e-mail Address @		Date of Application	

Parent/Guardian Information (Please Print)

Parent/Guardian #1 Name	Home Phone Number	Cellular Phone Number
Relationship to Student	e-mail Address @	
Home Address	City	State Zip Code
Parent/Guardian #2 Name	Home Phone Number	Cellular Phone Number
Relationship to Student	e-mail Address @	
Home Address	City	State Zip Code

Please list ALL of the students' siblings that currently attend Primary Charter, Discovery Charter, and/or Millennium High School

Name	Current School/Grade	Name	Current School/Grade

Please list ALL of the students' siblings are on the waiting list for attend Primary Charter, Discovery Charter, and/or Millennium High School

Name	Current School/Grade	Name	Current School/Grade

TRACY LEARNING CENTER K-8 APPLICATION FOR ADMISSION

All applicants must complete special education questions 1 and 2 below:

1. Has your child ever been referred and/or evaluated to receive special education services such as Speech, RSP, SDC, or a 504 Plan? ☐ No ☐ Yes
2. Has your student ever attended Special Education Class? ☐ No ☐ Yes

If yes to either question 1 or 2 above, please complete questions 1-5 below:

1. Does your child have a current/active IEP? ☐ No ☐ Yes
2. Which type of service did your child attend? (Check all that apply)
Speech ☐ RSP ☐ SDC ☐ Other: _____
3. What was the last date your child was in special education class or received services? ____/____/____
4. School name and address of where special education referral, assessment or IEP was developed?

5. Date of most recent IEP: ____/____/____ **Attach a copy of your student's most recent IEP with this application**

Has your child ever been expelled or pending expulsion from a school? ☐ No ☐ Yes

If yes, name of school: _____

How did you hear about the Tracy Learning Center Schools? _____

The Tracy Learning Center admits students of any race, color, or ethnic origin, and from any geographical region, to all the rights, Privileges, programs, and activities generally accorded or made available to students at the school. The Tracy Learning Center does Not discriminate on the basis of race, color, or ethnic origin in the administration of its educational policies or in other school administered programs.

I certify that all information provided in this application is true, accurate, and complete. I understand that if my child is enrolled, my having given false or misleading information in of my application form or having omitted significant information may result in the discharge of my child from the school.

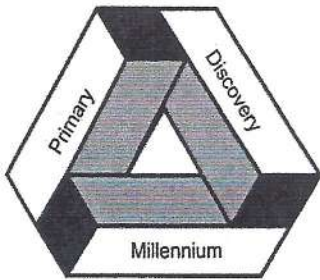
Parent/Guardian Signature

____/____/____
Date

OFFICE USE ONLY BELOW THIS LINE

Birth Certificate	<input type="checkbox"/>	Discipline Records	<input type="checkbox"/>
Immunizations	<input type="checkbox"/>	Current State Test Results	<input type="checkbox"/>
Current Report Card	<input type="checkbox"/>	Attendance Report	<input type="checkbox"/>
Current IEP (if applies)	<input type="checkbox"/>	Date Received	____/____/____
Received by: _____			

TRACY LEARNING CENTER K-8 SOLICITUD DE ADMISIÓN



Todas las solicitudes son aceptadas para el grado actual solamente * Complete una solicitud por cada estudiante no se salga de la escuela actual hasta que haya recibido una aceptación de la Directora de Admisiones * Debe presentar los resultados actuales de exámenes, calificaciones actuales, registros de disciplina, registros de asistencia, , las aplicaciones incompletas no serán aceptadas * No preinscribimos estudiantes de Kindergarten * Aplicaciones serán aceptadas a partir del mes de Febrero de cada año.

Informacion del Estudiante (letra de molde)

Apellido Legal del Estudiante	Primer Nombre Legal del Estudiante	Inicial	M o H	Grado Actual
Fecha de Nacimiento	Ciudad de Nacimiento	Estado de Nacimiento	País de Nacimiento	
Escuela Actual	Correo Electrónico del Estudiante	Fecha de Aplicación		

Padres/Guardianes (letra de molde)

Nombre de Padre / Guardián #1	Numero Telefónico	Numero de Celular
Relación con el Estudiante	Correo Electrónico	
Dirección	Ciudad	Estado
		Código Postal
Nombre de Padre / Guardián #2	Número Telefónico	Numero de Celular
Relación con el Estudiante	Correo Electrónico	
Dirección	Ciudad	Estado
		Código Postal

Escriba los nombres de todos los hermanos de los estudiantes que actualmente asisten a, Primary , Discovery, o a Millennium.

Nombre	Escuela actual y Grado	Nombre	Escuela actual y Grado

Escriba los nombres de todos los hermanos de los estudiantes que están en la lista de espera para asistir , a Primary , Discovery, o a Millennium

Nombre	Escuela actual y Grado	Nombre	Escuela Actual y Grado

TRACY LEARNING CENTER K-8 SOLICITUD DE ADMISIÓN

Todos los solicitantes deben completar las preguntas de educación especial 1 y 2 siguientes:

1. ¿Su niño ha sido referido o evaluado para recibir educación especial servicios tales como el habla, RSP, SDC, o un plan 504? ☐ No ☐ Si
2. ¿Su estudiante ha asistido a clase de Educación Especial? ☐ No ☐ Si

Si respondió Si en cualquiera de las preguntas 1 y 2 anteriores, por favor responda las preguntas 1-5 abajo:

1. ¿Su hijo tiene un IEP actual / activo? ☐ No ☐ Si
2. ¿Qué tipo de servicio asistió su hijo? (Marque todos los que apliquen)
Habla ☐ RSP ☐ SDC ☐ Otro: _____
3. ¿Cuál fue la última fecha en que su hijo estaba en la clase de educación especial o servicios recibidos? ____/____/____
4. Nombre de la escuela y la dirección de referencia, donde la educación especial, evaluación o IEP se desarrolló

5. Fecha del IEP más reciente: ____/____/____ Adjunte una copia del IEP más reciente de su hijo con esta aplicación

¿Su hijo ha sido expulsado o está pendiente de expulsión de una escuela? ☐ No ☐ Si

En caso afirmativo, nombre de la escuela: _____

¿Cómo se enteró acerca de Tracy Learning Center? _____

Tracy Learning Center admite estudiantes de cualquier raza, color u origen étnico, y de cualquier región geográfica, a todos los derechos, Privilegios, programas y actividades generalmente acordadas o disponibles para los estudiantes de la escuela. Tracy Learning Center No discrimina en base a raza, color u origen étnico en la administración de sus políticas educativas o en otra escuela de programas administrados.

Yo certifico que toda la información en esta solicitud es verdadera, exacta y completa. Entiendo que si mi hijo está inscrito, el tener información falsa o engañosa en mi solicitud o de haber omitido información importante puede resultar en el desempeño de mi hijo de la escuela.

Firma de Padre/Guardian

____/____/____
Fecha

USO DE LA OFICINA SOLAMENTE POR DEBAJO DE ESTA LÍNEA

Birth Certificate ☐

Immunizations ☐

Current Report Card ☐

Current IEP (if applies) ☐

Discipline Records ☐

Current State Test Results ☐

Attendance Report ☐

Date Received ____/____/____

Received by: _____

APPENDIX #7

Job Descriptions

Executive Director

Position Summary:

Under the supervision of the Executive Director serves as her assistant interfacing with staff, parents and students as the first line of contact. This position is 215 days, 8 hours per day.

Essential Functions:

- Main receptionist for the office
- Maintains Executive Director's calendar
- Oversight of daily attendance and recording
- Assists with the functions of all discipline issues
- Administers first aid and all medical aspects of school community
- Oversight of all safety drills and backup material
- Implements school picture day
- Maintains parent volunteer lists and clearance provisions
- Authors weekly Charter Chatter Newsletter
- Train and supervise the office assistant

Education:

Nursing background and experienced in public relations.

Skills and Qualifications:

1. Knowledge of Attendance Software
2. Ability to operate standard office equipment
3. Ability to make independent decisions
4. Knowledge of Ed Codes
5. Ability to maintain working relationships with those contacted in the course of work
6. Strong interpersonal skills

Tracy Learning Center

Middle School Counselors

Position Summary

The counselors primary function is to guide and direct the academic success of middle school students. Communicate with the school leaders for effective coordination. Report directly to the Executive Director

Essential Functions

- Coordinate the community service hours
- Oversee changes in student schedules or group level
- Coordinate SST and IEP meetings
- Participate in all Restorative Justice Meetings
- Allow time for personal student counseling
- Ensure student progress toward middle school completion through frequent transcript review and grade monitoring
- Meet with parents as needed
- Implement CJSF club
- Meet with new students (grade 5 and others entering after the school year begins for a smooth transition)
- Help design the middle school master schedule
- Meet with students needing behavioral intervention
- Other duties as assigned

Skills and Qualifications

- Pupil Personnel Services Credential
- Previous counseling experience
- Master's degree
- Excellent verbal and written communication skills
- Work independently
-

Tracy Learning Center

JOB DESCRIPTION

Position Title: Director of Admissions and Records

Position Summary:

Under the supervision of the Executive Director serves as the Director for student admissions and records of the Tracy Learning Center; to perform complex and responsible administrative business services; to perform record keeping, census, reports, and various clerical duties. The position is 215 days, 8 hours per day.

Essential Functions (for all three schools):

Manage the student information data system (AERIES)

Manage student records

Enrollment management

Generate annual Staff and Student calendar

Prepare all forms for student enrollment/transfers/withdrawal

Print, mail, and file all report cards

Process and generate work permits for students

Responsible for District, State and Federal reports

Education and Experience:

Ability to carry out oral and written directions, read, writes, and speaks at a level sufficient to fulfill the duties to be performed. Bachelor's degree or equivalent required.

Skills and Qualifications:

1. Knowledge of intermediate to advanced elements of correct English usage, grammar, spelling, punctuation, and vocabulary.
2. Knowledge of office methods and procedures, including letter and report writing.
3. Knowledge of receptionist and telephone techniques.
4. Knowledge of computer skills, including, but not limited to Microsoft Word and Excel.
5. Ability to operate standard office equipment.
6. Ability to perform responsible clerical work requiring independent judgment with speed and accuracy.
7. Ability to make independent decisions.
8. Must possess strong interpersonal skills.
9. Ability to maintain cooperative working relationships with those contacted in the course of work.

Work Environment:

Employees in this position will be required to work indoors in a standard office environment and come in direct contact with students, school site staff, and the public.

Revised 5/1/18

Tracy Learning Center Job Description

Position Title: Director of Continuous School Improvement

Position Summary:

The Director will work with the Executive Director in the development of the SARC's for each school, the District visits reports, and any charter renewals. In addition, the Director will support or help develop all school action plans and become an oversight officer of the implementation of school plans. Finally, the Director and Executive Director will develop the LCAP plans for each school each year.

Education and Experience:

- Master Degree: Educational Leadership
- Administrative Credential
- Five years teaching experience
- Director of Human Resources

TRACY LEARNING CENTER

Job Description

Position Title: Director of Facilities

Position Summary:

Under the direct supervision of the Executive Director, is responsible for the maintenance of the school campus, its security, and directly supervises all custodial personnel.

Essential Functions:

- Works with Executive Director
- Works with Administrative assistant to the Director in regards to health and safety issues as well as security issues that arise
- Works with and oversees projects with vendors and Tracy Unified that are conducting special projects to the site as well as Deferred Maintenance projects.
- Accepts and obtains cost and bids pertaining to projects for Tracy Learning Center
- Works with the City on issues that arise regarding issues to the site as well as street and traffic issues
- Attends and supervises after school functions during the school year at the site as well as off the site
- Is the lead person with set-up and maintaining alarms at the Tracy Learning Center during school hours as well as after hours
- Sets schedule and evaluates custodians

Works and is the first responder with the Police, Fire Department, PG&E and A&TT to issues regarding Tracy Learning Center

Education and Experience:

The ability to carry out oral and written directions, read, write, at a level sufficient to fulfill the duties to be performed for the position described; must have two years experience in the custodial field; possess a valid California driver's license and be insurable. Must have a High School Diploma or equivalent

5/1/18

Tracy Learning Center Job Description

Position Title: Director of Finance

Position Summary:

Under the supervision of the Executive Director serves as an Assistant to the Executive Director of the Tracy Learning Center; to perform complex and responsible Accounting business services; to perform record keeping, budget control, purchasing, and various clerical duties. The position is 215 days, 8 hours per day per contracted school calendar.

Essential Functions:

1. Responsible for accounting for all incoming revenue.
2. Responsible for all purchasing and accounts payable/ receivables
3. Oversight of Payroll
4. Works collaboratively with contracted business service
5. Arranges field trip transportation and book keeping
6. Implements the Tracy Learning Center budgets and balancing of the budgets each month.
7. Other duties as assigned

Education and Experience:

- Proficient in Accounting and school insurance
- Knowledge of computer skills; Microsoft Word, Excel, and QuickBooks
- Ability to perform responsible clerical work, independent judgment, with speed and accuracy
- Ability to make independent decisions
- Must possess strong interpersonal skills
- Ability to maintain cooperative working relationships with those contacted in the course of work.

TRACY LEARNING CENTER

JOB DESCRIPTION

Position Title: Director of Food Services

POSITION SUMMARY:

Plan, organize and supervise the preparation and serving of food. Ensure that all kitchen areas are maintained in a clean and sanitary environment. Ensure that all food service equipment and supplies are maintained and cleaned in a sanitary manner. Train and supervise all food service personnel.

ESSENTIAL FUNCTIONS:

1. Supervises, and directs the preparation of food and serving or packaging of food-to-food service customers.
2. Organizes and schedules menu production to ensure nutritious and healthy meals.
3. Organizes all kitchen work activity to ensure that all equipment and supplies are available to meet customer demands and meal program requirements.
4. Arranges for proper storage and use of all food and non-food supplies.
5. Responsible for timely ordering of food, non-food and equipment supplies.
6. Sets standards for efficient and sanitary practices in food preparation and work areas.
7. Supervises and trains staff in meal production techniques, sanitary kitchen and food handling practices, customer service, personal hygiene and work routines.
8. Schedules food worker schedules and supervises their performance
9. Review requests for free or reduced lunch.
10. Deposit food service money with finance office regularly
11. Transport food as needed.

12. Coordinates and prepares for special events.

EDUCATION AND EXPERIENCE: High school diploma required, two years college in related course work preferred; able to communicate effectively both orally and in writing. Minimum of five years in food service, institutional meal preparation and experience in supervision of personnel. Continuing education related to certification of state guidelines for safe food handling.

KNOWLEDGE OF: Principles and methods of quantity food preparation; proper food handling and storage techniques for hot food and other related food items; sanitation principles applicable to serving and storing of food; operation and maintenance of large and small food service equipment; computing proper amounts of foods and non-food supplies; principles and techniques of employee supervision, training, and evaluation.

ABILITY TO: Supervise and personally participate in the preparation of food for all food service customers; estimate quantities needed to meet customer demands to meet economical demands of program; operate all equipment in food service areas, maintain all written documents as required; effectively train, supervise and evaluate a staff of subordinate food service personnel; follow oral and written directions; exhibit manual dexterity; to operate common food service equipment; operate computers; perform food preparation, cooking and baking duties maintain cooperative working relationships with those contacted in the course of work.

PHYSICAL REQUIREMENTS:

Employees in this position must have the ability to:

1. Stand for extended periods of time
2. Stand, walk, and bend over, reach overhead, grasp, push, pull and move, lift and or carry up to 50 pounds to waist height.
3. Hear and understand speech at normal levels.
4. Speak so that others may understand at normal levels.

WORK ENVIRONMENT:

Employees in this position may work in serving lines that may be indoor and/or outdoor; exposed to moderate noise levels from food service equipment, cafeterias and/or exhaust fans. Must wear closed toe shoes and pants.

TRACY LEARNING CENTER

JOB DESCRIPTION

Position Title: Director of Human Resources

Position Summary:

Under the supervision of the Executive Director serves as the Director of Human Resources of the Tracy Learning Center; to perform complex and responsible record keeping in all aspects related to Human Resources, collaborates and communicates with the Payroll Manager regarding payroll related issues. The position is 215 days, 8 hours per day per school calendar year.

Essential Functions

- Reviews & ensures current relevancy of employee credentials
- Responsible for ensuring that each new employee is Fingerprinted / background check
- Responsible for maintaining employees current TB's/CPR-First Aid
- Maintains all employee file folders (2 files for each)
- Enter all Data entry for all employees in Aeries
- Employee CBEDS
- Maintains records and prepares notices and documents related to employment contracts, assignments, employment status, resignations, leaves of absence, job performance evaluations.
- Tracks employee absences and obtains coverage
- Responsible for the upkeep of employee attendance cards
- Responsible for hiring and maintaining substitutes
- Oversees BTSA and Induction programs
- Responsible for processing all employee health forms
- Responsible for processing all FSA, 403B & 457 plans
- Responsible for recruitment, promotional opportunities and termination procedures
- Responsible for unemployment claims
- Responsible for employment verifications
- Revises and updates job descriptions
- Primary liaison with Health Insurance Brokers / Employee Benefits
- Responsible for keeping current Employee Handbook and contract
- Keeps current labor law posters
- Attends annual CCAC conference, HR webinars, and other related conferences
- Primary liaison for School's Insurance for Workman's comp & Liability
- Actively recruits exceptional employees
- Supports the first year of new teachers entrance into the culture of Tracy Learning Center

Education and Experience:

Ability to carry out oral and written directions, read, writes, and speaks at a level sufficient to fulfill the duties to be performed. Administrative credential. Knowledge certification and various teaching permits. Knowledge of health benefits, FSA, 403B/457 retirement plans.

Skills and Qualifications:

1. Knowledge of Public School Labor Laws
2. Knowledge of, STRS/PERS and health insurance
3. Knowledge of state credential requirements
4. Knowledge of CLAD/NCLB requirements
5. Knowledge of teacher assignments
6. Ability to perform responsible administrative work requiring speed and accuracy, multi-tasking, independent decisions, independent judgment and strong interpersonal skills.
7. Ability to maintain cooperative working relationships with those contacted in the course of work
8. Ability to keep all confidential staff related issues confidential
9. Knowledge of intermediate to advanced elements of correct English usage, grammar, spelling, punctuation and vocabulary
10. Ability to use standard office equipment, fax, copier, scanner, intermediate computer skills

Tracy Learning Center

JOB DESCRIPTION

Position Title: ELL Specialist

Position Summary:

The ELL Specialist will collaborate with school leaders, teachers, and other school personnel to develop and implement a program to support English learners in the educational setting. The ELL Specialist will work 215 days per school year.

Essential Functions:

1. Evaluates the current practices in place and works to determine next steps to improve the quality of support for English learners.
2. May possess expertise or knowledge, which permits exercise of personal initiative.
3. Assists English learners in the classroom when requested by the teachers
4. Monitors English learner progress.
5. Places a phone call to the newly enrolled student's previous school to determine if the student has been tested. If so, requests a copy of the ELPAC test.
6. Communicates with parents in regards to English Language Learner issues.
7. Administers testing each year for all designated EL students
8. Operates audiovisual equipment, duplicating equipment, computers
9. Maintains records and designated files.
10. Prepares a wide variety of materials including correspondence, memos, reports and notices, which may require data entry.
11. Assists with the after school homework support for EL learners
12. Helps individual students with specific problems.
13. Maintains regular and prompt attendance in the workplace.
14. Performs other related duties as assigned.

Education and Experience:

Ability to carry out oral and written directions, read, writes and speaks at a level sufficient to fulfill the duties. Some college units' required, or equivalent certificate, or equivalent experience in an appropriate discipline desired: expertise in specific program requirements may serve in lieu of education requirement; two years experience in the care and supervision of children.

Skills and Qualifications:

1. Knowledge of English usage, grammar, spelling, punctuation, and vocabulary
2. Ability to assist with supervision of learning activities
3. Ability to work independently on own initiative
4. Ability to operate standard office and instructional equipment
5. Ability to maintain cooperative working relationships with those contacted in the course of work
6. An interest in working within the school setting.

Work Environment:

Employees in this position will be required to work indoors and outdoors in various weather during the course of the required work schedule.

5/1/18

Tracy Learning Center

Executive Director

Job Description

Scope of Responsibility

Tracy Learning Center is composed of three charter schools. The Executive Director is responsible for the curriculum, instruction, hiring and student discipline for all three-charter schools. The Executive Director reports to the Governing Board serving as the CEO and the CFO.

Competence Required

Tracy Learning Center Executive Director shall have the following competence:

- a. The ability to implement a dynamic vision for the school
- b. The ability to design project based, integrated curriculum for K-12
- c. Knowledge of the medical, psychological, and social-emotional aspects of students
- d. Excellence as a learning facilitator and instructor
- e. Able to plan and design professional development
- f. Analyze student progress and teacher performance
- g. Coordinate all aspects of curriculum and instruction for the three charter schools
- h. Develop budgets and financial plans for the schools
- i. Hire, evaluate and supervise staff
- j. Coordinate the efforts of the lead teachers as responsible leaders

Qualifications

- Masters Degree
- Valid California Certificate as a teacher and administrator
- Subject expertise, curriculum development expertise
- Proof of contribution to profession such as research, publications, university teaching or presentations
- Proven effectiveness as a leader
- Minimum five years Administrative experience at a variety of levels

Job Specific Components

The Executive Director serves as the instructional leader for the entire operation k-12. The

Executive Director is responsible for student and staff performance and student success.

- a. Carry out the policies of the Governing Board
- b. Develop a successful implementation plan for shared leadership among the master/lead teachers
- c. Monitor the student progress and placement of students within schools and coordinate efforts with extension educational opportunities
- d. The ability to work collaboratively with the TLC staff and Governing Board
- e. Perform supervision/facilitation tasks related to the schools
- f. Plan the staff development sessions
- g. Provide curriculum leadership for developing all school curriculum and extension curriculum courses.

- h. Coordinate and support the efforts of the staff
- i. Set the vision for the school culture
- j. Direct all shared leadership roles
- k. Serve as the financial officer for the schools
- h. Perform other duties as assigned
- i. Ensure that all requirements of the Charter are met
- j. Provide administrative support services for instruction, business, and human Resources

5/1/18

Tracy Learning Center School Leader Job Description

Scope of Responsibility

Assigned to a specific school or phase. Coordinate the implementation of the curriculum, meets to support staff to ensure quality implementation of the curriculum and instructional strategies for different learning levels. Works as the assigned leader for daily operations of the specific school or phase under the direction of the Executive Director, who is ultimately responsible for the school.

Competence Required

Tracy Learning center directors shall have the following competence:

- The ability to work as a leader for a designated school or phase
- The ability to design integrated project based curriculum
- Knowledgeable of the needs of student learners at the specific level
- Effective use of technology for curriculum and instruction
- Excellence as a leader and educator
- Able to conduct effective school or phase meetings
- Able to analyze data for skill and content mastery
- Able to work effectively with teachers assigned to the school or phase
- Able to observe and provide constructive feedback to teachers within the phase or school.

Qualifications

- Bachelor Degree
- Valid California Credential
- Minimum of five years of experience
- Expertise in curriculum, instructional strategies, assessment

Job Specific components

A Tracy Learning Center Learning Director shall perform such tasks that are assigned by the Executive Director. The Director is required to undertake but not be limited by some or all of the tasks listed below.

- Lead a designated school of teachers, staff, parents and students
- Monitor the students progress and placement in the assigned phases or school
- Work with the Executive Director to ensure adherence to the school curriculum and ensuring the analyzing of student data.
- Coordinate and attend IEP or SST meetings for the phase
- Attend weekly Executive Director meetings for Directors
- Other duties as assigned

5/1/18

Tracy Learning Center

JOB DESCRIPTION

Position Title: Learning Guide

Position Summary:

Under general supervision of an assigned master teacher the Learning Guide will serve as an assistant to teachers by aiding in the supervision and training of students and assisting in the preparation and assembling of teaching materials. **The Learning Guide will work 215 days per school year for a daily 8.5 hour assignment with a half hour (30 minutes) lunch (non-paid) and two paid 10 minute breaks. One break in the morning and one in the afternoon. These breaks will be worked out according to individual schedules.**

Essential Functions:

15. Regularly performs tasks requiring the exercise of unique skills with minimal teacher supervision.
16. May possess expertise or knowledge, which permits exercise of personal initiative.
17. Assists teachers with the supervision and training of students in a unique instructional environment such as a demonstration center.
18. Prepares instructional materials.
19. Assists with various class projects.
20. Assists teachers in running instructional programs.
21. Prepares graphic and written teaching materials.
22. Operates audiovisual equipment, duplicating equipment, computers
23. Grades papers and tests.
24. Maintains records and designated files.
25. Prepares a wide variety of materials including correspondence, memos, reports and notices, which may require data entry.
26. Helps individual students with specific problems.
27. Maintains regular and prompt attendance in the workplace.
28. Performs other related duties as assigned.

Education and Experience:

Ability to carry out oral and written directions, read, writes and speaks at a level sufficient to fulfill the duties. Some college units' required, or equivalent certificate, or equivalent experience in an appropriate discipline desired: expertise in specific program requirements may serve in lieu of education requirement; two years experience in the care and supervision of children.

Skills and Qualifications:

7. Knowledge of English usage, grammar, spelling, punctuation, and vocabulary
8. Ability to assist with supervision of learning activities
9. Ability to work independently on own initiative
10. Ability to operate standard office and instructional equipment
11. Ability to maintain cooperative working relationships with those contacted in the course of work

12. An interest in pursuing a career in education.

Work Environment:

Employees in this position will be required to work indoors and outdoors in various weather during the course of the required work schedule.

Position Title: Office Manager

Position Summary:

The office assistant supports the work of the Executive Director Assistant with the phones, parents in the office, filing, attendance confirmation and sorting the office mail. Assisting with parents who only speak Spanish is an important piece of this position. The position is 215 days, 8 hours per day.

Essential Functions:

- Backup receptionist for the office
- Working with parents who only speak Spanish in the office and for IEPs and Parent Conferences
- Calling students' homes regarding unaccounted for absences
- Sorting office mail daily
- Other duties needed in the office

Education:

Ability to speak Spanish fluently in addition to English

Office management skills

Public relationship skills

Qualifications:

1. Knowledge of Attendance Software
2. Operates standard office equipment
3. Effective communication skills
4. Efficient and effective organizational skills
5. Good problem solving skills
6. Excellent filing skills

Tracy Learning Center
Job Description
Resource Teacher

Scope of Responsibility

Work with the Special Education Team to develop a successful, supportive SPED program for the Tracy Learning Center.

Duties

- Serve the middle school as the resource teacher responsible for students IEPs, 504s and SST meetings
- Serve the students primarily in a “push in” classroom model rather than pull out
- Guide and direct the teaching staff of Discovery on how to support and help students with special needs
- Keep in contact with parents of students on IEP’s, 504’s, and SST’s and keep them informed of their child’s progress or areas of improvement

Qualifications

- Bachelor’s Degree
- Valid California Credential
- Master’s Degree or Administrative Credential preferred
- Minimum of five years of experience
- Expertise in Special Education strategies and practices

Job Specific Components

- Work day hours: 7:30-4:30
- Regular staff contract of 215 days
- No additional duties such as lunch supervision or car line

4-20-20

Tracy Learning Center

Teacher

Job Description

Scope of Responsibility

Teachers are expected to be prepared and adequately credentialed. For the level of teaching assignment. Teachers can be hired as: interns, preliminary, or clear teachers. They have an area of expertise and know how to effectively instruct, manage the classroom, work with students and parents and peers. They follow all expectations identified by the learning director and understand the importance of duties as well as teaching assignments.

Competence Required

Tracy Learning Center Teachers shall have the following competence:

- k. The ability to work with a supervisor and Director of a designated school phase
- l. The ability to design integrated, project based curriculum lesson plans.
- m. Aware of the medical, psychological, and social-emotional aspects of students
- n. Effective use technology for curriculum lesson development and instruction
- o. Able to design appropriate assignments and classroom routines
- p. Able to analyze student growth and skill development to ensure appropriate instruction
- q. Able to demonstrate excellence in instructional strategies that effectively support student learning
- r. Regular and prompt attendance of all assigned duties as well as classroom assignments

Qualifications

- Bachelor Degree and a valid California credential and Subject Authorization
- Valid California identification
- Subject expertise
- Ability to teach from a non-textbook curriculum
- Ability to work well as a team with peers, parents and students
- Experience desired
- CLAD certification for teachers serving EL students as required by law

Job Specific Components

A Tracy Learning Center Teacher shall perform such tasks as are assigned by the Learning Director.

The teacher is required to undertake but not be limited by some or all of the tasks listed below.

These tasks may vary from time to time.

- l. Provide direct instruction for groups of students in order to provide customized instruction that meets the students learning needs and that adheres to the designed curriculum benchmarks
- m. Effectively teach the assigned classes and students

- n. Monitor student progress and follow curriculum
- o. Work with the Learning Director to ensure adherence to the school curriculum and to analyze student growth
- p. Perform all assigned duties
- q. Communicate effectively with peers and with students and parents
- r. Maintain a tidy and organized classroom
- s. Perform other duties as assigned

5/1/18