

September 8, 2009

Charles Weis, Superintendent
Santa Clara County Office of Education
1290 Ridder Park Drive
San Jose, CA 95131

Re: Downtown College Prep – Alum Rock Charter School Charter Petition Appeal to the Santa Clara County Board of Education

Dear Dr. Weis:

This letter is to inform you that Downtown College Prep – Alum Rock Charter School (the “Charter School”) intends to appeal the denial of its charter petition by the Eastside Union High School District (the “District”) to the Santa Clara County Board of Education (the “County”), as provided for in Education Code Section 47605(j)(1) and Title 5, California Code of Regulations Section 11967(a). Title 5, California Code of Regulations Section 11967(b) requires that a charter school whose petition has been denied and that wishes to appeal its petition to the County Board of Education must send the following information within 180 days after the denial action:

- (1) A complete copy of the charter petition as denied by the District, including the signatures required by Education Code section 47605. (Attached under Binder Tab 1.)
- (2) Evidence of the District governing board’s action to deny the petition (e.g. meeting minutes) and the governing board’s written factual findings specific to the particular petition, when available, setting forth specific facts to support one or more of the grounds for denial set forth in Education Code Section 47605(b). (Minutes from the District’s June 4, 2009 meeting, attesting to its action to deny the charter, are attached under Binder Tab 2. The District’s findings of fact are also attached under Binder Tab 2. The Charter School’s letter to the District requesting reconsideration of its denial decision is also attached under Binder Tab 2. All other communication between the Charter School and the District are listed under Tab 2.)
- (3) A signed certification stating that petitioners will comply with all applicable law. (Attached under Binder Tab 3.) The Charter School’s Planned Compliance with the Brown Act and the Public Records Act is also attached under Binder Tab 3. A statement indicating the grades to be

served by the Charter School and the grades served by the sponsoring district is also attached under Binder Tab 3.

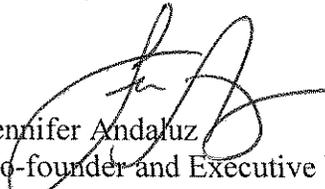
- (4) A description of any changes to the petition necessary to reflect the County Board of Education as the chartering entity as applicable. (A detailed list of changes to reflect the Santa Clara County Board of Education as the Charter School's authorizer is attached under Binder Tab 4).
- (5) Supplemental information regarding Downtown College Prep is provided under Binder Tab 5.

At its June 4, 2009 meeting, the District Board voted to deny the Charter School's petition. This appeal is therefore well within the 180 day limit for submission of an appeal of a charter petition.

According to Title 5, California Code of Regulations Section 11967(d), no later than 60 days after receiving a complete petition package, the Santa Clara County Board of Education shall grant or deny the charter petition. We anticipate that the County will adhere to this timeline during its consideration of the charter petition.

We look forward to working with your office and the County as it considers the charter petition. Please feel free to contact me if you have any questions.

Sincerely,



Jennifer Andaluz
Co-founder and Executive Director
Downtown College Prep

A COMMUNITY CELEBRATION



DOWNTOWN COLLEGE PREP

OF ACADEMIC PROMISE

FOR SUBMISSION TO

EAST SIDE UNION HIGH SCHOOL DISTRICT

MARCH 5, 2009

**Primary Contact:
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Downtown College Prep
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This charter has been created in the format recommended by the California State Board of Education in its adopted “Model Application for Charter Schools” and goes beyond the legal requirements of Education Code 47605. According to the State Board of Education, the Model Application format ensures that charter petitioners cover all of the minimum elements required by law in a systematic way. However, as the Model Application format requires that statutory provisions in the Charter Schools Act be addressed in an order different from what is presented in the Education Code, this “Table of Contents of Legal Requirements” is presented to assist the reviewer in establishing that all the requirements of law have been met.

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March 3, 2009

East Side Union High School District Trustees,

It is our privilege to present this charter petition for your consideration and approval. It is our sincere hope to collaborate with the East Side Union High School District and the community of Alum Rock in the creation of a college-preparatory school for underachieving students. This school, serving grades six through twelve, will be dedicated to preparing underachieving students, who will be the first in their families to graduate from college, to thrive at four-year universities.

Downtown College Prep was established in 1999 with a vision to break the cycle of failure for underachieving students by placing them on the college-prep track. Since opening our first campus in September 2000, Downtown College Prep has graduated five classes of students. 81% of these graduates are on track to earning their college degrees. In June of 2008, members of Downtown College Prep's first graduating class graduated from college. Two months later, the community of Alviso celebrated the grand opening of Downtown College Prep's second campus chartered with unanimous approval by the Santa Clara Unified School District. Downtown College Prep Alviso currently serves 86 6th and 7th graders from Alviso and nearby neighborhoods in Santa Clara and will continue to grow into the first 6-12 school in the Alviso community.

Downtown College Prep reflects the spirit of the Charter Schools Act of 1992 by creating a rigorous college-prep school for low-achieving students. In a highly personalized, academic environment, students have the opportunity to meet the highest academic standards established by the State of California. An extended school day, Summerbridge programs, parent education programs, and an explicit focus on college, are all attributes of Downtown College Prep's program that the flexibility of charter school law has enabled.

Downtown College Prep holds itself to the highest standards of accountability and performance. Student performance on standardized tests, college matriculation, and graduation rates are all indicators we use to evaluate the success of our program. As a learning organization, we dedicate ourselves to continuously improving school leadership, operations, and governance.

The success of Downtown College Prep's students is, in part, due to the collaborative relationships the school has created with its sponsoring districts, local universities, and non-profit organizations. Leadership at the school-district level, has been central to Downtown College Prep's ability to improve its program and to more effectively share its best practices.

The intent to open Downtown College Prep's third campus in the Alum Rock community is born from the significant percentage of families exiting home district schools in east San José to attend Downtown College Prep The Alameda. Currently, Downtown College Prep The Alameda serves over 400 students from various neighborhoods in San José and carries a waitlist of 80 students. 56% of DCP The Alameda students reside in districts outside the boundaries of its chartering district, San Jose Unified School District. 77% of the out-of-district students reside within the boundaries of the East Side Union High School District and 46% reside within the Alum Rock Union Elementary School District.

Students currently attending Alum Rock Union schools overwhelmingly meet the criteria of Downtown College Prep's target student. In 2008, 90% of ARUSD children were enrolled in the Free and Reduced Price Meal Program, 56% were designated English Language Learners and 80%

of ARUSD third graders read below the 50th percentile on the CAT/6 test according to the California Department of Education. The students represented in these statistics are reflective of the students Downtown College Prep serves best.

Downtown College Prep believes that students should have access to DCP's mission in their own neighborhoods. Downtown College Prep's mission is deeply rooted in the belief that all students deserve the opportunity to graduate from high school ready for success in college and beyond. A partnership between Downtown College Prep and the East Side Union High School District will make it possible for even more students in the Alum Rock community to access a college education. Downtown College Prep Alum Rock will provide 6th – 12th grade students, and their families, the opportunity to gain admission to a four-year university while attending a neighborhood school. By eliminating the need for transportation, DCP Alum Rock will expand the amount of neighborhood resources available to students and families. Partnerships with existing Alum Rock community organizations will link DCP students and families to after school programs at local youth centers, as well as social services and community events at local libraries and community centers. The existence of a neighborhood school like Downtown College Prep has the potential to transform students, families, and communities.

This charter petition is the fulfillment of Downtown College Prep families' desire for a community campus in east San José. As made evident by the number of students who travel across San José to attend a school whose primary purpose is to prepare them for a university education, it is clear that these families possess the *ganas* that is at the heart of DCP's mission. A partnership with East Side Union High School District and the community of Alum Rock to open Downtown College Prep's third campus will expand the mission of college to even more families who desire the transformative power of a college education.

We look forward to becoming a part of the East Side Union High School District and joining in the spirit of collaboration that already exists with Superintendent Nuñez and his staff. Together, we can work to prepare *all* students for college success.

Respectfully,

Jennifer Andaluz, Executive Director, Downtown College Prep representing
Across the Bridge Foundation, Board of Directors

3 de marzo del 2009

Fideicomisarios del Distrito Escolar de Escuelas Preparatorias del Este de San José,

Es nuestro privilegio presentarles para su consideración y aprobación esta petición para una escuela chárter. Deseamos con toda sinceridad poder colaborar con el Distrito Escolar de Escuelas Preparatorias del Este de San José y la comunidad de Alum Rock en la creación de una escuela de preparación universitaria para estudiantes de bajo rendimiento académico. Esta escuela servirá a estudiantes del sexto hasta el decimosegundo grado y se dedicará a prepararlos para que prosperen en universidades de cuatro años y, así, logren ser los primeros graduados universitarios en sus familias.

Downtown College Prep fue establecida en 1999 con la visión de quebrar el ciclo de fracaso estudiantil por medio de una preparación universitaria. Desde que abrimos nuestra primera escuela en septiembre del 2000, Downtown College Prep ha graduado cinco clases de estudiantes. 81% de estos graduados está preparándose para recibir su diploma universitario. En junio del 2008 miembros de la primera clase de graduados de Downtown College Prep se graduaron de la universidad. Dos meses después, la comunidad de Alviso celebró la gran apertura de la segunda escuela de Downtown College Prep, unánimemente aprobada por el Distrito Escolar de Santa Clara. Downtown College Prep Alviso educa 86 estudiantes de sexto y séptimo grado de Alviso y vecindarios cercanos de Santa Clara y seguira creciendo hasta lograr ser la primera escuela secundaria y preparatoria en la comunidad de Alviso.

Downtown College Prep refleja el espíritu del Acto de Escuelas Chárter de 1992 con la creación de una escuela de preparación universitaria rigurosa para estudiantes de bajo rendimiento académico. En un ambiente bastante personalizado y académico, los estudiantes tienen la oportunidad de alcanzar los estándares académicos más altos que el estado de California ha establecido. Un día escolar extendido, programas de puente de verano, clases para padres y un enfoque universitario explícito son algunos atributos del programa de Downtown College Prep que la flexibilidad de la ley de escuelas chárter ha permitido.

Downtown College Prep se mantiene a los estándares más altos en las áreas de responsabilidad y desempeño. El desempeño estudiantil en los exámenes estandarizados, la matrícula universitaria de los estudiantes y los niveles de graduación—todos son indicadores que usamos para evaluar el éxito de nuestro programa. El liderazgo escolar, operaciones y gobierno son áreas a las que nos dedicamos mejorar continuamente.

El éxito de los estudiantes de Downtown College Prep está basado en parte en las relaciones colaborativas que la escuela ha creado con sus distritos patrocinantes, universidades cercanas y organizaciones no lucrativas. Liderazgo al nivel del distrito escolar ha sido central para que Downtown College Prep pueda mejorar su programa y compartir sus prácticas de una manera más efectiva.

La intención de abrir la tercera escuela de Downtown College Prep en la comunidad de Alum Rock nace del porcentaje significativo de familias saliendo de sus distritos locales en el este de San José para asistir a Downtown College Prep la Alameda. Actualmente, Downtown College Prep La Alameda sirve más de 400 estudiantes de varias vecindades en San José y tiene una lista de espera de 80 estudiantes. El 56% de los estudiantes de DCP la Alameda viven en distritos fuera de los límites del distrito patrocinante, el Distrito Escolar de San José. El 77% de los estudiantes quienes vienen en otros distritos viven dentro de los límites del Distrito Escolar de Preparatorias del Este de San José y el 46% viven dentro del Distrito Escolar de Primarias de Alum Rock.

Los estudiantes quienes actualmente asisten a las escuelas del Distrito Escolar de Alum Rock satisfacen inmensamente el criterio de los estudiantes a quienes Downtown College Prep se concentra. En el 2008, 90% de los niños del Distrito Escolar de Alum Rock participaron en el Programa de Comidas Gratuitas y Precios Reducidos, 56% fueron designados como Principiantes del Lenguaje Inglés y el 80% de los estudiantes de tercer grado leyeron debajo del 50 porcentaje en el examen CAT/6 según el Departamento de Educación de California. Los estudiantes representados en estas estadísticas reflejan los estudiantes que Downtown College Prep sirve mejor.

Downtown College Prep cree que estudiantes deben tener acceso a la misión de DCP en sus propias vecindades. La misión de Downtown College Prep es profundamente arraigada en la creencia que todos los estudiantes merecen la oportunidad de graduarse de la preparatoria con la capacidad de triunfar en la universidad y en sus vidas. La asociación entre Downtown College Prep y el Distrito Escolar de Preparatorias del Este de San José les abrirá la posibilidad a más estudiantes de la comunidad de Alum Rock al acceso a una educación universitaria. Downtown College Prep Alum Rock les proveerá la oportunidad a más familias de estudiantes del sexto hasta el decimosegundo grado para obtener admisión a universidades de cuatro años a través de una educación en una escuela local. DCP Alum Rock ampliará los recursos locales disponibles a los estudiantes y sus familias con la eliminación de la necesidad por transportación. Asociaciones entre DCP Alum Rock y organizaciones comunitarias existentes en Alum Rock conectarán estudiantes y familias de DCP a programas de después de escuelas en los centros de jóvenes locales y a servicios sociales en los centros comunitarios locales. La existencia de una escuela comunitaria como Downtown College Prep tiene el potencial de transformar estudiantes, familias y comunidades.

Esta petición chárter es la realización del deseo de las familias de Downtown College Prep de una escuela DCP en el este de San José. Es evidente por la cantidad de estudiantes que viajan al otro lado de San José para asistir a una escuela con el propósito de prepararlos para una educación universitaria que esta familias posean las *ganancias* que es el corazón de la misión de DCP. Una colaboración con el Distrito Escolar de Escuelas Preparatorias del Este de San José y la comunidad de Alum Rock les ofrecerá esta misión a más familias quienes desean el poder transformativo de una educación universitaria.

Esperamos ser parte del Distrito Escolar de Preparatorias del Este de San José y conectar con el espíritu de colaboración que actualmente existe con el Superintendente Nuñez y su personal. Juntos podemos trabajar para que *todos* los estudiantes logren éxito universitario.

Con respeto,

Jennifer Andaluz, Directora ejecutiva de Downtown College Prep representando la mesa directiva de la Fundación a Través del Puente

AFFIRMATIONS/ASSURANCES

As the authorized representative of the applicant, I, Julia González Luna, hereby certify that the information submitted in this application for a charter for the creation of a California public charter school to be named **Downtown College Prep** and to be located within the boundaries of **East Side Union High School District (ESUHSD)** is true to the best of my knowledge and belief; I also certify that this application does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter, Downtown College Prep:

- *Shall not discriminate on the basis of race, religion, ethnicity, national origin, gender, sexual orientation, perceived sexual orientation, home language, or disability.* [Ref. California Education Code section 47605(d)(1)]
- *Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations.* [Ref. California Education Code section 47605(d)(1)]
- *Shall not charge tuition.* [Ref. California Education Code Section 47605(d)(1)]
- *Shall follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the school including but not limited to:*
 - *Downtown College Prep shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection.*
 - *Downtown College Prep shall comply with all applicable portions of the No Child Left Behind Act.*
 - *Downtown College Prep shall comply with all laws establishing the minimum and maximum age for public school enrollment.*
 - *Downtown College Prep shall meet or exceed the minimum number of school days.*
 - *Downtown College Prep shall comply with any applicable jurisdictional limitations to locations of its facilities.*
 - *Downtown College Prep shall comply with the Public Records Act.*
 - *Downtown College Prep shall comply with the Family Educational Rights and Privacy Act*
- *Shall meet all statewide standards and conduct the pupil assessments required pursuant to Sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in noncharter public schools.* [Ref. California Education Code Section 47605(c)(1)]
- *Shall, on a regular basis, consult with parents, guardians, and teachers regarding the school's educational programs.* [Ref. California Education Code Section 47605(c)(2)]

- *Shall admit all students who wish to attend Downtown College Prep, and who submit a timely application, unless Downtown College Prep receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing. Admission to Downtown College Prep shall not be determined according to the place of residence of the student or his or her parents within the State. [Ref. California Education Code Section 47605(d)(2)(A)-(B)]*
- *Shall be deemed the exclusive public school employer of the employees of Downtown College Prep for the purposes of the Educational Employment Relations Act. [Ref. California Education Code Section 47605(b)(5)(O)]*
- *Shall adhere to all provisions of federal law relating to students with disabilities, including but not limited to, Section 504 of the Rehabilitation Act of 1974, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities in Education Improvement Act of 2004.*
- *Shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary [Ref. California Code of Regulations, Title 5, Section 11967.5.1(f)(5)(C)]*
- *Shall ensure that teachers at Downtown College Prep hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to non-core, non-college preparatory teachers. [Ref. California Education Code section 47605(1)]*
- *Shall at all times maintain all necessary and appropriate insurance coverage.*
- *Shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code section 47612.5(a)(1)(A)-(D).*
- *If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, Downtown College Prep shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information. [Ref. California Education Code section 47605(d)(3)]*

Julia González Luna, Authorized Representative

Date

PART I: FOUNDING GROUP

The founding group for Downtown College Prep is deeply committed to the academic, social, and emotional needs of students in order that they thrive in college. The founders share a deep belief in the academic potential of all students—their abilities to achieve the highest academic expectations and become pioneers in their families and communities.

The founders have broad experience in all aspects of the school’s mission and academic program. They bring direct teaching experience, the experience of founding and leading schools, management experience in both the non-profit and school sectors, and experience in the areas of human resources, fund development, and community engagement. They take responsibly the charge to uphold the values and mission of Downtown College Prep, while also recognizing their role as ambassadors for public education on a larger scale.

The founders have the advantage of many years working together at Downtown College Prep’s two campuses, Downtown College Prep The Alameda (SJUSD), the flagship school founded in September 2000, and Downtown College Prep Alviso (SCUSD) founded in 2008. Together, they have broad connections and partnerships with universities and organizations focused on closing the achievement gap.

In June 2008, members of Downtown College Prep’s first class of graduates graduated college, fulfilling the mission. It is with this spirit that the founding group for Downtown College Prep seeks to serve a new community and work collaboratively with the distinguished East Side Union High School District to prepare more students for college success.

Jennifer Andaluz, Downtown College Prep Co-Founder and Executive Director

Jennifer began her career as a history and English teacher in large urban public schools, and worked closely with administrators and teachers alike in school-wide initiatives designed to improve the academic performance of underachieving students. Her work in comprehensive schools culminated in a Hewlett-Annenberg grant that was used to attack grade and attendance disparities for students of color.

A graduate of UC Santa Cruz, Jennifer has worked in public education since 1993. Jennifer is also a graduate of Harvard Business School Executive Education: Strategic Perspectives in Non-profit Management. She is a member of the American Leadership Forum Silicon Valley Class XV. In 2006 she received the inaugural Silicon Valley/San Jose Business Journal Diversity Award. In 2004 she received the Tribute to Women and Industry Award from the YWCA. Also in 2004, she was a Woman of Achievement Award recipient by the Women’s Fund of Santa Clara County. In 1995 she was Teacher of the Year in San Jose Unified School District. Andaluz serves on the boards of MACLA: Movimiento de Arte Cultura Latino Americana and Rocketship Education. Jennifer is a first-generation college graduate.

Jennifer is responsible for organizational development, leadership development, community outreach, and collaboration with school districts, universities, and other educational agencies focused on small school and urban school reform.

Julia González Luna, New School Developer and Prospective Principal

Julia received a Bachelor of Arts in Public Policy with an emphasis on Education from Stanford University. In addition, Julia holds a clear single-subject teaching credential in Social Sciences and a

Master of Arts in Education from Stanford University as well as a preliminary services administrative credential from Sacramento State University. With 14 years of experience in education, Julia developed curriculum and taught social studies at Downtown College Prep (SJUSD) for three years and at Berkeley High School for four years. Prior to Downtown College Prep, Julia directed a non-profit educational organization dedicated to preparing underserved elementary and middle school students for academic success in college prep classes in San Rafael and Marin City. Julia González Luna will be the Principal of Downtown College Prep (ESUHSD).

Betsy James, Director of Best Practices

Prior to joining Downtown College Prep, Betsy served as both Regional Director and Project Manager for Teachscape, an educational professional development company. From 2000-2006, she served as Senior Educational Manager of the College Board's Western Regional Office. Before that, Betsy enjoyed a 30-year career as a teacher of English at both the secondary and university levels. She holds a Bachelor's degree from the University of Texas, Austin and a Master's degree from Indiana University.

Paula Gallant, Controller

Paula holds a Bachelor's Degree in Accounting from Northern Illinois University and a CPA Certificate from the State of Illinois. She came to Downtown College Prep with 25 years progressive business and management experience in accounting and finance for operations ranging from start-up environments to Fortune 500 corporations.

Dan Cochran, Director of Operations

Dan holds a bachelor's degree in Sociology from Santa Clara University and a Master of Science Degree from San Jose State University. Prior to Downtown College Prep, Dan worked at Apple Computer and in the high technology industry. He has also been involved in educational technology for more than 20 years at St. Leo the Great Parish in San Jose and as Director of Technology for both the Los Gatos Union School District and the Los Gatos-Saratoga Union High School District.

Debra Jones, Director of Development

Debra holds a Bachelor of Arts in Italian Language and Literature from the University of Missouri and a Master of Arts from the University of Colorado. Prior to joining Downtown College Prep, Debra spent 10 years as a development professional for several Silicon Valley non-profits, with the bulk of those years as Development Director for a private secondary school in San Jose. Prior to entering the fundraising profession she was the marketing and public relations director for a local design/build firm.

Consultants

Spector, Middleton, Young & Minney, LLP

Spector, Middleton, Young & Minney, LLP (SMYM) has been a leader in charter school law for more than a decade, representing over 300 charter schools throughout the state in all areas of law applying to charter schools including but not limited to formation, corporate structure, personnel, student discipline, board governance, facilities, and special education.

Board of Directors

Stephanie Puentes—President

Stephanie Puentes is a 28-year veteran of the high tech industry. Before starting her own diversity consulting business, Stephanie held a variety of positions with Hewlett Packard where she was also a founding member of HP's first global diversity-focused employee resource group. She is a qualified Myers-Briggs Type Indicator[®] (MBTIR) practitioner. She has extensive experience in project and people management, which she uses to transform processes and organizations. She is a member of the People of Color Advisory Committee of Out & Equal Workplace Advocates and is President of the Board of Downtown College Prep.

Term expiration: 2010

Julianne M. Biagini, CPA—Treasurer

Julianne served as Executive Vice President with Endwave Corporation in San José, California, from 1994 – 2007 including 5 years as Chief Financial Officer. Prior corporate experience includes serving as Accounting/Tax Manager at Exponent, Inc. (formerly Failure Analysis Associates), in Menlo Park, California, and Supervising Senior Tax Specialist at KMPG Peat Marwick in San Jose. Julianne holds a B.S. in Business Administration from San Jose State University and a Masters, Business Administration from Santa Clara University. She holds a California Certificate of Public Accountancy.

Term expiration: 2009

David A. Brown—Secretary

David was a founder, President and Vice Chairman of Quantum Corporation, a public data storage and protection company. Prior to co-founding Quantum in 1980, he worked at Pratt and Whitney Aircraft, Memorex, and Shugart Associates. He has logged over 30 years of experience in the computer peripherals business. He enjoys mentoring young CEOs and has served on numerous public, private, and nonprofit boards. He received a BSME from San Jose State University in 1968 and an MSME from Santa Clara University in 1974.

Term expiration: 2009

James Gibbons-Shapiro—Director

James has served as Deputy District Attorney for Santa Clara County since 1997. He received his J.D. from UCLA School of Law and his B.A. in Economics and History from Yale University. Prior to his association with the District Attorney's office, James was a litigator at Fenwick & West LLP focusing on trademark, copyright and trade secret litigation. He is Co-Chair of the Santa Clara County Bar Association's Judiciary Committee and first served on Downtown College Prep's Board of Directors from 1999 to 2005. He rejoined the Board in November 2007.

Term expiration: 2010

Jorge Gonzalez—Director

Jorge is a Trustee of the San Jose Unified School District (SJUSD), and serves as the SJUSD representative on the DCP Board of Directors. First elected in 1996, he has also held the position of President of the District's Board. He is an active community member and is a Program Manager for the Social Services Agency of Santa Clara County.

Term expiration: 2009

Sandra Moll—Director

Sandra Moll is a principal in the San Jose wealth and investment management firm Mayer, Moll and Associates. She is also an active volunteer for numerous Silicon Valley non-profit organizations. She served as President of the Board of Directors and is currently an emeritus Board member of The San Jose Repertory Theatre. She is also a volunteer tutor for Vision Literacy and was a founding member of Downtown College Prep's College Scholarship committee in 2004. In 2004, she was recognized for her outstanding contributions to the Silicon Valley as one of San Jose Chamber of Commerce's Legends and Leaders, and was honored as a Distinguished Volunteer fundraiser by the Silicon Valley chapter of the Association of Fundraising Professionals. She joined the Downtown College Prep Board of Directors in 2007.

Term expiration: 2010

Alum Rock Team

Ana Chávez

Mrs. Chávez is the mother of 15 year old, Emmanuel Mendez Chavez, 10 year old Ana Chavez, and 1 year old Victor Santiago. Emmanuel is currently a 10th grader at Downtown College Prep The Alameda and served as an invaluable volunteer for the first DCP Alviso Summerbridge program during the summer of 2008. Ana is a 4th grader at Lowell Elementary School as well as a future member of the founding class of DCP Alum Rock. Mrs. Chávez joined the Alum Rock team because she wants more students to benefit from the rigorous academic program at Downtown College Prep so that they may go to college. She hopes that future DCP students will follow in the footsteps of DCP The Alameda graduates to become successful contributors to the San José community. This is her first volunteer experience and is extremely proud to be a part of DCP Alum Rock's founding group of parents.

Francisca Dominguez

Mrs. Dominguez is the mother of Viviana and Mayra Dominguez, a 10th grader and a graduating senior at DCP The Alameda. Mrs. Dominguez is an exceptional DCP parent volunteer who serves on the discipline committee, the hiring committee and was recently elected President of the Parent Committee at DCP The Alameda. This March, Mrs. Dominguez will be honored at the Junior League of San Jose's Volunteer Recognition Luncheon for her outstanding support of DCP. Mrs. Dominguez joined the Alum Rock team because she wants the students in east San José to receive all the benefits that DCP has offered her daughters including a secure future. DCP The Alameda Principal, Alicia Gallegos describes Mrs. Dominguez as a "wonderful example of DCP's core values of *ganar*, *comunidad* and *orgullo* (desire, community and pride). Everything she does, she does with abundant good cheer and gratitude for the opportunity to contribute to the success of our students".

Lucina Gonzalez

Mrs. Gonzalez is the mother of Lupita Gonzalez Nevarez, a current 10th grader and a future 9th grader at DCP The Alameda. She actively participates in her daughters' education and is a dedicated member of the Our Lady of Guadalupe church community in east San José. She hopes that DCP Alum Rock will offer more students in her community the opportunity to attend a four-year university and is grateful to Downtown College Prep for the work they have done in helping her daughter Lupita become a better student. She enjoys being a part of the Alum Rock team because it offers her the opportunity to give back to DCP.

Marta Giron

Mrs. Giron is the mother of 11th grader Nelly Hernandez and Enrique Escalante, a graduating senior at DCP The Alameda. She currently operates a car repair shop in east San José and actively participates in various school community events. Mrs. Giron joined the Alum Rock team because she believes all students should have the opportunity to go to college. Both of her children attended schools in the Alum Rock Unified School District and she is disappointed by the small number of children in the Alum Rock community who are eligible to pursue a college education. She believes DCP Alum Rock will improve the level of academic achievement accomplished by students in this community and is confident that graduates of this future school will help improve the lives of their families as a whole.

Leticia Ibarra

Mrs. Ibarra is the mother of Eric Ibarra, a graduating senior of the class of 2009 and Ema Ibarra, a DCP The Alameda alumna, class of 2007. After her first year of college, Ema served as a student-teacher for DCP Alviso's Summerbridge program of 2008 and is currently on track to transfer from San José City College to the University of California at Santa Cruz. In 2006, Mrs. Ibarra represented DCP The Alameda at a statewide Parent Involvement Conference in order to learn strategies for strengthening the level of parent involvement on campus. She was a founding member of DCP The Alameda's Parent Committee and continues to help build parent leadership at DCP. Mrs. Ibarra joined the Alum Rock team because she is grateful for the support and dedication of DCP teachers to the education of her children. She believes strongly in DCP's mission and is currently pursuing a college education at a local community college in order to graduate with her children.

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PART II: EDUCATIONAL PHILOSOPHY AND PROGRAM

Mission

Downtown College Prep has a single mission: to prepare underachieving students who will be the first in their family to go to college to thrive at four-year universities. The college success of previously underachieving students who are the first generation in their family to attend college is the most important measure of the school's success.

Educational Philosophy

All work at Downtown College Prep is designed to help students prepare for the rigors and challenges of four-year colleges and universities. Our culture is built around the notion that college success is achievable for all. Downtown College Prep focuses all its energies and attention on this unifying goal. The depth of commitment on the part of Downtown College Prep's families, students, staff, and community to this goal has been the root of past success is the source of our work going forward.

How Learning Best Occurs

The Coalition of Essential Schools (CES) is an educational research organization and school network that works to address issues of educational equity in the public school systems of the United States. In 1999, CES published research detailing the "four essential elements of school design" that promote high achievement for all learners, particularly students who have been historically underserved:

- courses and curricula that require *all* students to do "serious intellectual work,"
- structures that allow all students to be known well and allow teachers and students to spend extended time together over the course of years,
- collaborative prep time for teachers and shared teacher responsibility for groups of students, and
- family and community involvement in multiple aspects of school life

Linda Darling-Hammond's research in school design and student success draws similar conclusions and identifies parallel elements including "continuous relationships, high standards and performance-based assessment, authentic curriculum, collaborative planning and professional development, and family and community connections". These critical factors are recognized by both the CES and Darling-Hammond and are manifested in the five core beliefs that drive the education philosophy at Downtown College Prep, described below.

Students learn best in a culture of high expectations for all.

The California Department of Education recommends that middle schools implement rigorous standards for *all students* while maintaining a dynamic student-centered culture and that curriculum, instruction, and assessment practices be aligned with the California content and performance standards. Research also shows that when students are "tracked," high expectations are reserved for students in the upper tracks while little is expected of students in lower tracks, who are not challenged to reach their full intellectual potential.

From their first day at Downtown College Prep, all Downtown College Prep students are on the college-prep track. The small school environment and shared cohorts of students allow teachers to discuss individual students' needs and to adapt and differentiate the curriculum to meet all learners' needs within the mainstream classroom. Every Downtown College Prep senior is required to apply and be accepted by a four year college or university in order to graduate. All coursework at Downtown College Prep is aligned to the California State Standards and assessed annually by the CST subject tests; all high school courses are University of California (UC) and California State University (CSU) approved. Downtown College Prep students are expected to pass both sections of the California High School Exit Exam (CAHSEE).¹ Downtown College Prep's graduation requirements meet the UC/CSU "A-G" requirements and are closely aligned with the graduation requirements established by the East Side Union High School District to allow for easy transferability. Lastly, all students are encouraged to take Honors and AP courses, which are offered only in the upper high school grades. Students are never discouraged from taking the opportunity to challenge themselves, even if they haven't done so in the past.

High expectations for all students at Downtown College Prep extends beyond academics. Reflected in Downtown College Prep's discipline and homework policies and in Downtown College Prep's "culture before curriculum" philosophy is the expectation that all students can be punctual, organized, respectful, and embody the behaviors necessary for college success.

Students learn best when they are able to spend extended time with teachers and build multi-year relationships with the same adults.

Through various programs and design elements like Summerbridge, advisory teacher looping and small class and school size, Downtown College Prep provides all students with an environment in which they will become well known and where they are able to build long-term relationships with their teachers.

Summerbridge

Downtown College Prep's Summerbridge program is a five-week, culture-building program that all entering Downtown College Prep sixth graders and new seventh and eighth graders will be required to attend. The goals of the program are both academic and cultural. All Summerbridge academic work has a focus on English-Language Arts and is intended to strengthen students' reading and writing skills before they begin school at Downtown College Prep. Equally as important, however, Summerbridge is the time for establishing Downtown College Prep's cultural norms and expectations before the school year starts including expectations related to learning the habits of a successful student.

During Summerbridge, students meet their advisors and are divided into college-themed teams— led by Downtown College Prep teachers and alumni, which will eventually form the untracked, heterogeneous *advisory colleges* in which students will spend the next three years. The advisory colleges will stay together for all of their classes in the 6th grade year. In addition, Summerbridge features regular team-building activities, group competitions, and weekly fieldtrips to universities, museums, and parks. During Summerbridge, students earn the right to wear the Downtown College Prep uniform shirt by reaching specific academic and cultural benchmarks, which will be determined by the founding faculty.

¹ See Appendix A.

Teachers who will be teaching sixth grade in the coming academic year are required to teach in the Summerbridge program. In addition, Downtown College Prep alumni work as interns to lower the adult to student ratio to approximately 1:12.

Looping

Looping is when a teacher moves up to the next grade level with his or her students rather than sending them on to another teacher. As described in the Summerbridge section, sixth grade teachers will meet their advisory groups—as well as all of the students they will teach in the coming year—in the summer prior to sixth grade. Each advisory teacher at the middle school level will loop with his or her advisory students for three years. When the students graduate from eighth grade, the advisors will loop back, teach in Summerbridge, and become advisors for the incoming sixth grade class. High school advisors will loop for all four years of a student’s high school career.

In addition to providing consistency—in both curriculum and culture—from year to year for both students and teachers, looping has been shown to reduce teacher and student attrition. An advisory teacher who loops with a cohort of students is better able to develop multi-year relationships with students and their families. These advisors are also in a better position to advocate for students who may be struggling emotionally or academically throughout their three or four-year relationship. Students and parents, on the other hand, often appreciate that they already know the student’s advisor on the first day of school. While not common in large, comprehensive schools, looping is increasingly seen in small schools and is often a design feature implemented when larger schools break down into smaller schools in an attempt to personalize the school environment.

Advisory

While many small charter schools include an advisory program as one of several structures to support personalization and long-term relationships between students and teachers, it is difficult to find quantitative data to support advisory programs as a feature of school design. Makkonen (2004) agrees, asking “How do you quantify a relationship?” and concluding that “there are no statistics on personalization”. There is qualitative evidence that advisory programs do have the potential to result in “improved relationships between students and teachers” (Espe, 1993; Makkonen, 2004; Totten & Nielson, 1994); “an increased sense of trust and belonging” (Makkonen, 2004; Ziegler & Mulhall, 1994); “better communication among all members of the school community” (Makkonen, 2004; Simmons & Kiarich, 1989); and “a strong atmosphere of equality” (Makkonen, 2004; Putbrese, 1989). When combined with other design features that increase personalization such as Summerbridge, looping, and small class and school size, advisory can provide students with one key adult who acts as a consistent advocate, guide, mentor, and role model.

Middle School Advisory

Downtown College Prep’s middle school advisory program begins during the Summerbridge program in the summer before 6th grade. Each student is placed with an advisor whom they see regularly each week and advisees stay with the same advisors for all of middle school. In the middle school program, students have their homework reviewed for all classes during the morning tutorial period. The rest of the morning tutorial period is spent developing students’ organizational and study skills: students work on binder organization, perform self- and peer-checks for organization, read self-selected books, and work on specific study skills. If a student is missing any part of the day’s homework, the advisor and advisee call the advisee’s parents during the afternoon advisory period to let the parent know that his or her student was not prepared for school and is risking his or her academic success. Afternoon tutorial periods, which also happen in advisory groups, are split

between working on homework independently with teacher support, practicing group work skills, discussing with advisors, and reflecting on progress made toward academic and personal goals.

In the middle school program, Wednesdays are devoted to advisory time, which is spent in a variety of ways including: academic intervention, preparation for standardized testing, tutorial, enrichment activities for *all* students, reading groups on self-selected books, extra help for ELD, and “office hours” in which students receive extra help or enrichment in a subject. Advisory teachers are responsible for initiating and keeping record of regular contact with advisees’ families, maintaining data on homework completion, serving on student study teams, participating in IEP meetings, and serving as the hub of communication between their advisees’ teachers and families. Please see Appendix C for a sample schedule of one month of advisory.

During the first weeks of each school year, Wednesday advisory time is devoted to building community within each advisory classroom. Advisory teachers implement a six-week unit that emphasizes Downtown College Prep’s core values of *ganas*, *comunidad*, and *orgullo*. This curriculum builds upon the foundation set during Summerbridge. Most importantly, this time serves as an opportunity for advisory teachers to collect formative assessment data about their students.

In the second grading period, after students have been formally assessed using the Northwest Evaluation Association (NWEA) computer adaptive test, Wednesdays are used to implement a series of intervention courses that targets students who are performing below grade level in reading and mathematics. Intervention courses include math intervention, reading intervention, and CST prep, a test-taking skills course. Students are grouped according to highest academic need as reflected in the NWEA results. Each Wednesday, teachers implement a skills-based curriculum focused on literacy and math development in preparation for the California Standardized Tests in the spring. Special education students work with a resource specialist and ELD strategies are implemented within the literacy development courses. Students whose academic skills are relatively high participate in a writing course designed to provide them with further support in strengthening their writing skills. Please see Appendix B for a description of the Wednesday Intervention Program based on the model currently in place at Downtown College Prep Alviso (SCUSD).

High School Advisory

In the high school program, students continue to spend a significant amount of time with their advisors. Though students still have morning and afternoon tutorial periods with their advisors, high school students’ increased academic loads mean that Wednesdays must also include non-advisory class time. Students remain with their high school advisors for all four years of high school. Much like in the middle school program, advisory in the 9th grade includes a daily homework-reviewing routine, but this aspect of the program is phased out in subsequent years in order to prepare students for the independence of college life. The high school advisory program addresses each grade level’s different academic and developmental needs. In the 10th grade, morning tutorial focuses on strengthening students’ critical thinking skills in preparation for college admissions testing and the Honors/AP course offerings that begin in 11th grade. In this grade, morning advisory focuses more heavily on preparing for the college admissions process and students begin preparing themselves for the 11th grade College Trip. During 11th grade, advisory students also begin to take more responsibility for the morning tutorial time and, by the 12th grade, students are planning and executing the majority of the morning tutorial time with the advisor’s oversight. This gradual transition of responsibility for advisory time from advisor to advisee helps foster responsibility, self-reflection, and leadership in students as they prepare to transition from high school to college.

Small Class and School Size

In *The Right to Learn: Why Factory Model Schools Do Not Work*, Darling-Hammond concludes that “all else equal, in comparison to large schools, small schools tend to have: better attendance rates, stronger academic achievement, lower dropout rates, higher grades, fewer failed courses, greater participation in activities, less vandalism and violence, fewer behavioral incidents, and especially strong academic results for low-income students and students of color”. To add a note of caution to these findings, however, Darling-Hammond further argues that “smaller is better, but small is not enough”. To address this, she puts forth additional design features that, combined with small school size, yield better student buy-in and performance, particularly for low socio-economic status (SES) students and students of color. The Downtown College Prep model leverages several of these design features, particularly continuous relationships (both student/teacher and teacher/teacher), advisory teacher looping, a strong advisory program, high standards, and collaborative planning and professional development, to increase personalization, student buy-in, and performance in academic classes.

Students learn best when teachers share common groups of students as well as collaborative prep time.

At Downtown College Prep, teacher collaboration is a priority and every effort is made to give teachers who share students a common prep period. In the middle school, all teachers who share students also share a daily 1-hour, collaborative prep period. This prep period is used for reviewing data from a wide variety of assessments, developing curricular units and daily lesson plans, planning academic interventions for students who are struggling or need more challenge, and building a culture of teacher collaboration. At the high school level, every effort is made to ensure that English and social science teachers who share students and math and science teachers who share students have joint prep periods. Because the high school schedule does not permit all teachers who share students to have the same collaborative prep period, every third Wednesday meeting is devoted solely to collaboration across the curricula, the goals of which are the same as those established above for the daily collaborative prep period at the middle school level.

Students learn best when families and communities are involved and feel welcomed at school

A 1999 study by the Chicago Consortium found a strong relationship between the amount of social support students have and their 1-year gains in reading and math. The study defined *social support* as an average score from four possible sources of support: teachers, peers, parents, and the student’s community. The example cited in the study describing a positive student community stated that “people in the neighborhood can be trusted.”

Downtown College Prep will provide access to a campus in a location that is familiar to the students it intends to serve. Travel time is shorter, neighborhood after-school programs are more readily accessible, and members of the community can more easily attend school functions happening during or after school hours.

Parents of first-generation college students need to be better informed about the college preparation, admissions, and attendance process than parents who are familiar with college. Downtown College Prep offers parent education meetings specific to each grade level, including topics such as checking homework, supporting achievement goals, and navigating the college financial aid system. Attendance at these meetings, especially for parents who may work more than one job, is stronger

when the meetings are easy to get to. Meetings are scheduled for weekday evenings and weekends to accommodate parents' work schedules.

In its planning phase, Downtown College Prep has scheduled regular meetings to discuss ideas for the proposed school and to receive feedback and suggestions. Specifically, parents suggested the school hours, compromising between an earlier ending time and a later time so all students have a safe, engaging place to be in the afternoon. Parent involvement plays a large role in new student recruitment: for example, posting flyers, making phone calls, going door-to-door, and hosting recruitment events. In addition to the recruitment meetings at Downtown College Prep itself, recruitment events are held at local churches, community and youth centers, and other community agencies that serve the Downtown College Prep target community. Downtown College Prep counts on the knowledge and expertise of community organizations to spread the word about the school and to help identify eligible and interested families.

Parents and community members are invited and welcome at Downtown College Prep student events, to enjoy and provide feedback on debates, plays, performances, and other displays of student work and progress. Exhibitions and authentic assessments are regularly used to allow students to showcase their learning and to give parents and community members a meaningful way to interact with their students' assignments and learning goals. Parents are also invited to take part in various committees, including the hiring committee for new teachers, which also includes Downtown College Prep staff and students who provide input about the potential teaching candidates. The hiring committee observes a 20-minute demonstration lesson followed by a "Q & A" session.

Parents can also take part in student study teams, which examine the behavioral and academic performance of students who are slipping below the school's expectations. These teams conference with the student and each other, and devise a behavior-modification plan to support the student in becoming a more successful community member and student.

Downtown College Prep intends to work with an interested committee of Downtown College Prep parents to establish a student uniform code that meets the needs of the East San José community.

Parent contact is also an essential piece of the curriculum. Parents are contacted by the administrators for reasons related to student behavior and school culture and by the advisors for academic reasons. Every morning, advisors check students' homework during the morning advisory/tutorial period and call the parents of any student who is missing any part of a homework assignment. Advisors are also expected to contact families if a student experiences any significant change in academic performance, either positive or negative. Student progress reports, sent home six times annually, will not be the first indicator to parents if their student is struggling academically.

Students learn best when a school puts "culture before curriculum."

At Downtown College Prep, we often talk about putting culture before curriculum, which means that student skills and work habits are given equal emphasis to academic content within each academic discipline and within the school culture, particularly in the earlier grades. In communities with low college matriculation and graduation rates, students often arrive at secondary school with skills and work habits that mirror their academic underachievement. Addressing these skills gaps requires a whole-school response with significant coaching and instruction on habits that must be internalized for academic success in high school and college.

This emphasis on student habits is reflected in Downtown College Prep’s school schedule, which includes an unusually large amount of time earmarked for advisory, tutorial, and other academic enrichment at the middle school level. All aspects of Downtown College Prep’s culture—Summerbridge, the dress code, homework policies, and parent contact expectations contribute to a deliberate and highly cohesive school culture that provides a foundation for academic success. Please see the subsections on all of the aforementioned programs for information on these programs and how they support students in developing positive work habits.

What It Means To Be An “Educated Person” In The 21st Century

Downtown College Prep’s goal is to provide each of its students with the critical thinking skills, interpersonal skills, and work habits to earn a college degree from a four-year university. While these college readiness skills are equally important to all segments of the population, they are even more urgently needed by the segments of the population that continue to be underrepresented in college. For an educated person to be able to thrive in the increasingly competitive environment of the information age, having a college education and the ability to effectively process, assimilate, and apply new information is essential.

An educated person thinks critically about the world around him or her.

Many of the information literacy skills Downtown College Prep inculcates in students are reflected in *The Big6 Skills Approach to Information Problem-Solving* created by Mike Eisenberg and Bob Berkowitz. These skills include being able to:

- Identify the information needed to complete a task
- Critically evaluate the different sources to obtain that information
- Locate and access the sources for information
- Engage with and extract relevant information from the sources
- Synthesize, organize, and present the information gleaned from the multiple sources
- Judge the process in terms of effectiveness and efficiency

Downtown College Prep uses the *Big6* framework for problem solving across the curriculum to provide students with a variety of opportunities to engage with information literacy and to help students internalize this framework.

In addition, Downtown College Prep’s vision of an educated person as a critical thinker is reflected in Downtown College Prep’s core value of *orgullo*—pride—the quality that embodies an individual’s confidence in his or her ability to learn and successfully engage with new information.

An educated person is connected to the people and environment around him or her.

Downtown College Prep’s second core value, *comunidad*—community—reflects Downtown College Prep’s vision of an educated person as one who is connected to the people and the environment. *Comunidad* is the quality that embodies an individual’s awareness of and respect for his or her social and environmental surroundings. This value is reflected in the many aspects of Downtown College Prep’s academic program that allow all students to develop long-term relationships with cohesive groups of their peers and with caring adult role models. Similarly, Downtown College Prep models this value by striving to expand opportunity in East San José by sending new generations to college in a community that previously experienced little college matriculation. The curriculum and culture of Downtown College Prep teach students to become

members of the “culture of power” and to change their communities from within. Downtown College Prep does this by teaching students that they do not have to choose between being members of their home communities and becoming college graduates. Rather, home culture is used to bolster and support students through the challenges inherent to their pioneer journeys to college.

Downtown College Prep also supports students in becoming connected to the natural environment through the environmental studies focus of Downtown College Prep’s science curriculum, which is presented in the Curriculum and Instructional Design section.

An educated person knows that hard work is necessary for growth and success.

Our final core value, *ganas*—desire—is the quality that embodies self-motivation, hard work, and perseverance. More than any other value, *ganas* is modeled and celebrated by Downtown College Prep. From the longer school day and increased instructional minutes to phone calls home, homework checkers, home visits, and tutorial periods, all members of the Downtown College Prep community—parents, teachers, administrators, staff members, and students—live the belief that success and growth come only with hard work and perseverance. In addition, the highest award given each year by Downtown College Prep recognizes students who have worked the hardest to make the greatest growth as students and as educated people in the 21st century.

High School Program

Because we are a college prep school, the high school course offerings and graduation requirements are designed so that all students meet the UC/CSU “A-G” requirements. All high school courses are UC approved so that all Downtown College Prep seniors are eligible for admission to the University of California and California State University systems. In addition, we will seek accreditation from the Western Association of Schools and Colleges (WASC) after our first year of operation.

Downtown College Prep high school students take six classes each semester. Teachers will evaluate students’ abilities to meet the standards of each course using a variety of assessments² and grades will be determined using the scale listed below. Because the grade of “D” is not recognized by universities as meeting a college entrance requirement, the grade of “D” is not part of the Downtown College Prep grading scale; a student must pass each class with a grade of C- or better.

A	93-100%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%

C+	77-79%
C	73-76%
C-	70-72%
F	below 70%

WASC accreditation and UC approval will ensure the transferability of high school courses to other schools. Downtown College Prep respects the graduation requirements established by East Side Union High School District and will work with the District to ensure that students who transfer from Downtown College Prep to schools within East Side Union High School District will be able to graduate on time. In addition, Downtown College Prep will collaborate with each of the school districts into which students may be re-enrolling to agree upon the transfer credit back to the district.

² See “Methods of Assessment” in the Measurable Student Outcomes section for further details.

Starting with the enrollment of Downtown College Prep’s first 9th grade class, Downtown College Prep will notify parents as to the transferability of Downtown College Prep courses to other high schools and their eligibility to meet college entrance requirements via orientation meetings, parent education meetings, and the student handbook. A course catalog is also included in the student handbook.

Students To Be Served

Our Target Student

Downtown College Prep seeks to educate the students who have historically fallen through the cracks of the public school system. Downtown College Prep’s target student meets one or both of the following criteria:

- Will be the first member of his or her family to go to college
- Is identified as underachieving in elementary school

Downtown College Prep defines an “underachieving” student as one whose achievement does not meet his or her potential. A student can be considered underachieving if he or she received “Basic” or below CST test scores in English-Language Arts or Math in the late-elementary grades and/or has received failing or sub-standard grades in core classes in the late-elementary grades. In addition, we recognize that many east San José elementary school teachers and administrators have spent years working with individual students in the district, and we value their expertise in identifying additional students who might benefit from Downtown College Prep’s mission.

Downtown College Prep serves students who would benefit from a longer school day, more individualized attention, higher expectations, and a school culture uniquely focused on providing college access and success to students from historically underserved communities. Downtown College Prep is an attractive choice for students from all over East Side Union High School District who do not have access to a college preparatory program that meets their needs; however, we intend to primarily recruit from the Alum Rock community, a region with one of the lowest high school graduation rates in the City of San Jose.³

Downtown College Prep serves students who are in grades 6 through 12. Downtown College Prep will start with 100 6th graders and will add 100 new 6th graders each subsequent year, as the 7th through 12th grades are added to accommodate the matriculating students.

³ See Appendix D

Curriculum And Instructional Design

The academic program at Downtown College Prep is explicitly designed to help students reach mastery of the California State Standards as well as college-prep skills vital to thriving at four-year universities. Downtown College Prep students will obtain academic success through a fully inclusive core curriculum. Middle school students take interdisciplinary core courses—English-Language Arts/Social Science and Math/Science—while students in later secondary grades take single subject courses in the four core content areas. The following is a description of each core curricular area including a description of the interdisciplinary cores.

English-Language Arts

Literacy Instruction at Downtown College Prep

Middle school students have different social and academic needs than either elementary or high school students and in order to improve students' reading abilities, a middle school's structure and curricula must reflect these differences. Lewis (1999) asserts that struggling middle-school readers must have four supports: teachers trained to teach reading within their subject areas, more time spent in the classroom on reading instruction, smaller class size, and instructional materials suited to individual learners' needs and interests. Lewis further contends that a middle school program missing any one of these components "can't turn struggling middle school students into successful readers".

The English-Language Arts curriculum at Downtown College Prep is specifically tailored to meet the academic needs of a student population that is over 95% Latino, most of whom are English learners who struggle with reading and writing.

As stated in *A Map for Teaching and Assessing California's English Language Development and California's English Language Arts Standards for English Learners* (WestEd, 2001), the mastery of ELA standards are the end-goal of ELD standards. Therefore, it is important for educators to see "the articulation of ELD standards as the 'onramp' to ELA standards" in order to provide integrated instruction and assessments for English learners. Because ELD standards target the four strands of reading, writing, listening and speaking, the English-Language Arts curriculum at Downtown College Prep focuses on developing students academic reading, writing, listening and speaking skills.

Downtown College Prep implements an integrated approach to literacy development based on the research of Lucy Calkins and Nancie Atwell, creators of the nationally acclaimed Readers/Writers Workshop curriculum. Readers/Writers Workshop sets the purpose for students by focusing on text and promoting the enjoyment and love of reading through meaningful interactions with the printed word. This is true for writing as well. By making their own responses to reading or responding in some written context to what they have read, Downtown College Prep students begin to understand what they read. Academic conversation is used as a bridge for reading and/or writing, so those traits are taught and represented in the daily interactions of students in the class.

Research shows that academic English learners have limited opportunities to engage in extended and meaningful conversations in school. (Goodlad, 1984; Nystrand, 1997; Staarman, Krol and Van der Meijden, 2005). Learners of academic English need to produce meaningful linguistic output in order

to develop the oral proficiency (Swain, 1985) that will provide a foundation for the development of reading and writing proficiency.

ELA instruction at Downtown College Prep weaves together elements of Readers/Writers Workshop with explicit instruction in English language development based upon the work of Jeff Zwiers, teacher educator at Stanford University and author of *Building Academic Language*. Students at Downtown College Prep develop academic language skills through carefully scaffolded lessons in which students learn and practice the features of academic conversations as the foundation for becoming proficient readers and writers.

Academic language is the set of words, grammar, and organizational strategies used to describe complex ideas, higher-order thinking processes, and abstract concepts. According to Zwiers, students build academic language through the use of linguistic “bricks” and “mortar”. Whereas bricks describe content-specific vocabulary words or technical terms, mortar describes more general academic terms. For example, in science, brick words might include terms such as respiration, transpiration, meiosis, and habitat. In middle grades and early high school, when students become inundated with vocabulary, it is important to provide students with explicit and scaffolded instruction that enables students to acquire these new “bricks”.

However, Zwiers warns that “there is a danger of over-focusing on big words. If we simply pile bricks up to make a wall—e.g., overdo vocabulary quizzes and dictionary work—the wall will fall. The bricks need mortar to stick together.” Therefore students need to build their knowledge of general academic language as well. “Mortar” words are necessary to create coherent and logical sentences and paragraphs. These words include connectives such as therefore, however, and because; prepositions such as between, and without; and pronouns such as each other and themselves. Mortar words also include more general academic vocabulary needed to describe higher-order thinking skills such as analyze, describe, compute, and evaluate. These terms are needed for the tasks, tests, and texts of school.

Downtown College Prep additionally believes that students must participate in methods of vocabulary practice that engage a variety of learning styles to meet the needs of all learners. Based on the work of Kate Kinsella, a leading researcher on the equitable teaching of academic literacy, Downtown College Prep teachers in all subject areas use vocabulary logs and use pedagogical strategies appropriate to students’ developmental levels to do all of the following:

1. Pronounce the word in question and ask students to pronounce the word
2. Explain the word in accessible language rather than just giving a standard dictionary definition
3. Provide examples of the word used in context that students can connect with
4. Model, coach, and then provide opportunities for guided practice

After participating in vocabulary instruction through the method described above, students will often also be asked to engage in the following vocabulary practice activities that address a variety of learning styles and needs: (Lerner, 2005)

- Phonemic awareness, spelling patterns, and word-building activities (analysis of roots, prefixes, and suffixes)
- Charades or vocabulary pictorial: a student acts out or draws a word and other students guess what word is being depicted

- Verb circles: each student is assigned a verb and is given time to come up with a motion to associate with his or her words; students then stand in a circle and teach each other their motions, cycling back to the first word in the circle each time a new word is added
- Vocabulary cartoons and pictures: students create cartoons or pictures that explain the meanings of vocabulary words and/or provide non-examples
- Word families: students use semantic mapping strategies to show relationships between related words

All Downtown College Prep classrooms include word walls (where the new vocabulary terms are placed on the wall and, often, illustrated), a word bank (a section of the students' binders where all the vocabulary logs are stored), as well as graphic organizers for note-taking.

By weaving together reading and writing practice, explicit instruction of academic language skills including ELD, and development of academic vocabulary, students at Downtown College Prep become proficient in reading, writing, listening and speaking. Furthermore, by integrating social studies into the process of literacy development, students apply these essential literacy skills to the study of other disciplines.

English Language Arts/Social Studies Core

In the 6th and 7th grade, English Language Arts is integrated with Social Studies to create a humanities core and is aligned with California State Content Standards for ELA, ELD and Social Studies. Reading/Writing Workshop strategies are used to promote literacy, writing, and listening and speaking skills in the classroom.

Interdisciplinary core programs take advantage of the connections between different subject areas to give students ample opportunity to develop problem-solving techniques and critical thinking skills across disciplines. The core structure provides greater opportunity to develop and implement curriculum featuring project based learning, real-world problem solving, and the development of research, analytical and communication.

6th grade Social Studies, World History/Ancient Civilizations is taught in conjunction with Reading Workshop and the humanities core, while 7th grade Social Studies, World History; Medieval, Early Modern Times puts heavy emphasis on process and timed writing addressing multiple writing types covered on the CST's. In the 8th grade, US History is cored with the ELA program to provide an extended period of time to address primary documents and become familiar in writing coherent responses to Document Based Questions. This will be the student's first introduction to DBQ's, a skill they will need throughout their high school course work including Advanced Placement courses in US History and English Language and Composition.

The 6th grade ELA course examines the concept of CHANGE. Students begin to connect their experiences with change to the texts they read. Writing focuses on paragraph format with sophisticated topic sentences, narrative writing, letter writing and character analysis. Students learn and practice reflection, revision, research and persuasive writing.

The 7th grade ELA course examines the concept of CHOICE. Students begin to connect their experience with the choices people make in their lives to the texts they read. Writing continues to focus on process, emphasizing multiple drafting, editing, revising and reflection with additional emphasis on training students in the art of timed writings, decoding prompts and building expertise

in thinking “on their feet” and putting those thoughts down on paper in an organized fashion all within a period of between 40 minutes to 60 minutes.

The 8th grade ELA course examines the concept of CHALLENGE and the academic skills necessary for students as they transition to high school. Students are introduced to the types of challenges people face as they study a variety of texts. Writing will focus on sentence combining, transitions, paraphrase, summary, thesis, introductions, conclusions and proper use of quotations taken from text. Students will continue to practice narrative, expository, and persuasive writing.

English/Social Studies or humanities core teachers at Downtown College Prep receive professional development in the implementation of Readers/Writers Workshop as well as essential practices for building academic language in their classrooms. Because all Downtown College Prep teachers are authorized to teach English language learners or are receiving training to do so, these teachers work together to develop curriculum that accurately addresses the needs of Downtown College Prep’s target students.

Cultural and Affective Aspects of Reading Instruction at Downtown College Prep

In addition, research demonstrates that effective middle school and high school reading programs serving historically underperforming communities must address the cultural and affective components of reading directly in the curriculum. Many secondary students from low SES and/or minority families with low college attendance rates may not see themselves as readers because the adults in their lives—often read for functional purposes rather than for pleasure. As a result, many low SES, minority, underperforming students do not have readily available literacy role models or a community of readers with whom they identify on cultural or affective dimensions.

Downtown College Prep’s reading curricula explicitly address the affective and cultural needs of Downtown College Prep’s target student population. Much of the sequencing of Downtown College Prep’s reading curriculum, particularly in the middle school grades, is adapted from *Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms* (Schoenbach, et al., 1999). Students begin their careers at Downtown College Prep by examining the concept of change through the exploration of what it means to be a resident of East San José and to be starting down a path toward four-year college. In later grades, students revisit this theme and examine the concepts of choice and challenge by analyzing the role that education has played in the lives of authors who come from historically underserved communities or who were, themselves, underperforming students. Through this biographical study, students are able to begin to envision themselves as successful readers and students. In addition, this part of the curriculum encourages students to challenge any previously held idea that being low-income, previously underperforming, or a student of color is a barrier to current and future academic success. Through programs like Summerbridge and other focused learning opportunities, Downtown College Prep students are exposed to older students who are on or have completed a similar path from underachieving to college-bound and are able to begin to build their own identities as readers and learners.

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History

Developmentally responsive middle schools have curricula that are integrative, challenging, and exploratory (National Middle School Association, 1996). Interdisciplinary teams of history and English teachers work together in all grades, and are formally block-scheduled in grades 6 through 8 (see Course Offerings below). History teachers understand, support, and provide instruction that reinforces all reading and writing initiatives at Downtown College Prep. Common themes, which are introduced in middle school and revisited with greater depth in high school, are explored concurrently in history and English classes. These themes are:

- 6th and 9th grades—Local, California, and cultural identity focus (in 9th grade, the focus transitions to world history for the spring semester);
- 7th and 10th grades—Classical, medieval, and modern world history focus;
- 8th and 11th grades—Civics/American history focus;
- 12th grade—Focus depends on a elective offered and will include either government and economics or world cultures.

See Appendix E for greater detail about the stranding of skills-based learning objects across grade levels.

Downtown College Prep’s history curriculum, largely devoted to project-based learning, is aligned to the California State Standards for every grade level. Downtown College Prep supports Teachers’ Curriculum Institute’s (TCI) *History Alive!* as a primary classroom resource. *History Alive!* is an activity-based curriculum that is closely correlated with the California State Standards. Downtown College Prep history teachers adapt and augment *History Alive!* to provide additional support for English Language Learners and the development of academic English proficiency for all students. The following history objectives are also supported by the English curriculum:

- Reading primary texts closely starting with short paragraphs in the middle grades and moving to longer, complete texts in the upper grades
- Reading critically and using texts with opposing viewpoints or perspectives to develop a complex understanding of issues in history
- Understanding a text within its historical or geographical context and being able to draw relationships between context and authorship
- Asking questions and drawing conclusions about a text or issue

The large number of 10th grade World History standards is expanded across a 1-1/2 year period (spring semester of 9th grade and all of 10th grade). This allows for each standard to be explored with greater depth and with a breadth that is truly global. Due to the longer time-span involved and the fact that students will have the same teachers for 9th and 10th grade World History, key concepts are continually looped within this 3-semester time frame.

AP and Honors courses are offered in the 11th and 12th grade years according to student and teacher interest. Courses under consideration include, but are not limited to, the following: AP United States History, AP/Honors World History, and AP US Government/Economics.

Mathematics

The Primacy of Algebra I

Algebra I is the foundation upon which the entire Downtown College Prep standards-based math curriculum is built. Regarded nationally as the “gatekeeper” class that predicts or prevents future mathematic success for students, all math classes that precede Algebra are intended to prepare students to master it, and all math classes that follow Algebra depend upon its mastery.

Because solid Algebra skills are a prerequisite for proficiency in Algebra II, Geometry, and other high school math and science classes, Algebra I will be taken by all 8th grade students at Downtown College Prep. That said, the 6th and 7th grade math curricula must adequately prepare students for Algebra proficiency. This means tying all the content areas (Number Sense; Measurement and Geometry; Statistics, Data Analysis, and Probability; Algebra; and Functions) in a meaningful way with algebra readiness as an overarching end goal.

To meet that end, the Downtown College Prep math curriculum will focus on developing “Mathematical Proficiency” as explained by *Adding It Up, Helping Children Learn Mathematics*, the 2001 publication from the National Research Council’s Committee on Mathematics Learning. Mathematical proficiency is broken down into five strands:

- *Conceptual understanding*—Comprehension of mathematical concepts, operations, and relations
- *Procedural fluency*—Skill in carrying out procedures flexibly, accurately, efficiently, and appropriately
- *Strategic competence*—Ability to formulate, represent, and solve mathematical problems (i.e. problem solve)
- *Adaptive reasoning*—Capacity for logical thought, reflection, explanation, and justification (i.e. be able to explain why) and
- *Productive disposition*—Habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one’s own efficacy.

The integration of these five strands guides the teaching of mathematics at Downtown College Prep. Instruction is not based on either exclusively internalizing what a teacher or book says or shows or, on the other hand, exclusively by having students create mathematics on their own (National Research Council, 2001). The California State Standards parallel these five strands quite closely. For example, the Number Sense standards align with the *conceptual understanding* strand and the Mathematical Reasoning standards relate to *adaptive reasoning* strand.

Algebra I builds on the proficiency that students have been developing in arithmetic and develops it further; students who struggle with Algebra often do so because they are not yet “numerate.” Downtown College Prep defines *numeracy* as being arithmetically proficient, especially with regard to conceptual understanding and procedural fluency. For example, a student should be able to represent the product 16×11 in different ways—as a story or as a picture (conceptual understanding). However, it is inefficient to write a story or draw a picture each time you encounter 16×11 . Therefore, being able to carry out the algorithm (procedural fluency) is also necessary.

Numeracy Remediation

Our target student has scored Basic or below on their CST in Math. Our three-year goal is to have all students caught up and proficient in Algebra I by the end of the 8th grade. As a result, we build in remediation along the way in order to allow students to move toward grade-level proficiency in arithmetic while continuing to develop higher-level conceptual skills and master new content.

Students need to be fully proficient with rational numbers and integers, as this proficiency forms the basis for much advanced mathematical thinking (National Research Council, 2001). By the end of the 6th grade, Downtown College Prep expects its students to be mathematically proficient with whole numbers and integers. This means addressing all five strands concurrently or consecutively. Remediation at this level means pre-6th grade California Math Standards are embedded into each grade-level’s standards in the middle school math curriculum. Most 6th grade standards and some 7th grade pre-algebra standards will be covered, but primarily in the context of integers. For example, students determine the area or perimeter of common objects or create a stem-and-leaf plot exclusively with whole numbers.

Rational numbers are more complex because of their multiple representations (fractions, decimals, etc.) and uses (parts, ratios, etc.), and the less out-of-school experience students have with this form of numbers. Conventional instruction on rational number computation tends to be rule based. However, research shows that a rules-based approach can be highly dependent on memory and is therefore subject to deterioration (National Research Council, 2001). To achieve proficiency with rational numbers, classroom instruction must devote extensive time for students to explore with depth the other four strands in addition to procedural fluency. The 7th grade curriculum will focus on

developing proficiency with rational numbers. The approach is similar to that described above: revisiting the 6th grade and 7th grade pre-algebra standards in the context of rational numbers. For example, the standards involving determining perimeter or area of common objects and creating a stem-and-leaf plot are spiraled back to this year with rational numbers. Some 7th grade standards can only be meaningfully explored in the context of rational numbers and, therefore, receive additional emphasis this year including those that address ratio, proportion, and probability.

In addition to navigating the five strands recommended by the Committee on Mathematics Learning as described above, Downtown College Prep students need other tools to become mathematically proficient. As part of the Wednesday Intervention Program, Downtown College Prep students in need of math remediation use a tool called ALEKS, a web-based artificially intelligent assessment and learning system, developed by a research team of software engineers, mathematicians, and cognitive scientists at New York University and the University of California, Irvine. Through adaptive questioning rather than multiple-choice questions, ALEKS determines a student's level of mathematical knowledge. Once students have been assessed, they enter the Learning Mode, a course that offers students practice problems in each topic they are ready to learn as determined by the assessment. As students master a particular topic, ALEKS provides practice problems in another topic, continuing to develop the student's knowledge of mathematical concepts. Periodically throughout the course, ALEKS periodically reassesses the student to ensure retention and adjust the set of practice problems to the student's knowledge. Students work at their own pace and may log on from a home computer for additional one-on-one instruction. Research shows that students who show mastery through ALEKS are more likely to demonstrate academic success in their current math course as well as standardized tests.

Reading Like a Mathematician

Downtown College Prep believes that there is no singular math text that can adequately address the needs and pace of every student. Teachers are encouraged and expected to pull from multiple resources to enrich the curriculum and use a variety of manipulatives and visuals to accommodate diverse learning styles. However, Downtown College Prep believes that for students to be adequately prepared for college, they need to learn how to effectively use the features of a math text. In order to be successful in college, graduates of Downtown College Prep must be self-reliant learners who bring their textbooks to class and do not always depend on the teacher to explain a concept. That said, reading a mathematics textbook requires different reading strategies than reading a novel, for example.

The Downtown College Prep math curriculum supports the English-Language Arts curriculum by modeling and coaching students on strategies for navigating a mathematics textbook. In addition, a primary text is associated with each level of mathematics at Downtown College Prep. Downtown College Prep is currently considering *College Prep Mathematics* (CPM) as the primary texts for the middle school math program, and at Key Curriculum Press's *Discovering...* series for the high school program. Downtown College Prep supplements the standards-based math curriculum extensively using resources that include those created by Marilyn Burns, John Van de Walle, Interactive Mathematics Project (IMP), Singapore Math, and Glencoe Math.

Decoding word problems is also a key skill that requires coordination between the numeracy skills learned in math and reading skills learned in English class. Decoding strategies learned in English classes are adapted to decoding word problems. Along with visualization and modeling techniques

developed by Singapore Math and John Van de Walle , these skills enable students to conceptually understand and apply correct procedures to comprehending and solving math problems.

Speaking Like a Mathematician

Downtown College Prep wants students to speak intelligently about mathematics, which requires that they know correct terminology for mathematical concepts. At Downtown College Prep, vocabulary is a large component of the math curriculum. Vocabulary is frequently included on assessments and one section of the math binder is devoted entirely to vocabulary logs. The logs' format, adapted from Key Curriculum Press, includes four sections for each new term that is learned: the term, its definition/explanation, examples, and non-examples. Often the students develop their own definition from a collection of examples and wrong examples provided by the teacher. Students and teachers use the terms on a daily basis that the words are internalized and students can take ownership of them.

The vocabulary log system is an application of Kate Kinsella's vocabulary process made more visual according to SDAIE theory. Other SDAIE concepts implemented in the Downtown College Prep math classroom include word walls (where the new vocabulary terms are placed on the wall and often illustrated), a word bank (a section of the students' binders where all the vocabulary logs are stored), as well as graphic organizers for note taking.

Acting Like a Mathematician

For students to learn a new mathematical concept, they need to be both cognitively and physically ready. At Downtown College Prep, a student is ready to learn if he or she has all of his or her supplies organized and readily available: pencil, paper, a ruler, text, and any other materials relevant to the class at hand. At the beginning of the year, students are clearly told what they need to bring every day. After that, teachers perform daily readiness checks. Initially, students and advisories are rewarded with stickers/advisory points for being prepared—this means having all of their supplies out on their work area within the first five minutes of class. Then, teachers transition to two minutes with stickers. Eventually, being ready for class becomes part of students' grades. The teacher may do the readiness check or students may check each other. During collaborative work time, groups are held accountable for being ready. Binder organization is supported in the morning advisory period and is assessed regularly through rubric-graded binder checks performed by the teacher, peers, or students themselves.

Mathematics at the High School Level

Mathematics instruction at the high school level continues to follow the five strands described above. Following Algebra I, Downtown College Prep students take Algebra II in the 9th grade and Geometry in the 10th grade. The reason for this inversion is twofold. First, it allows for more momentum heading into the Algebra II year, which results in less time spent reviewing forgotten algebraic concepts. Second, it allows the Geometry curriculum to be richer. Geometry students have the algebraic skills required to solve more rigorous problems that may involve exponents or radicals. Downtown College Prep (SJUSD) implemented this switch beginning with the 2005-2006 school year and observed the following trend in California High School Exit Exam (CAHSEE) pass rates that seem to support this course sequence:

Math Course Sequence	Year	10th Grade CAHSEE Pass Rate (Math only)
Algebra I—Geometry—Algebra II	2002	44%
Algebra I—Geometry—Algebra II	2003	41%
Algebra I—Geometry—Algebra I	2004	69%
Algebra I—Geometry—Algebra II	2005	82%
Algebra I—Algebra II—Geometry	2006	89%
Algebra I—Algebra II—Geometry	2007	86%
Algebra I—Algebra II—Geometry	2008	87%

Downtown College Prep 11th graders will take a pre-calculus course that will address the Trigonometry and Math Analysis standards. Seniors will be on track to take a math elective: Calculus or Statistics.

National Research Council. (2001). *Adding it up: Helping children learn mathematics*. J. Kilpatrick, J. Swafford, and B. Findell (Eds.). Mathematics Learning Study Committee, Center for Education, Division of Behavioral and Social Sciences and Education. Washington, DC: National Academy Press.

Science

Because our three-year goal is to have all students caught up and proficient in Algebra I by the end of 8th grade, the Math/Science core curriculum in the middle school grades combines both disciplines in order to weave together the development of mathematical proficiency and a basic understanding of the true nature of science. Middle School students at Downtown College Prep develop critical thinking skills as they learn discipline-specific content skills through the Math/Science core. The combination of Math and Science allows teachers to develop curriculum that provide students multiple opportunities to analyze, strategize, solve problems and find solutions through the application of mathematical as well as scientific knowledge.

The Downtown College Prep science curriculum is aligned with the California State Standards to ensure sufficient academic and practical preparation in this discipline. The middle school curriculum follows the recommended trajectory from physical science to the life sciences and back to physical science in the eighth grade while the high school curriculum delves deeper into scientific concepts through the study of biology, chemistry, and physics.

Middle School Science

Research shows that successful middle schools integrate learning experiences with issues relevant to the student (National Middle School Association, 1996). Downtown College Prep’s science curriculum integrates the learning of science with an environmental focus that inculcates in students a practical knowledge for becoming environmental stewards for their home city of San José.

On October 30, 2007, the San José City Council adopted Green Vision, a fifteen-year plan to transform San José into a world center of Clean Technology innovation. In order to ensure that San José remains a sustainable community for generations to come, Green Vision promotes cutting-edge sustainable practices, environmental stewardship and economic growth linked to fiscal responsibility. Included in Green Vision, is an action plan that involves San José’s residents and business to:

- Create 25,000 Clean Tech jobs as the World Center of Clean Tech Innovation
- Reduce per capita energy use by 50 percent
- Receive 100 percent of our electrical power from clean renewable sources
- Build or retrofit 50 million square feet of green buildings
- Divert 100 percent of the waste from our landfill and convert waste to energy
- Recycle or beneficially reuse 100 percent of our wastewater (100 million gallons per day)
- Adopt a General Plan with measurable standards for sustainable development
- Ensure that 100 percent of public fleet vehicles run on alternative fuels
- Plant 100,000 new trees and replace 100 percent of our streetlights with smart, zeroemission lighting
- Create 100 miles of interconnected trails.

Green Vision creates a meaningful opportunity for students at Downtown College Prep to actively participate in a citywide initiative as both students of science and as residents of San José. By accessing curricular resources through the San José Go Green Schools Program and the City of San José Schools Environmental Conference, Downtown College Prep science teachers can provide students with successful and relevant learning opportunities that allow students to connect their knowledge of science to their everyday lives.

Students at Downtown College Prep will participate in Green Vision through a middle school science curriculum focused around environmental stewardship. Starting in the 6th grade students will learn a culture of recycling, turning off lights, and investigation into green school programs.

Furthermore, Downtown College Prep’s science curriculum empowers students with the knowledge, processes and skills to understand and apply the scientific method to the world around them.

Other Scientific Skills

Beyond the EEI principles and the California State Science standards, there are additional skills included in the Downtown College Prep science curriculum to encourage meaningful engagement with the discipline. The reading and writing skills associated with science are strategically developed throughout the grade levels—particularly in middle school—as is remediation in the following math skills: measurement (mass, volume, length), the metric system and conversions, and reading and creating graphs, charts, and tables. Science skills that are also taught at the middle school level include:

- Familiarity with lab equipment and lab safety
- Knowledge of the scientific method and relevant vocabulary
- Ability to create a simple lab procedure and follow a complex one
- Effective group work skills and processes

Additional skills that are addressed in the middle school and receive continued support at the high school level include:

- Application of Algebra I skills to scientific formulas
- Basic technical literacy: Word, Excel, and internet research skills
- Oral presentation skills
- Going beyond the scientific method to understand the true nature of science
- Mastering experimental design and relevant vocabulary

- Proportional reasoning
- Exposure to logical thinking and explanation of scientific phenomenon
- Critical analysis skills

High School Science

Downtown College Prep students take Biology as 9th graders and Chemistry as 10th graders. In the 11th grade, students have a choice to take either Biosite, a class that blends environmental biology fieldwork and content with the teaching of elementary students class or a Physics class with a technology focus that takes advantage of business partners in Silicon Valley. By the 12th grade, students may choose from either AP Environmental Science or AP Chemistry. Downtown College Prep also sees the opportunity for upperclassmen to get involved in internships with community members involved in the environment, technology, and specifically green technology. In addition to writing a traditional research paper as part of the 12th grade College Readiness requirement, students may have the option of designing and implementing a research project through a community-based internship. Seniors who choose a science-based topic for their senior theses have an option of basing their theses on empirical research conducted during their internship.

Environmental Science and Technology

East San José's proximity to both the east foothills and Silicon Valley allows for a unique opportunity to incorporate environmental science and technology into the Downtown College Prep science curriculum.

The Education and the Environment Initiative (EEI), a collaborative project of several agencies including the State Board of Education and the California Environmental Protection Agency, has mandated a series of principles and concepts that will serve as the foundation for developing a model K-12 curriculum for California. These principles are:

- Principle 1—People depend on natural systems.
- Principle 2—People influence natural systems.
- Principle 3—Natural systems change in ways that people benefit from and can influence.
- Principle 4—There are no permanent or impermeable boundaries that prevent matter from flowing between systems.
- Principle 5—Decisions affecting resources and natural systems are complex and involve many factors.

On its website, the EEI models how each of these principles and the concepts nested within them can support many of the Science and History California State Standards for grades K-12.⁴ Downtown College Prep science and history teachers work collaboratively to incorporate these principles and concepts into their curriculum as they work to develop in their students a full understanding of the symbiosis between nature, society, and individual choices. This can range from, in the 6th grade, studying how the East San José community coexists with its natural environment to studying the relationship between environment, government, and the economy in the 12th grade.

⁴ <http://www.calepa.ca.gov/Education/EEI/Curriculum/Default.htm#ModelCurriculumPlan>

The consummate high school goal is for students to be able to formulate a question, design a procedure to test the question, analyze the results from the procedure, present the results, and then evaluate the entire process. Downtown College Prep science students understand that science is not a linear process. Through exposure to the true nature of science, students develop the critical thinking skills necessary to collect and analyze evidence in order to evaluate the world around them.

College Readiness

Although the concept of college readiness is embedded in Downtown College Prep's school culture and all curricula, 12th graders additionally take a class called College Readiness. In the fall semester, College Readiness supports students in the college application process. Working closely with the College Guidance department, the College Readiness teacher provides instruction on preparing for the SAT II subject tests, writing admissions and scholarship essays, and applying for financial aid. In the spring semester—after the college applications process has been completed and while students are waiting for admission decisions—College Readiness works in conjunction with senior English classes to support students in the research process. By the end of the spring semester, each senior is expected to write and present a senior research thesis on a topic selected by the student in conjunction with his or her advisor and English/College Readiness teachers. Although most of the support for senior theses will be provided in the senior English and College Readiness classes, students are encouraged to choose topics of genuine interest, including those that might be more directly related to math, science, history, and elective classes.

Visual and Performing Arts

Visual and Performing Arts is central to the curriculum and experience of all Downtown College Prep students. In fact, “[t]he arts' position in the school curriculum symbolizes to the young what adults believe is important,” according to Elliot Eisner, renowned scholar and teacher educator in the field of arts education.

Among Eisner's “10 Lessons the Arts Teach”, published by the National Art Education Association, visual and performing arts teach children to make good judgments about qualitative relationships, solve problems by exploring multiple solutions, celebrate a variety of perspectives, and think through and within material. Unlike other disciplines, “learning in the arts requires the ... willingness to surrender to unanticipated possibilities” (Eisner, 2002).

Downtown College Prep believes that the arts serve as a powerful lever to student engagement within a rigorous interdisciplinary curriculum. By relating the technical aspects of the arts to other disciplines, visual and performing arts curriculum has the potential to make intangible concepts tangible.

For instance, clear evidence exists that music improves spatial-temporal reasoning (Harvard Graduate School of Education, 2000). Spatial-temporal reasoning is the ability to create, maintain, transform, and relate complex mental images even in the absence of external sensory input or feedback (Hoffman, 2001), and is the type of reasoning involved with math, science, physics, and chess. The music program at Downtown College Prep intentionally begins as a co-requisite elective to 7th grade math, when students are learning about rational numbers. Using instruments such as bells, triangles, and drums, the Downtown College Prep students learn musical concepts such as

pitch and beat, and how to read music. What students learn about half notes, quarter notes, and the number of beats required to complete a measure extends to their learning of fractions.

The visual arts program at Downtown College Prep is aligned with the Grades 9-12 California State Standards at the “proficient” level. Visual arts classes—photography, sculpture, computer-assisted design, pottery—may be offered based on student interest, teacher expertise, and the availability of appropriate facilities. In addition to the visual arts, Downtown College Prep may also offer a dance course—modeled after the highly successful dance program at Downtown College Prep (SJUSD)—at the high school level.

Currently, Downtown College Prep (SJUSD) partners with the Montalvo Arts Center to pilot the Teaching Artist Fellowship, the first national award of its kind dedicated to professionals in the teaching artist field. Since fall of 2007, teaching artists from across the country—two per school year—have been awarded a semester-long residency in which they divide their time between the Lucas Artists Program, Montalvo’s education program, and the collaboration with teachers of all disciplines at Downtown College Prep. The Teaching Artist Fellow works at Downtown College Prep and leads the creation of the innovative “Artist As Example” curriculum that focuses on the use of artists in the classroom to inspire a lifelong commitment to creative practice and observation. Each teaching artists has contributed to Downtown College Prep’s core curriculum by working directly with teachers in all subjects to integrate the arts into their daily lesson plans. In addition, the partnership has resulted in several exceptionally unique student learning opportunities including the production of a student-created play, a dance recital performed at the Montalvo Arts Center and the participation of three Downtown College Prep students in the National Spoken Word competition in Washington D.C.

The success of this partnership continues to inspire the development of a visual and performing arts program at Downtown College Prep that provides students with unforgettable, life-changing learning opportunities. So as to sustain the spirit of the Teaching Artist Fellowship, teachers utilize aspects of the “Artist as Example” curriculum produced by Downtown College Prep (SJUSD) teachers and resident teaching artists over the course of two years. In particular, the curriculum developed by a teaching artist and the Verbal Reasoning II teacher to incorporate song-writing into lessons that build low-performing 10th grade students’ expository writing skills, continues to be utilized by English teachers at Downtown College Prep to accelerate the development of academic language skills in our lowest-achieving students in preparation for standardized writing tests.

Downtown College Prep believes that the integration of art education into the core curriculum make learning meaningful, relevant, and filled with unanticipated possibilities.

Eisner, Elliot. (2002). *The Arts and the Creation of Mind*, Chapter 4, What the Arts Teach and How It Shows. (pp. 70-92). Yale University Press.

Hoffman, Bob, ed. 2007. Encyclopedia of Educational Technology [EET]. <<http://coe.sdsu.edu/eet/>>. Accessed 2007 October 12.

Harvard Graduate School of Education [HGSE]. 2000 September 20. “HGSE News.” <<http://www.gse.harvard.edu/news/features/affirmingmozart09202000.html>> Accessed 2007 October 11.

Foreign Language

The American Council on the Teaching of Foreign Languages (ACTFL), the only national organization dedicated to the improvement and dissemination of best practices in foreign language instruction, and the developers of the national Standards for Foreign Language Learning, believes “that language and communication are at the heart of the human experience, that the United States must nurture and develop indigenous, immigrant, and world language resources, and that the United States must educate students to be linguistically and culturally prepared to function as world citizens”. Downtown College Prep believes that preparing first-generation students to thrive at four-year universities includes providing students with the skills to function bilingually in an ever-changing global society. Studies show that bilingual children outperform their monolingual counterparts in the ability to solve social problems (Stephens and Esquivel, 1997) as well as other cognitive abilities. Furthermore, students who study a foreign language reach higher academic performance levels on standardized tests in the area of reading comprehension, language mechanics, and language expression (Carr, 1994).

Students at Downtown College Prep have the opportunity to take a Spanish elective class in order to become bilingual, bi-literate learners. During this elective time, students are placed in Spanish classes according to Spanish proficiency levels as assessed by an internally created diagnostic test;⁵ students who need extra ELD support take an ELD class in lieu of Spanish class.

The focus of the Spanish class at the middle school level is primarily on grammar and English/Spanish cognates. Research has shown that students with a highly developed understanding of the grammar of their native language have an easier time developing proficiency in the grammar of secondary languages. The English and Spanish teachers meet regularly to align curricula so that the same grammar structures and vocabulary are addressed concurrently in both classes.

At the high school level, Downtown College Prep students must pass two years of Spanish. Like at the middle school level, students are divided into classes based on current Spanish proficiency levels; great care is taken to ensure that the tracking in this subject area has minimal impact on other subjects. Electives, including AP Spanish Language and AP Spanish Literature, are available to juniors and seniors who want to continue study in this subject.

Carr, C.G. (1994). The effect of middle school foreign language study on verbal achievement as measured by three subtests of the Comprehensive Tests of Basic Skills [Abstract]. *Dissertation Abstracts International -A 55(07)*, 1856.

Stephens, Mary Ann Advisor: Esquivel, Giselle B. (1997). Bilingualism, creativity, and social problem-solving. (PhD, Fordham University).

⁵ see Appendix F

Course Offerings

The following tables display Downtown College Prep’s course offerings and their sequence as detailed in the previous sections. For a side-by-side comparison of graduation requirements for ESUHSD and Downtown College Prep with the UC/CSU “A-G” requirements, please refer to the Graduation Requirements section.

Middle School Course Offerings

6 th grade	7 th grade	8 th grade
6 th English/History Core 6th Math/Science Core Elective (PE) Elective (Music/Art)	7 th English/History Core 7th Math/Science Core Elective (PE) Elective (Music/Art)	8 th English 8 th History Algebra 8th Science Elective (Art) Elective (Music)

Please see Appendix J for a sample of curriculum designed by Downtown College Prep (SCUSD) teachers.

High School Course Offerings

9 th grade	10 th grade	11 th grade	12 th grade
<u>English I</u> <u>World History I</u> <u>Algebra II</u> <u>Biology</u> <u>PE</u> <u>Spanish</u>	<u>English II</u> <u>World History II</u> <u>Geometry</u> <u>Chemistry</u> <u>PE</u> <u>Spanish</u>	<u>English III*</u> <u>US History</u> Pre-calculus <u>3rd yr science</u> -Physics -Env. Science <u>Visual Art</u> Elective *	<u>English IV*</u> History Elective* Math Elective* Science Elective* College Readiness Elective*

Underline indicates High School Graduation Requirements⁶

* These classes may include an Honors or Advanced Placement option, depending on student and teacher interest.

⁶ See Section III “Measurable Student Outcomes and Other Uses of Data” for additional information and a comparison table of our high school graduation requirements.

Bell Schedules and Academic Calendar

Middle School Schedule

Students in the Downtown College Prep middle school program take four core classes that meet 60 minutes four times per week (every day except Wednesday). Wednesdays are set aside for advisory,⁷ and are shortened to allow time for staff development. To provide the needed support for all of Downtown College Prep’s lower-achieving students, the day is extended—both earlier and later—than the state required minimum for instructional minutes. Extended time, which is not counted toward instructional minutes, is shaded in gray.

M, T, Th, F Schedule

Tutorial	8:25-8:55
Core A	9:00-11:05
Lunch**	11:10-11:45
Elective*	11:50-12:50
Core B	12:55-3:00
Break**	3:00-3:15
Tutorial	3:15-4:15

Wednesday Schedule

Tutorial	8:25-9:10
Assembly	9:15-9:55
Advisory	10:00-10:40
Lunch**	10:45-11:20
Advisory	11:25-12:00
Elective	12:05-1:05
Advisory	1:10-2:00

**Not counted toward instructional minutes

Calculation of Instructional Minutes:

M, T, Th, F Schedule

Daily instructional minutes = 340
 Total number of longer days = 143
 Total instructional minutes (long days) = 48,620

Wednesday Schedule

Daily instructional minutes = 245
 Total number of Wednesdays = 37
 Total instructional minutes (Wednesdays) = 9,065

Total number of Downtown College Prep Instructional Minutes (grades 6-8) = 57,685

State required minimum for instructional minutes for grades 6-8 = 54,000

⁷ See advisory section described above.

High School Schedule

Students in the Downtown College Prep high school program take a six-period course load that meets for three 80-minute periods every week. The six periods rotate through four periods every day except for a two-period day on Wednesdays, which are shortened days to allow for staff development. Wednesdays are shortened to accommodate time for staff development. Because of the remediation and acceleration provided by the middle school program, Downtown College Prep high school students do not need as much extended support as they do in middle school. However, the schedule still surpasses the state required minimum number of instructional minutes to provide the necessary support for Downtown College Prep's lower-achieving students. Extended time, which is not counted toward instructional minutes, is shaded in gray.

M,T,Th,F Schedule

Tutorial/SSR	8:25-8:55
Class Period	9:00-10:20
Class Period	10:25-11:45
Lunch**	11:50-12:30
Class Period	12:35-1:55
Class Period	2:00-3:20
Break**	3:20-3:35
Tutorial	3:35-4:30

***Not counted toward instructional minutes*

Wednesday Schedule

Advisory	8:25-9:10
Assembly	9:15-9:55
Class Period	10:00-11:20
Lunch**	11:25-12:05
Class Period	12:10-1:30
Advisory	1:35-2:35

Calculation of Instructional Minutes (using the 2008-2009 ESUHSD calendar):

M,T,Th,F Schedule

Daily instructional minutes = 370

Total number of longer days = 143

Total instructional minutes (long days) = 52,910

Wednesday Schedule

Daily instructional minutes = 325

Total number of Wednesdays = 37

Total instructional minutes (Wednesdays) = 12,025

Total number of Downtown College Prep Instructional Minutes (grades 9-12) = 64,935

State required minimum for instructional minutes for grades 9-12 = 64,800

Plan For Students Who Are Academically Low Achieving

The entire Downtown College Prep program is designed to support students who have been identified as low achieving. From the small class and school size to Downtown College Prep's advisory program to Downtown College Prep's focus on reading, everything is geared toward getting students who are performing below grade level up to grade level and beyond while preparing them for college.

Downtown College Prep monitors students' progress regularly, identifies those who are struggling despite Downtown College Prep's program, and intervenes or makes adjustments as needed to help even the lowest achievers find academic success. Teachers are expected to meet regularly—daily at the middle school level—to share best practices and assessment data, and differentiate curricula to serve the students shown to be in need of intervention. Intervention includes, but is not limited to, using morning or afternoon advisory to work with students in one-on-one or in small groups, working with community volunteer tutors to assist in this process, and, if larger groups of students need remediation, reconfiguring the student body during a Wednesday Intervention Program so that groups of students work with one or two teachers on a specific support activity or project.

Plan For Students Who Are Academically High Achieving

Downtown College Prep aims to attract and recruit students who are low achieving. However, because Downtown College Prep does not discriminate on the basis of prior academic achievement, it is likely that some students will not meet Downtown College Prep's target profile, may be low achieving in some academic skills but demonstrate proficiency in others, or may be academically successful, but need additional social support as a first-generation college student.

At the middle school, when the student body is reconfigured for the Wednesday Intervention Program and the students who need remediation work with one or two teachers, the remainder of the students—those who do not need remediation in that particular area on that particular day—work on an enrichment activity or a challenge problem with the other teachers.

At the high school level, Honors and Advanced Placement classes are available—depending on student and teacher interest—to students who want to challenge or push themselves above and beyond the standard curriculum.

Plan For English Learners

Full-Inclusion Model

In order to ensure that English Learner (EL) students at Downtown College Prep have full access to its core academic program, EL students will be provided with both English Language Development and English Language Arts instruction via a full-inclusion model. EL students at all CELDT levels are mainstreamed for core classes with EL class provided during the daily elective hour and small-group or individual EL support available during advisory, Wednesday intervention courses, Saturday Academy and tutorial periods. Downtown College Prep believes strongly that within the context of a close-knit school community with a culture of college-preparedness for all, EL students need to be mainstreamed into the general student population in order to acquire oral proficiency in English as quickly as possible and to become a part of the school community. Downtown College Prep (SJUSD) has been using a similar full-inclusion model for the past five years and has found overwhelmingly that the full-inclusion model is successful within the context of Downtown College Prep’s supportive school culture. Within 2 years of attendance at Downtown College Prep (SJUSD), most EL students have sufficient STAR/CST and writing proficiency scores to be reclassified as Fluent English Proficient (R-FEP). The table below presents the percentage of students who speak a home language other than English and are still classified as English Learners.

Reclassification Through the Grades: Percentages of Students Still Classified as EL at Downtown College Prep (SJUSD)

	9 th	10 th	11 th	12 th
Class of 2006	*	49%	21%	9%
Class of 2007	69%	45%	28%	25%
Class of 2008	56%	38%	27%	22%
Class of 2009	50%	44%	27%	23%

*Data not available.

Research shows that students who enter school as English Language Learners are rarely enrolled in standard college-prep English classes, and even fewer make it into advanced classes. Data from Downtown College Prep (SJUSD) confirm that a majority of students enrolled in English 3 Honors and AP English Language—the highest English classes offered at Downtown College Prep (SJUSD)—are non-native English speakers.

Percentages of English III Honors and AP English Language Students (at Downtown College Prep—SJUSD) with Home Languages Other than English

School Year	English III Honors	AP English Language
2005-2006	74%	89%
2006-2007	72%	73%
2007-2008	86%	78%
2008-2009	83%	84%

Downtown College Prep follows all applicable laws in serving EL students. In accordance with California *Education Code* and Title 5 California Code of Regulations, Downtown College Prep identifies EL students using the California English Language Development Test (CELDT). Downtown College Prep’s student enrollment form (see Appendix G), which all families must complete upon each student’s initial enrollment at Downtown College Prep, includes the Home Language Survey (HLS). Any student who indicates that his or her home language is other than English will be CELDT tested within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient. All EL students take the grade level test (6-8 or 9-12) for the span that reflects their grade placement.

Downtown College Prep notifies all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

All teachers of core subjects (English, Math, History, and Science) at Downtown College Prep are either already authorized to teach English Learners, or are currently enrolled in teacher preparation programs that will authorize them to do so.

The table below presents the 2008 CELDT results of EL students currently enrolled at Downtown College Prep (SJUSD) disaggregated by grade level.

Grade Level	Avg Overall Performance	Adv	Early Adv	Int	Early Int	Beg
9th grade	565	3%	38%	45%	11%	3%
10th grade	597	2%	53%	44%	0%	0%
11th grade	608	8%	78%	17%	0%	0%
12th grade	614	18%	50%	27%	0%	0%
TOTALS	596	6%	50%	41%	5%	1%

Test Date:
10/24/08

California *Education Code (EC)* Section 305 requires that all EL students “be educated through sheltered English immersion” defined in *EC* Section 306 as “an English language acquisition process...with the curriculum and presentation designed for children who are learning the language”. Downtown College Prep teachers of all core subject areas deliver instruction designed to develop students’ reading, writing speaking and listening skills in English as quickly and effectively as possible in order to facilitate these students’ academic success in core courses. The table above provides a snapshot of EL students’ progress in developing English language skills at Downtown College Prep as measured by CELDT scores.

Because teachers at Downtown College Prep scaffold their curriculum with ELD strategies in all subject areas, the majority of EL students at Downtown College Prep (SJUSD) are achieving intermediate and early advanced CELDT levels by their 10th grade year. In addition, whereas 8% of the current 11th graders are advanced English learners, this number increases to 18% for the senior English learners. These EL seniors scored an average overall performance of 578 as 10th graders, making a 31 point improvement in only 2 years. This data is indicative of the growth EL students make at Downtown College Prep in developing the English language skills necessary to ensure academic success. The following three principles guide EL instruction at Downtown College Prep:

EL students learn best when they have significant contact with native speakers of English.

In schools that choose not to mainstream EL students for core classes and opt instead for separate ESL or SDAIE subject classes, the school community often functions as “two separate worlds” with few opportunities for meaningful contact or interaction between students who are fluent in English and English Language Learners (Harklau, 1994a, 1994b, 1994c, 1999; Valdes, 2001). This often results in a system in which ELD students “become locked into a holding pattern in which they enroll in sequences of more and more ESL courses and in ‘accessible’ subjects such as art, cooking, and physical education”, which will not prepare them for success in secondary or post-secondary education. Research has shown that many students who enter middle school as English Language Learners and find themselves in a separate world of ELD will become Long-Term English Learners (LTEL) who remain segregated into ESL courses for the rest of their academic careers. Even when mainstreamed in other subjects very few of these students will ever take non-ESL college-prep English courses (Valdes, 2001).

Fillmore (1991) and Valdes (2001) further establish that effective ELD instruction must include the following components:

- Internal motivation: Students must realize that they need to learn English for social and academic reasons and must desire to do so
- Access to fluent speakers as linguistic role models and points of access
- A social environment in which EL and fluent English speakers interact frequently enough that language learning to occurs.

EL students learn best when teachers use specific strategies to make input comprehensible.

In order for EL students to benefit from mainstream classroom instruction, students must have “access to comprehensible input, that is, to language—made comprehensible in a variety of ways by the instructor” and by their peers (Krashen, 1985). When the input is made comprehensible, EL students are able to acquire English without falling behind in other core subjects like History, Math, and Science. The common assumption that students are unable to learn through English because they lack the necessary productive skills of speaking and writing in English is not necessarily true. Students’ receptive (listening) skills are often several months or years ahead of their productive skills (Valdes, 2001).

In addition, arguments against the mainstreaming of non-English proficient students in core classes often assert that students need explicit instruction in English grammar in order to learn to speak English. Both Valdes (2001) and Krashen (1985) would counter, however, that when students are given access to comprehensible input, “the necessary grammar is automatically provided and the learner proceeds through a natural process of acquisition”. This comprehensible input must also occur within a meaningful context. An example of this might be the names of various fruits and vegetables being taught in the context of a science class unit on plants rather than with other unrelated word groups in an ELD class. In fact, Valdez (2001) asserts that the teaching of vocabulary through disconnected word groups or grammatical/syntactic structures through practice with unrelated sentence sets as “contexts in which learners will not be exposed to adequate input”.

All students—not just EL students—learn best when academic English is explicitly supported in every classroom.

Academic English is often defined as having knowledge of English semantics and syntax that would allow one to read, write, and participate in discussions in a variety of academic disciplines (Echevarria & Short, 2002; Gottlieb, 2005). Fillmore and Snow, researchers in the field of applied linguistics, define academic English as ‘a cognitively demanding and relatively decontextualized register’ (Cummins, 1984) [that] relies on a broad knowledge of words, concepts, language structures, and interpretation strategies. Skills related to mastery of academic English include summarizing, analyzing, extracting and interpreting meaning, evaluating evidence, composing, and editing. (Fillmore & Snow, 2000)

In high SES families in which one or more parents has attended college, knowledge of this variety of English is most often passed on colloquially in the home or picked up through home-based, informal literacy instruction. Because Downtown College Prep’s target student is the first student in his or her family to attend four-year college or university, it can be assumed that most students—even those who are natively fluent in English—will enroll at Downtown College Prep with some deficits in academic English proficiency. When the acquisition of academic English is not central to the disciplinary curricula, it is often found that “classroom procedures and practices are generally more developed for working with the spoken language than they are for developing academic language proficiencies in learners” (Valdes, 2001).

Downtown College Prep teachers follow California’s English Language Development Standards and use specific ELD strategies to tailor individual input and whole-class instruction to each student’s current level of English language development as determined by the CELDT test. English teachers in particular, align ELD standards to ELA standards using WestEd’s *Map for Teaching and Assessing California’s English Language Development and English Language Arts Standards for English Learners* in order to achieve complete language proficiency for all students.

Below are some of the specific strategies employed in Downtown College Prep classes to help English Language Learners (and all students) gain academic fluency in English while learning subject matter:

- Vocabulary logs and organizers are used in all core classes to provide students with a structured way to record new vocabulary words.
- Vocabulary instruction follows the strategies proposed by Kate Kinsella; this methodology is explained in detail in the Reading section.
- Teachers do not assume that students know basic vocabulary in English and all students learn synonyms for common words through work with concept grouping and synonyms.
- The “word parts” (prefixes, roots, suffixes) curriculum teaches students who are natively fluent in Spanish to apply their native-language knowledge to academic English words with Latin roots.
- High frequency academic words (such as those found in test questions but not necessarily related to subject matter) are explicitly taught or reinforced in all classes.
- Vocabulary is taught and reinforced through multiple modalities (e.g., through visual, tactile, auditory, grapho-motor, and dramatic means) and students are often able to choose the method of practice and assessment that works best with their individual learning style.

- The “glue words” (colloquial and academic prepositions and conjunctions) and “sentence kernels” curriculum teaches students to identify the ideas expressed in sentence and to create complex sentences from short, simple sentences.
- Higher-level punctuation (colons, semi-colons, dashes) and sentence structures (apposition, complex sentences) are explicitly taught beginning in 9th grade.
- All core classes contain oral components and students are expected to make a variety of individual and group presentations at all grade levels.
- Students are required to participate in a variety of discussion groupings from pairs, to small groups, to scaffolded whole class discussion in all core classes. Research has shown that while comprehensible input is important to language and content acquisition, “acquisition results not from comprehension but from interaction” and that “negotiation involving two-way communication is essential” (Valdes, 2001; Long 1981, 1983).

More explanation of vocabulary and reading instruction and strategies for developing the academic language skills of English learners at Downtown College Prep is included in the English-Language Arts section.

Echevarria, J., & Short, D. (2002). *Using Multiple Perspectives in Observations of Diverse Classrooms: The Sheltered Instruction Observation Protocol (SIOP)*. Center for Research on Education, Diversity, and Excellence.

Gottlieb, M. (2005). *Assessing English Language Learners: Bridges from Language Proficiency to Academic Achievement*. Thousand Oaks, CA: Corwin Press.

Harklau, L. (1994a). ESL Versus Mainstream Classes: Contrasting L2 Learning Environments. *TESOL Quarterly*, 28(2).

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Long, M. (1981). Input, Interaction and Second Language Acquisition. In H. Winitz (Ed.), *Native Language and Foreign Language Acquisition*. New York: New York Academy of Sciences.

Long, M. (1983). Native Speaker/Non-native Speaker Conversation in the Second Language Classroom. *Applied Linguistics*, 4.

Valdes, G. (2001) *Learning and Not Learning English: Latino Students in American Schools*. New York: Teachers College Press.

Wong Fillmore, L. (1991). Language Minority Students and School Participation: What Kind of English is Needed? *Journal of Education*, 164(2).

Wong-Fillmore, L., & Snow, C. (2000). *What Teachers Need to Know about Language*. Prepared for the U. S. Department of Education's Office of Educational Research and Improvement, under contract no. ED-99-CO-0008 to the Center for Applied Linguistics.

Plan for Special Education

Overview

Downtown College Prep shall comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (Section 504), the Americans with Disabilities Act (ADA) and the Individuals with Disabilities in Education Improvement Act (IDEIA).

Downtown College Prep shall be categorized as a public school of the District in accordance with Education Code Section 47641(b).

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

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

Section 504 of the Rehabilitation Act

Downtown College Prep 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 Downtown College Prep. Any student, who has an objectively identified disability that substantially limits a major life activity including but not limited to learning, is eligible for accommodation and/or modifications by Downtown College Prep.

A Student Study Team (SST) will be assembled by an administrator and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the pre-referral evaluation data, placement options, and accommodations. The SST team will review the student's existing records, including academic, social and behavioral records, and will then make a determination as to whether an evaluation for special education or 504 services is appropriate according to IDEIA. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the SST 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 affect regular participation in the educational program and/or activities. The SST team may also consider the following guidelines 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 include those tailored to assess specific areas of educational need, and not merely those designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the SST 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 SST team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the SST team.

If the student is found by the SST team to have a disability under Section 504, the SST team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives the free and appropriate public education (FAPE). In developing the 504 Plan, the SST 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 Downtown College Prep's professional staff. If the student has a letter written by a doctor or psychologist that diagnoses the student with Attention Deficit (Hyperactivity) Disorder (AD(H)D), an SST team will meet to discuss and ultimately write a section 504 plan.

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

All SST team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, will be provided with 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.

See Appendix H for a sample 504 Accommodation Plan.

Services for Students under the IDEIA

Downtown College Prep intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the Special Education Local Plan Area (SELPA). Downtown College Prep shall remain, by default, a public school of the District for Special Education purposes pursuant to Education Code Section 47641(b). However, Downtown College Prep reserves the right, in the future, to make written verifiable assurances that Downtown College Prep shall become an independent LEA and join a

SELPA pursuant to Education Code Section 47641(a) either on its own or with a consortium of charter school LEAs.

As a public school of the District, solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), in accordance with Education Code Section 47646 and 20 U.S.C. 1413, Downtown College Prep may seek services from the District for special education students enrolled in Downtown College Prep in the same manner as is provided to students in other District schools. Downtown College Prep will follow the District and SELPA policies and procedures, and shall utilize SELPA forms and evaluation processes and protocols in seeking out and identifying and serving students who may qualify for special education programs and services and for responding to record requests and maintaining the confidentiality of pupil records. Downtown College Prep will comply with District protocol as to the delineation of duties between the District central office and the local school site in providing special education instruction and related services to identified pupils. Downtown College Prep will request an annual meeting between Downtown College Prep and the District to review special education policies, procedures, protocols, and forms of the District and the SELPA and District protocol, to ensure that Downtown College Prep and the District have an ongoing mutual understanding of District protocol and will facilitate ongoing compliance.

As long as Downtown College Prep functions as a public school of the District solely for purposes of providing special education and related services under the IDEIA pursuant to Education Code Section 47641(b), then Downtown College Prep would anticipate that a Memorandum of Understanding (MOU) would be developed between the District and Downtown College Prep that would describe in detail the expectations and outcomes agreed upon by both parties.

Downtown College Prep is eager to discuss this arrangement, or a mutually agreed upon reasonable alternative in our discussions with the District to develop the MOU.

PART III: MEASURABLE STUDENT OUTCOMES AND OTHER USES OF DATA

Measurable Student Outcomes

The number of Downtown College Prep alumni who graduate from a four-year college or university is the ultimate measure of success for Downtown College Prep. The numerous intermediate benchmarks and student outcomes leading to that goal are:

- Our CST-aligned middle school promotion policy:
 - To be promoted from 8th to 9th grade, students must pass all academic classes with a “C” or better.
 - Students who fail to pass core academic classes are enrolled in a variety of intervention strategies including the Wednesday Intervention Program, Saturday Academy, and Summer School.
- Annually meeting or exceeding Adequate Yearly Progress (AYP) targets and Academic Performance Index (API) growth targets—schoolwide and within reportable subgroups—as established by the State of California.
- Our UC/CSU “A-G”-aligned high school promotion policy:
 - To be promoted from 9th grade, students must pass English I and have a minimum GPA of 2.0.
 - To be promoted from 10th grade, students must have a minimum GPA of 2.5, and not have more than 11 graduation requirement courses remaining.
 - To be promoted from 11th grade, students must have a minimum GPA of 2.5, and not have more than 5 graduation requirement courses remaining.
- Graduation requirements that meet the “A-G” course requirements (see below).
- All students passing the California High School Exit Exam.
- Graduates’ matriculation at four-year colleges or universities.

Graduation Requirements

Downtown College Prep expects that every student will be eligible for enrollment at a UC or CSU school. At a minimum, students must meet the UC/CSU “A-G” graduation requirements detailed in the table below. Students who have met most of their graduation requirements by the end of their junior years are expected to take a full academic course load (five classes plus College Readiness) in their senior year. Students must also pass their 12th-grade College Readiness class. So as not to jeopardize the timely graduation of students who may transfer back to an East Side Union high school, two years of physical education are also required in the first two years of high school at Downtown College Prep.

Graduation Requirements (continued)

Subject	East Side Union High School District	Downtown College Prep	UC/CSU A-G Entrance Requirements
<i>English</i>	4 years	4 years	4 years
<i>Fine Arts</i>	1 year	1 year	1 year
<i>Foreign Language</i>	1 year	2 years	2 years (3 years recommended)
<i>Mathematics</i>	2 years	3 years	3 years (4 years recommended)
<i>Physical Education</i>	2 years	2 years	--
<i>Laboratory Science (Physical; Biological)</i>	2 years	2 years	2 years (3 years recommended)
<i>Social Science (World History, U.S. History, Gov/Econ)</i>	3 years	3 years	2 years
<i>Electives</i>	8 courses (year-long)	(6 courses – year-long **)	1 year
Pass California High School Exit Exam	X	X	--
Total	220 credits	180 credits* (240 credits**)	150 credits

Credits are shown here as a basis for comparison. Downtown College Prep is not a credits-based school. Downtown College Prep has established a sequence of courses that students must pass to earn their diploma.

** While no electives are required for graduation from Downtown College Prep, it is possible for each student to earn up to 6 years' worth of transferable elective credit.

No Child Left Behind

The Downtown College Prep curriculum, centered around literacy, numeracy, and college readiness, is designed not only to meet the school's goal of all students graduating from a four-year college but also to ensure that Downtown College Prep makes the Adequate Yearly Progress (AYP) mandated by No Child Left Behind.

Academic Performance Index

Since Downtown College Prep's curriculum is aligned with the state standards, all course work is designed to improve student performance on the CST/STAR tests.

As Downtown College Prep learns more each year about how its students perform on the CST/STAR tests, teachers revise and refine the expected outcomes for each course. As soon as previous year's data becomes available, teachers with shared students spend their common prep analyzing the results for grade-specific trends and adjust their curriculum accordingly. In addition to

making curricular adjustments within grades, communication across grades within the same subject is also crucial to ensuring a fluid transition from grade to grade. Previous years' data are examined during the Wednesday afternoon teacher meetings to make these vertical curricular adjustments.

The importance of the API as a measure of Downtown College Prep's performance is also a part of the school culture. Time is set aside at assemblies, advisories, and parent meetings to discuss the importance of API as one way of holding the community accountable to its mission and a way of measuring progress toward Downtown College Prep's goal. Teachers integrate test-taking strategies into their curriculum in the weeks leading up to the CST/STAR exams. Competitions (such as "STAR Wars") in which winning teams earn trophies contribute to a positive attitude about preparing for the exams.

Methods of Assessment

At the core of Downtown College Prep's assessment system is the belief that appropriate assessments with clear purposes are powerful levers to enhance student learning. Assessment data is made available to all Downtown College Prep stakeholders—students, parents, community members and staff—to reflect on school and classroom practice in order to better respond to student needs and achieve school goals. All stakeholders are aware of the outcomes and are responsible for ensuring that the school is serving all students equitably. Assessment data is used to provide relevant, valid, timely, and useful information about performance levels of individual students and of the school as a whole.

Standardized Testing

Standardized tests assess a broad range of content and performance standards. In accordance with state law, all standardized tests are administered, including the CST, CAHSEE, and the CELDT. Data from these tests is used to direct on-going curriculum and assessment development. Other standardized tests important to Downtown College Prep's college-prep academic program include the ACT.

Formative and Summative Assessments

Since Downtown College Prep is a standards-based school, teachers are coached in using on-going formative assessments—designed by Downtown College Prep's faculty—in the classroom to evaluate students' performance on specific content standards. These standards include those within core academic subjects as well as whole-school academic outcomes. Feedback on both formative and summative assessments is given in a variety of ways and the methods used vary depending on the grade level of the students, the level (formative or summative) of the assessment, and the assignment itself. Appendix I contains a representative variety of rubrics currently used in humanities (English and history) classes at Downtown College Prep (SJUSD).

Significant weight is given to large-scale summative assessments. Summative assessments are standards-based and clearly reflect the expectations of the class. These include essays, papers, labs, portfolios, performance-based projects, and research projects as well as pen-and-paper tests. As measured by grade weight, more importance is given to summative assessments in higher grades.

In-House Diagnostics

Downtown College Prep uses the computer-based diagnostic tests NWEA Measurement of Academic Progress tests in reading and math to identify students' grade levels in arithmetic and reading. Diagnostics are administered twice a year in early September and the end of each school year during advisory periods. Advisors share the results with the students' teachers as an internal tool to objectively measure growth. Downtown College Prep also uses Edusoft, a software package that generates standardized benchmark assessments including "STAR"-type questions.

Performance-Based Assessment

Throughout the year, students compile and present evidence of their achievement in the form of several exhibitions consisting of essays, oral presentations, artwork, models, problems solved, debates, videos, and/or dramatic presentation. Students' work in each exhibition is based on clearly defined mastery standards in each subject area represented. The entire school community—families, teachers, students, administrators, and other community members—comes together in an open-house format to browse through and assess students' work through the use of teacher-designed rubrics.

Use and Reporting of Data

Data Collection and Analysis

Student achievement data is collected on an on-going basis at Downtown College Prep. The process of data recording, analysis, and reporting is led by the Principal who oversees curriculum and instruction. The Principal works with staff and teachers to review data as it becomes available, identify and assess trends, and set short- and long-term goals. Ongoing curriculum and assessment is shaped by student performance data.

The results of the teacher-designed formative and summative assessments are also used to make informed decisions about the pacing, scope, and depth of the curriculum. During common prep periods, teachers share their results with each other to discuss areas of growth, identify areas of concern, devise appropriate instructional strategies, and look for ways to improve the assessments themselves.

Communication with Families

Downtown College Prep families receive regular updates about their students' performance. In addition to the frequent contact made by advisors for all missed homework assignments or significant changes in student performance. Downtown College Prep sends home progress reports every six weeks and advisors meet with individual parents twice yearly to personally review student achievement. Students and families are kept aware of student progress on in-house diagnostics and state assessments so that all stakeholders can track students' growth and areas of need.

Performance Reporting

The School will compile and provide to District Board of Education an annual performance report. This report will, at a minimum, include the following data:

- Summary data showing student progress toward the goals and outcomes listed above. This data will be displayed on both a Charter school wide basis and disaggregated by grade level and subject area categories to the extent feasible without compromising student confidentiality.
- A summary of major decisions and policies established by Downtown College Prep Board during the year.
- Data on the level of parent involvement in Downtown College Prep—including governance—and summary data from an annual parent and student satisfaction survey.
- Data regarding the number of staff working at the school and their qualifications.
- A copy of the school's health and safety policies and/or a summary of any major changes to those policies during the year.
- Information demonstrating whether Downtown College Prep implemented the means listed in the charter to strive to achieve a racially and ethnically balanced student population.
- An overview of Downtown College Prep's admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists and the numbers of students expelled and/or suspended.
- Analyses of the effectiveness of Downtown College Prep's internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
- Other information regarding the educational program and the administrative, legal and governance operations of Downtown College Prep relative to compliance with the terms of the charter generally.

Downtown College Prep and the District Board of Education will jointly develop the content, evaluation criteria, timelines and process for the annual performance report. Downtown College Prep will use the information compiled in the performance audit to evaluate and improve upon its educational programming as necessary and appropriate.

Downtown College Prep shall submit to a random, unannounced site visitation process to enable the District to gather information needed to confirm Downtown College Prep's performance and compliance with the terms of this charter. Pursuant to Education Code Section 47604.3, Downtown College Prep shall promptly respond to all reasonable inquiries from the District, including, but not limited to inquiries regarding its financial records. Downtown College Prep shall automatically submit all financial reports required under Education Code Section 47604.33 and 47605(m).

PART IV: GOVERNANCE STRUCTURE

Legal Status—California Non-Profit Public Benefit Corporation

In accordance with Education Code Section 47604, Downtown College Prep shall be operated by the Across the Bridge Foundation (ABF), a California non-profit public benefit corporation, doing business as Downtown College Prep. The purpose of the ABF is to manage, operate, guide, direct and promote one or more California public charter schools. Downtown College Prep will be governed by the ABF Board of Directors pursuant to its adopted corporate bylaws, which may be subsequently amended from time to time, but which shall remain consistent with this charter.

Please see the Articles of Incorporation and Bylaws for the Across the Bridge Foundation in Appendix M.

Downtown College Prep will operate autonomously from ESUHSD, with the exception of statutorily required supervisory oversight and other contracted services as negotiated between the District and Downtown College Prep. Pursuant to California Education Code Section 47604(c), ESUHSD shall not be liable for the debts and obligations of the ABF, operated as a California non-profit public benefit corporation or for claims arising from the performance of acts, errors, or omissions by Downtown College Prep, as long as the District has complied with all oversight responsibilities required by law.

All certificated and classified staff will be employees of the ABF doing business as Downtown College Prep. All duties herein applying to Downtown College Prep as a charter school shall ultimately rest with the ABF as its operating and governing nonprofit.

Board of Directors

Downtown College Prep will be governed by the Board of Directors of the ABF, a policy-making board that oversees the fundamental aspects of the school. The ABF Board will consist of members from a variety of professional and academic backgrounds to ensure that the school has the necessary expertise to maintain a high-quality program. The Board will consist of at least three and no more than 21 members in accordance with the corporate bylaws. Board member term limits are staggered to ensure continuity of leadership. In addition, in accordance with Education Code Section 47604(b), the authority that grants the charter to a charter school to be operated by a nonprofit public benefit corporation shall be entitled to a single representative on the Board of Directors of the nonprofit public benefit corporation. The current Board members and terms are listed above in the Part I: Founding Group.

The Downtown College Prep Executive Director will attend all monthly Board Meetings, and will be the conduit between the Board and school administration. The Board also has several subcommittees, which collaborate with school staff and community members around particular mission-critical initiatives. The Board works with Downtown College Prep staff and outside support organizations to provide on-going opportunities for training, reflection, and program assessment for Board members.

Board Duties

The Board of Directors will be responsible for the operation and fiscal affairs of the school, including but not limited to:

- Setting the enrollment and grade-level configuration for the school
- Approving annual school budget, calendar, salary schedules, and major fundraising events
- Negotiating and approving a Memorandum of Understanding (MOU) or other contracts with Downtown College Prep
- Approving bylaws, resolutions, and policies and procedures of school operation
- Approving all changes to the school charter to be submitted as necessary in accordance with applicable law
- Approving and monitoring the implementation of general policies of Downtown College Prep—including effective human resources policies for career growth and compensation for staff
- Approving the school calendar and schedule of Board meetings
- Reviewing requests for out of state or overnight field trips
- Long-term strategic planning for Downtown College Prep
- Participating as necessary in dispute resolution
- Monitoring overall student performance
- Hiring, supervising, evaluating, disciplining and dismissing the Executive Director
- Monitoring the performance of Downtown College Prep and taking necessary action to ensure that the school remains true to its mission and charter
- Approving charter amendments as necessary and submitting material revisions as necessary for District consideration
- Monitoring the fiscal solvency of the school
- Participating in Across the Bridge Foundation independent fiscal audit
- Participating in Downtown College Prep programmatic audit
- Participating as necessary in student expulsion matters
- Increasing public awareness of Downtown College Prep

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of Downtown College Prep any of those duties with the exception of budget approval or revision, approval of the fiscal and performance audits, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing
- Specify the entity designated
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation
- Require an affirmative vote of a majority of Board members

The Executive Director will update the District on changes to the Downtown College Prep Board of Directors.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with the purposes for which schools are established.

Board Members’ Roles and Responsibilities

Board Member

- Attend meetings, participate and show commitment to board activities
- Be well-informed and prepared for meetings
- Serve on at least one sub-committee
- Contribute skills, knowledge and experience when appropriate
- Listen respectfully to other viewpoints
- Constructive approach to problem solving
- Accept majority decisions
- Assume leadership roles in all board activities, including fundraising
- Represent Downtown College Prep to the public, businesses and the community
- Educate yourself about the needs of the people Downtown College Prep serves
- Demonstrate enthusiasm and commitment for Downtown College Prep and its mission
- Be a team player

Board President

- Provide leadership and structure for the committee activities
- Promote full participation by all committee members
- Maintain, update and monitor strategic and tactical plans
- Provide regular committee updates to the Board through written meeting minutes and/or verbal updates at Board meetings
- Appoint a Vice-President to act in the President’s absence
- Be well-informed and prepared for meetings
- Listen respectfully to other viewpoints
- Constructive approach to problem solving
- Accept majority decisions

Board Committees

Committee	Responsibilities
Finance	Approve initial fiscal year budget, review monthly financials and cash flow, create processes for regulating budget and alerting Board to potential concerns
Board Development	Board recruitment, succession planning, annual board retreat, board processes
Audit	Review annual audit, liaison to external auditors
Executive Director Evaluation (ad hoc)	Evaluate ED’s performance, provide written evaluation and salary recommendation for board approval

Board Meetings

The Board of Directors will meet regularly to review and act on its responsibilities. All meetings shall be held in accordance with the Brown Act.

The Across the Bridge Foundation has already adopted a conflicts code that complies with the Political Reform Act, Government Code Section 87100, and applicable conflict restrictions required by the Corporations Code.

The Board of Directors meetings will be headed by the Board President.

As long as quorum exists as defined by the corporate bylaws, measures voted on by the Board of Directors may be passed with a simple majority of present members.

Board Training

The Board of Directors shall participate annually in training regarding board governance, the Brown Act, and conflict of interest rules.

Executive Director

The duties of the Executive Director shall include but not be limited to the following:

- Develop Board of Directors meeting agenda in compliance with the Brown Act
- Bring matters forward to the Board of Directors for incorporation into the agenda
- Provide comments and recommendations regarding policies presented by others to the Board
- Present financial reports to the Board
- Present academic metrics to the Board
- Propose procedures to the Board designed to carry out Board policies
- Present annual programmatic audit to the Board for approval

Additional specific information pertaining to the job description for the Executive Director position can be found in the Human Resources section of this charter petition.

Parent Involvement

Parent and family engagement is critical to Downtown College Prep's ability to meet its mission. Downtown College Prep staff and parents will collaborate to ensure that students succeed academically, and to promote student performance and school accountability. Parents will participate in the Downtown College Prep advisory committees; attend classes related to college readiness; and participate in academic events, school assemblies and community fieldtrips.

Downtown College Prep will create multiple opportunities to engage parents in supporting their students to meet the mission of Downtown College Prep. Downtown College Prep staff will actively create an environment where parents feel comfortable being on Downtown College Prep's campus and participating in school activities. The experience of Downtown College Prep parents is reflected back to staff in an effort to maintain a high level of parent engagement. Opportunities to capture this feedback include an on-site Parent Center, regular parent meetings for all grade levels, on-campus volunteer opportunities, parent field trips, seminars and open houses.

Downtown College Prep will designate a Parent Outreach Coordinator to be the staff liaison to the Parent Committee. In this role, the staff member will attend Parent Committee meetings, support and guide the members as needed, and monitor the progress of the Parent Committee as necessary.

Parents will participate in Parent Education classes multiple times throughout the year. These classes are grade-level specific and provide opportunities for parents to better understand the details of Downtown College Prep's academic program and how to best support their student. College awareness is a fundamental aspect of the Parent Education class at Downtown College Prep. Parents talk with alumni parents about the college experience and engage with their peers about their expectations of college. Additionally, parents go on college tours and participate in activities specifically designed to address the concerns of first-generation college students and families.

Parents have two opportunities at the school level to engage in school-wide policy and decision-making. Both the Parent Committee and the School Site Council have elected parent representation. The school Principal interfaces with both committees to review proposals related to school culture and the academic program. The following two charts describe the mission and vision of the Parent Committee and the School Site Council, respectively.

Downtown College Prep School Site Council

Mission—purpose

The Downtown College Prep School Site Council (SSC) is an advisory community that works together to support Downtown College Prep’s growth as a united and innovative school community. The membership of the SSC represents all major stakeholders in order to provide a forum for stakeholder voice and input on school development as it relates to building community, accomplishing school goals, and reaching the mission.

Vision—plan

Membership

SSC members will be elected by their respective constituents and will consist of 2 parents from the Parent Committee (PC), 2 students from the Associated Student Body (ASB), 1 student from Student Senate, 2 teachers, 1 non-teaching staff and the Principal.

School Site Council attributes:

Fixed group of members
Each member has one vote
One-year commitment

Capacity and scope:

Advisory

Examples of possible action items:

Reports and updates about various school programs from school staff and leadership communities
Student and campus safety proposals and evaluation
Monitor various school programs: e.g. lunch program
Student and parent proposals as submitted by the Associated Student Body and the Parent Committee
Staff proposals as prepared by Leadership Team
Provide input on school calendar

Procedures

Meetings—monthly
Open session—part of each meeting will be open to students, staff, and parents

Parent Committee
<p>Mission—purpose</p> <p>The Parent Committee is a community that works together to achieve the mission of Downtown College Prep by creating leadership and engagement opportunities for Downtown College Prep parents. The membership of the PC will consist of Downtown College Prep parents who represent the broader parent community in order to provide a forum for active parent engagement in discussions related to school goals and to promote unity among parents. The PC will be a communication link between the school and parents.</p>
<p>Vision—plan</p> <p><i>Membership</i> 7-15 Downtown College Prep parents elected by parents. Fixed group of members Each member has one vote One-year commitment Members represent each of the grade levels served within the school</p> <p><i>Capacity and scope</i> Advisory</p> <p><i>Examples of possible action items:</i> Reports and updates about various school programs from school staff and leadership communities Parent participation at school events Initiatives related to parent engagement Monitor Parent Center Evaluate teacher/staff communication with families Input on school calendar Campus safety Communicate concerns to and from parents</p> <p><i>Procedures</i> Meetings—monthly Open session—part of each meeting will be open to students, staff and parents</p>

PART V: HUMAN RESOURCES

Qualifications and Job Duties of School Employees

Philosophy and Work Culture

All employees share a common vision and believe that they are part of something very important. Employees are dedicated to, passionate about, and fully committed to Downtown College Prep’s mission, and they are guided by the organization’s history.

Downtown College Prep employees share a sense of ownership of Downtown College Prep and take pride in Downtown College Prep, as an organization, as well as its students. They engage in ongoing dialogue with one another to explore what is best for students and to determine the best practices to advance Downtown College Prep’s mission and core values. Downtown College Prep employees care for the “whole person”—colleagues and their families, students and their families—and the organization supports efforts to maintain personal and professional life balance.

Downtown College Prep employees value authenticity—doing what they say, saying what they mean, admitting and learning from missteps, clarifying what they don’t understand and communicating directly. They remain open to new ideas, give constructive feedback to managers, colleagues, students and parents, and support each other in taking action. They dedicate themselves to constant improvement and to working effectively.

Working at Downtown College Prep demands intelligence, compassion, flexibility, and the ability to reframe issues and information in ways that are meaningful for students. Employees need to be competent, mission-driven, and committed to their own continuous personal and professional growth. Employees must hold high ethical standards, and respect the dignity of every individual and the value of every Downtown College Prep position.

Staff Recruitment

Downtown College Prep has broad visibility in the San Jose and throughout Santa Clara County among educators and non-profit professionals. Downtown College Prep accepts applications for employment throughout the year. Updated information regarding open positions is accessible on the organization’s website www.dcp.org. Downtown College Prep has established a relationship with the Stanford Teacher Education Program (STEP) in order to ensure a pipeline of qualified candidates for teaching positions. In addition, Downtown College Prep is looking to build relationships with the middle school education program at San Jose State University, Teach For America, New Leaders for New Schools, and other organizations that develop emerging teaching and leadership talent in the field of education.

Downtown College Prep recruits both externally as well as from within. Teachers or staff currently employed at another Downtown College Prep campus may apply for, but are not guaranteed, positions at another Downtown College Prep campus.

Hiring and Development

Downtown College Prep seeks to hire and retain talented, energetic, and committed staff members. Downtown College Prep is committed to developing its staff members and creating new and challenging opportunities for staff to grow in their skills and talents. Leadership—at all levels of the organization—is encouraged and valued.

It is the responsibility of each staff member to engage his/her manager or other managers regarding interested areas of growth and leadership. It is the responsibility of managers to encourage growth and development, identify new opportunities to learn, and set reasonable expectations for staff regarding leadership potential within the organization.

Downtown College Prep values staff and community involvement in the hiring process. The Employee Handbook describes the hiring process in detail, and when interview committees are warranted, it is the manager's responsibility to convene an interview committee. The committee may recommend a candidate to the manager, however the manager makes the ultimate decision when selecting a candidate. Hiring is always at the discretion of the manager.

Employment Standards

Downtown College Prep intends to provide equal employment opportunity for all qualified applicants and staff. Employment decisions are based on qualifications, abilities, and work performance. Downtown College Prep does not unlawfully discriminate on the basis of race, color, religion, sex (including pregnancy, childbirth or related medical conditions), national origin, ancestry, age, physical or mental disability, legally-protected medical condition, family care status, veteran status, marital status, sexual orientation, gender identity, or any other basis protected by federal, state, or local laws.

Downtown College Prep will require fingerprint background checks of all employee candidates who have been offered a position, and all teachers and staff will meet the legal requirements for employment, including relevant credentialing requirements, background checks, TB testing, and any additional position-specific requirements. Downtown College Prep will maintain on file a current copy of teacher certificates, documentation of TB test results, documentation of legal employment status, and all other relevant employment documentation.

All employees should possess the personal characteristics, knowledge base and/or relevant experiences in the responsibilities and qualifications identified in the posted job description as determined by Downtown College Prep.

Staffing

Downtown College Prep maintains written job descriptions for each position. Job descriptions are reviewed and modified annually to ensure they reflect the appropriate scope and responsibilities for each position. In addition, job descriptions are used in recruitment, and to help employees set their annual performance objectives. They are also an important part of the performance review process.

The staffing at each school is based upon enrollment. Consequently, as schools grow the staffing levels will change and the Organization Charts will evolve to reflect those changes. For a representative Organization Chart, please see Appendix L

Management Expectations

Every staff member has a manager who is responsible for coaching, directing, and evaluating his or her performance. Managers are identified at the beginning of the fiscal year and work with the staff member throughout the year. Staff members are managed by the Principal or another member of the school administration, not by their peers.

Managers maintain everyone's focus on Downtown College Prep's mission, goals, and culture. Managers take a leadership role to create a culture of respect, professionalism, collegiality, and openness to ideas and opinions. Managers provide opportunities and channels for all Downtown College Prep constituents to express ideas and opinions.

Managers work for the good of students and their families, and of staff. Managers' styles should be characterized by openness, honesty, integrity, transparency, and good judgment. Managers are expected to solicit ideas and input from all Downtown College Prep constituents, and to acknowledge and support teachers' and staffs' roles as models, mentors, coaches, and guides. Managers' constituents look to them to model timely, honest, and direct communications.

Managers advocate for Downtown College Prep—its teachers, staff and students—by encouraging creativity, supporting innovation, providing useful feedback, following through, celebrating successes and encouraging professional development. Managers provide ongoing performance feedback and communicate clearly when performance is not up to par. Managers guide and coach teachers and staff in preparing significant proposals to management, and managers graciously accept feedback on their own performance from all Downtown College Prep community members.

Managers must be exceptionally mindful of how their individual actions impact others, including students, staff, and Downtown College Prep's external constituents. Managers should be able to articulate the general principles on which their decisions are based and, if a decision is based on information that must remain confidential, they need to say so. If managers' response to teachers or staff members will be delayed because they want to consult with others, they should keep everyone informed as to the status of their decision-making process.

Downtown College Prep managers are expected to be exemplary and shoulder the heaviest leadership responsibility both within and outside the school.

Staff Expectations

Staff employees contribute specific skills and expertise, and the ability to listen, reflect, and innovate. Staff employees maintain equilibrium while constantly shifting between close attention to detail and juggling multiple competing priorities and projects.

Staff employees assume a large degree of responsibility for their own professional growth. Staff employees work behind the scenes to effectively support the primary work of Downtown College Prep: preparing students for college. Staff employees plan, project what needs to be done, anticipate

roadblocks and solve problems before they become bigger issues. Although they do not seek the role, staff employees are often confidants for members of the Downtown College Prep community who experience frustration or confusion. Staff employees exercise discretion in deciding when to maintain confidentiality, when to refer individuals to others who can more appropriately solve their problems, when to draw attention to serious concerns, and when someone just needs to blow off steam.

Although each staff employee has a unique role and responsibility, all staff employees maintain a sense of Downtown College Prep as a whole. On a daily basis, staff employees model patience, civility, and direct, respectful communications. Staff employees help dispel fears and calmly correct false information. Staff employees do not draw attention to themselves as they serve the whole Downtown College Prep community. Staff employees are reliable and trustworthy to all Downtown College Prep constituents.

Professional Development

Downtown College Prep cannot meet its mission of preparing underachieving students to thrive at a four-year college or university without qualified personnel. It is our goal to attract, recruit, support, and retain excellent teachers and staff who possess the knowledge base, skills, experience, and dedication necessary to work toward this mission.

Whole-school professional development initiatives are the responsibility of the school leaders. Specific professional development outcomes are established during the summer and are revisited throughout the year on regularly scheduled professional development days and staff and teacher meeting times.

Professional development initiatives are sometimes led by a group of staff in collaboration with a paid consultant or Downtown College Prep partner organization. “Teams” work toward specific outcomes that tie back to the school’s goals.

Compensation and Benefits

The ABF Board of Directors recognizes that employee compensation is critical to retaining quality staff. The salary for the Downtown College Prep Executive Director is established by the Board of Directors and is reviewed annually during the Executive Director’s performance evaluation.

The Executive Director, in collaboration with the organization’s Human Resources Manager, is responsible for establishing compensation and benefits standards for all employees within the organization. Compensation benchmarks are established and modified routinely with the assistance of external consultants who specialize in compensation and benefits in both the public and private sectors.

All full-time employees may elect to participate in Downtown College Prep’s medical and dental benefit plans as outlined in the Downtown College Prep Employee Handbook. All other benefits are afforded to employees according to the policies outlined in the Downtown College Prep Employee Handbook.

All full-time employees of Downtown College Prep will participate in a qualified retirement plan including but not limited to State Teachers Retirement System (STRS), Public Employees

Retirement System (PERS), the federal social security system, or other alternate qualified plans as applicable to their position. All part-time staff will participate in the federal social security system. Staff at Downtown College Prep may have access to additional school sponsored retirement plans according to policies developed by the Board of Directors and adopted as the school's employment policies. The Controller at the Downtown College Prep Business Office is responsible for processing all employee benefits including but not limited to STRS/PERS.

Downtown College Prep may ask the District to forward any required payroll deductions and related data to STRS and PERS. In accordance with that, the District may charge Downtown College Prep its actual costs for the provision of such services.

Employee Representation

The Charter School shall be deemed the exclusive public school employer of the employees of Downtown College Prep for the purposes of Educational Employment Relations Act (EERA). The Charter School recognizes the employees' rights under the EERA provisions to organize for collective bargaining.

Persons employed by Downtown College Prep are not considered employees of ESUHSD for any purposes whatsoever. Downtown College Prep maintains full responsibility and liability for hiring and retention purposes for all employees of Downtown College Prep.

Rights Of School District Employees

Any current East Side Union High School District (ESUHSD) employee who resigns his or her position with ESUHSD to become an employee of Downtown College Prep and is reemployed within 39 months shall have any rights pursuant to California Education Code 44931 along with any other right to return granted by the District in accordance with District policy and applicable collective bargaining agreements. Downtown College Prep shall have no authority to bind the District to re-employing a former employee or allowing a leave of absence.

All employees of Downtown College Prep will be considered the exclusive employees of Downtown College Prep and not ESUHSD unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District will not be transferred to Downtown College Prep or back to the District unless otherwise agreed upon by the District, and in accordance with applicable law, District policy, and bargaining agreement provisions.

Health And Safety

In order to provide safety for all students and staff, Downtown College Prep implements a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with Downtown College Prep's insurance carriers, and, at a minimum, will address the topics discussed below. These policies will be reviewed and updated as required in response to any change in conditions or operations that may affect the health and safety of students and staff. The policies will be incorporated as appropriate into the Student/Parent and the Employee handbooks.

The following is a summary of the health and safety policies of Downtown College Prep:

Student Supervision

All staff will meet the minimum requirements of employment at Downtown College Prep. All students engaged in school-related activities will be supervised by an employee of the school.

Criminal Record Summary

Downtown College Prep will require that each of its employees, prior to commencing employment, and each of its contractors, as applicable, furnish Downtown College Prep with a criminal record summary. The Downtown College Prep Executive Director shall monitor compliance with this policy and report to the Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Executive Director.

Volunteer Screening

To ensure student safety, all Downtown College Prep volunteers will be screened appropriately. Registered sex offenders under Penal Code Section 290 may not serve as volunteers on campus or anywhere or at any time students are present. Volunteers working on campus or when students are present who will be unsupervised by certificated personnel at any time must be fingerprinted and submit to a criminal background check.

Facilities Compliance

Downtown College Prep shall use facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. Downtown College Prep will maintain on file records documenting such compliance.

Safety & Disaster Plans

Downtown College Prep will maintain safety and disaster plans appropriate to its site and which will always be maintained on file and available for inspection. The Charter School shall conduct fire drills regularly. Downtown College Prep shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site. This handbook shall include but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Mandated Reporting of Child Abuse

All classified and certificated staff (including teachers in any non-core, non-college preparatory courses), as well as short-term employees and independent contractors, will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. Training on child abuse reporting shall be provided to all employees.

Infectious Control Plan & Immunizations

Downtown College Prep shall meet state and federal standards for dealing with blood-borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students. All Downtown College Prep enrolled students will be required to provide records documenting immunizations.

CPR/First Aid

At least one person on site will be CPR and First Aid trained.

Administration of Medicine

Downtown College Prep will adhere to ESUHSD's policy regarding administration of medication in school.

Drug Free/Alcohol Free/Smoke Free Environment

Downtown College Prep shall maintain a drug and alcohol and tobacco free environment.

Complaint & Investigation Procedure

Downtown College Prep will develop a comprehensive complaint and investigation procedure to centralize all complaints and concerns coming into the school. Under the direction of the Downtown College Prep Board of Directors, the Executive Director shall be responsible for investigation, remediation, and follow-up on matters submitted to Downtown College Prep through this procedure.

Protection Against Sexual Harassment

Downtown College Prep is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Downtown College Prep will develop and maintain comprehensive policies and procedures to prevent and immediately remediate any concerns about sexual discrimination or harassment at Downtown College Prep (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the school policy.

Dispute Resolution

Disputes Between Downtown College Prep and the Chartering Authority

Downtown College Prep and the District will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures.

In the event of a dispute between Downtown College Prep and ESUHSD, Downtown College Prep staff, employees and Board members and the District agree to first frame the issue in written format (dispute statement) and to refer the issue to the Superintendent of the District and the Executive Director of Downtown College Prep or designees. In the event that the District believes that the dispute relates to an issue that could lead to revocation of the charter under Education Code Section 47607, Downtown College Prep requests that it be specifically noted in the written dispute statement. Nothing in this section is intended to impair the authority or ability of the District to revoke the charter in accordance with the procedures detailed in Education Code Section 47607.

The Executive Director and Superintendent shall informally meet and confer in a timely fashion (not later than 10 school days from receipt of the dispute statement) to attempt to resolve the dispute. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two members from their respective Boards who shall jointly meet with the Superintendent of the District and the Executive Director of Downtown College Prep or designees and attempt to resolve the dispute. The joint meeting shall be held within 15 school days from the informal meeting. If this joint meeting fails to resolve the dispute, the Superintendent and Executive Director or designee shall jointly identify a neutral, third party mediator. Mediation shall occur before a mutually agreeable mediator who is skilled in the interest-based approach to mediating disputes in the public school setting. The format of the mediation session shall be developed jointly by the Superintendent and the Executive Director or designee. Mediation shall be held within 30 school days of the joint meeting. All dates within this section can be amended by written mutual agreement or necessity due to mediator scheduling. As agreed in writing by the District and Downtown College Prep, the procedures herein may be revised. Each party shall bear its own costs of dispute resolution with the cost of the mediator being split equally amongst the Parties. If mediation fails either Party will have been deemed to have exhausted the administrative remedies within this charter and may pursue any alternative legal options for resolution.

PART VI: STUDENT ADMISSIONS, ATTENDANCE, AND SUSPENSION/EXPULSION POLICIES

Student Admission Policies and Procedures

Charter schools are schools of choice. Downtown College Prep will be open to any students wishing to attend the school, subject only to capacity. Except as provided in Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the pupil, or of his or her parent or guardian, within this State. No test or assessment shall be administered to students prior to acceptance and enrollment into the school.

Although Downtown College Prep targets low-achieving students, admission is open to any resident of California. As a public school, it does not charge tuition and is non-sectarian in its programs, admission policies, employment practices and all other operations. Students will be considered for enrollment without regard to the characteristics listed in Section 220 (actual or perceived disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics).

Downtown College Prep does not have a selective admissions policy: all students who apply are eligible. Complete registration will include proof of immunization, proof of meeting minimum and maximum age requirements, and an enrollment application that includes a home language survey (see Appendix G). No test, interview, or assessment is required as part of the application process.

Public Random Drawing

Downtown College Prep shall hold an open application period each spring. Applicants to Downtown College Prep will be enrolled subject only to capacity. If the number of applicants exceeds the number of available spaces, admission, except for existing students of Downtown College Prep will be determined by a public random drawing conducted in accordance with Education Code Section 47605 (d)¹. All existing students who wish to continue attending Downtown College Prep (2nd year forward) will be guaranteed enrollment. In the drawing, applicants are given preference in the following order:

- 1) In-district siblings of students currently enrolled at Downtown College Prep²
- 2) Out of District siblings of students currently enrolled at Downtown College
- 3) Other students residing within ESUHSD
- 4) Other students residing outside ESUHSD boundaries

Student names will be drawn in the public random drawing until all available spaces have been filled and will continue to be drawn to determine the order of a waitlist.

¹ During any period of funding under the Public Charter Schools Grant Program, this drawing will be held as a single weighted public drawing.

² During any period of funding under the Public Charter Schools Grant Program, siblings considered an exception to the single weighted public drawing and will be considered for enrollment after existing pupils of Downtown College Prep.

Recruitment Process and Timeline

In January 2010, Downtown College Prep will begin the recruitment process designed to target low achieving students from the East Side Union High School District. In order to achieve our target population, Downtown College Prep works collaboratively with local elementary schools, community centers, and parents who have already expressed interest to publicize and schedule bilingual information meetings for parents, coordinate home visits, and assemble a list of students that identifies low-achieving students paired with their contact info.

Beginning in March 2010, applications for Downtown College Prep will become available and will be distributed to target students and interested families. Bilingual parent meetings continue to answer questions and provide information.

Applications will be due on April 30th, 2010. All applicants will be informed of the date and location of the public random drawing.

Non-Discrimination

Although Downtown College Prep seeks to recruit low-achieving students, it aims to achieve a racial and ethnic balance that is representative of the general population residing within the territorial jurisdiction of East Side Union High School District. In striving toward this end, Downtown College Prep will:

- Establish an enrollment process that will allow sufficient time for families throughout the district to learn about the Downtown College Prep program and make an informed decision.
- Work collaboratively with ESUHSD staff, elementary school teachers and staff, and parent groups to identify and recruit low-achieving students from throughout the district.
- Work with churches and other community organizations to hold informational meetings intended to reach out to all sectors of the population.
- Distribute bilingual informational brochures and applications and provide interpreters at public informational meetings.
- Annually reassess our demographics to determine how representative the Downtown College Prep student body is of the low-achieving population of ESUHSD and adjust our recruitment process as needed.

Public School Attendance Alternatives

No student may be required to attend Downtown College Prep. Students who reside within ESUHSD and opt not to attend Downtown College Prep may attend other schools within the District according to District policy, or pursue an intra- or inter-district transfer in accordance with existing enrollment and transfer policies of the District. Enrollment at Downtown College Prep does not give a student an automatic right to enrollment in the East Side Union High School District or in other Downtown College Prep campuses. Parents and/or guardians will be informed of such on admissions forms on an annual basis.

Suspension/Expulsion Procedures

Policy

This Student Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at Downtown College Prep. This policy shall serve as Downtown College Prep's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

Downtown College Prep believes in the fundamental right to a public education for all children. To that end, Downtown College Prep intends to initially address issues stemming from truancy and tardiness by using alternatives to suspension and/or expulsion.

Downtown College Prep is also committed to establishing an environment that promotes learning and ensures the safety of all students and staff. Students who, by their actions, jeopardize this environment will be suspended or expelled from regular classroom instruction until they can participate in a positive and productive manner.

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

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

Charter School staff shall enforce the discipline rules fairly and consistently amongst all students. Downtown College Prep administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures; this policy and its procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Each student and his or her parent/guardian will be required to verify that they have reviewed and understand the policies upon enrollment.

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

A student identified as an individual with disabilities or for whom Downtown College Prep has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Improvement Act (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. Downtown College Prep will follow Section 504, the IDEIA, and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom Downtown College Prep 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. Downtown

College Prep will notify the District of the suspension of any student identified under the IDEIA (or for whom there may be a basis of knowledge of the same) or as a student with a disability under Section 504 and would grant the District approval rights prior to the expulsion of any such student as well.

Grounds for Suspension and Expulsion of Students

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

Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined that the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
3. 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.
4. 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.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a student.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.

10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code section 11014.5.
11. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
12. Knowingly received stolen school property or private property.
13. 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.
14. 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 sections 243.4.
15. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
16. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
17. Engaged in or attempted to engage in hazing of another. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
18. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
19. 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.

20. 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.
21. 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.
22. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel
23. Smoking.
24. Setting of false alarms.
25. Gambling or blackmail.
26. Violation of closed campus rule.
27. Threatening gang-related behavior.
28. Sale or transfer of drugs or alcohol.
29. Racial harassment.
30. Repeated violation of school rules.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his/her defense.

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

2. Notice to Parents/Guardians

At the time of the suspension, a Downtown College Prep employee 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. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limit/Recommendations for Transfer or Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. If a suspension is extended, the student may be suspended pending an expulsion hearing and the decision thereon.

Upon a recommendation of expulsion by the principal, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. The principal will make a decision upon either of the following determinations: (1) the student's presence may be disruptive to the education process; or (2) the student poses a threat or danger to others. Upon either determination, the student may be placed in an alternative setting (i.e. Independent Studies, Community School) pending the results of an expulsion hearing.

Authority to Expel

A student may be expelled either by the Downtown College Prep Governing Board following a hearing before it or by the Downtown College Prep Governing Board upon the recommendation of an Administrative Panel to be assigned by the Downtown College Prep Governing Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student nor a member of Downtown College Prep's Governing Board. The Administrative Panel may recommend expulsion of any student found to have committed an enumerated offense.

Downtown College Prep shall provide all legally required due process and shall abide by the Parent Information Handbook. The Downtown College Prep expulsion procedures will not follow the Education Code and will only involve the Downtown College Prep Board of Directors. The ESUHSD Board of Directors will have no jurisdiction over such matters.

Expulsion Procedures

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

In the event an administrative panel hears the case, it will make a recommendation to the Downtown College Prep Governing Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

1. The date and place of the expulsion hearing;
2. A statement of specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Downtown College Prep's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the 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;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

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

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

be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent/guardian, 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 hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

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 for expulsion must be supported by substantial evidence that the student committed an expellable offense.

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

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

The decision of the Board or Panel shall be in the form of a written document containing findings of fact and a recommendation to the Board (if the decision to expel was made by a Panel), and the Board will make a final determination regarding the expulsion. If the student or student's family wishes to appeal the finding of the Panel or Board, they may do so. A decision to expel shall be made within (10) school days following the conclusion of the hearing unless all parties agree to a longer time. The decision of the Board of Directors to expel is final.

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

Written Notice to Expel

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

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

The Principal or designee shall send a copy of the written notice of the decision to expel to the East Side Union High School District.

This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

Additionally, in accordance with Education Code section 47605(d)(3), upon expulsion of any student, Downtown College Prep shall notify the superintendent of the school district of the pupil's last known address, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

Disciplinary Records

The Charter School shall maintain records of all student suspensions, transfers, and expulsions at the school. Such records shall be made available for the District's review upon request. These records will also be filed with the student's cumulative files per No Child Left Behind..

No Right to Appeal

The student shall have no right of appeal from expulsions at Downtown College Prep as Downtown College Prep's Board's decision to expel shall be final.

Transferred Students/Expelled Students/Alternative Education

Students who are transferred or expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

Rehabilitation Plans

Students who are transferred or expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the discipline committee 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 student may reapply to the Charter School for readmission.

Readmission

The decision to readmit a student or to admit a previously expelled student from another school, school district or charter school shall be in the sole discretion of the Downtown College Prep Principal, following a meeting with the student and parent/guardian or representative to determine

whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

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

i. Notification of District

The Charter School shall immediately notify the District and coordinate the special education procedures in this policy of any student with a disability or student who the Charter School or the District would be deemed to have knowledge that the student had a disability who is suspended for more than ten (10) school days during a school year or who is recommended for expulsion.

ii. 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; 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.

iii. Procedural Safeguards/Manifestation Determination

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

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

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

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

- a) Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the

Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

iv. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer 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 the Charter School agree otherwise.

v. Special Circumstances

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

The Principal 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 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

vi. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

vii. 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 the School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

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

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

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

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

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

PART VII: FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

Budgets

The Downtown College Prep budget and cash flow projections are based on the best data available to the developers at the time the plan was put together and include many key assumptions, as outlined in the attached tables. Additionally, Downtown College Prep (SJUSD) experience has been used as a starting point to develop the budget.

Please see the Budget Overview and Assumptions section in Appendix N, for a narrative explanation of our budgetary assumptions.

Please see the Financial Projections in Appendix N, for projected operational budgets for the first three years of operation, including a first year operating budget with startup costs.

Please see the three-year Cash Flow Projections in Appendix P.

Financial Reporting

Budget and Financial Reporting Schedule

Downtown College Prep will annually prepare and submit reports to the District in accordance with Education Code Section 47604.33 as follows, and shall provide additional reports as requested by the District:

- On or before July 1st, a board approved preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code Section 47605(g) will satisfy this requirement.
- On or before December 15th, an interim financial report that reflects changes to the preliminary budget through October 31st. Additionally, on December 15, a copy of the Downtown College Prep's annual, independent fiscal audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education, and County Superintendent of Schools.
- On or before March 15th, a second interim financial report that reflects changes to the preliminary budget through January 31st.
- On or before September 15th, a final non-audited financial report for the prior full fiscal year. The report submitted to the District shall include an annual statement of all the Downtown College Prep's receipts and expenditures for the preceding fiscal year.

Other Financial Reports

In regards to other financial reports, Downtown College Prep will:

- Implement an attendance recording and accounting system that complies with state law and District requirements
- Be a directly funded charter school. Downtown College Prep will deposit its funds in a non-speculative and federally insured bank account for use by the school
- Provide the following reports that are required by law: California Basic Educational Data System (CBEDS), Annual Student Service Identifier (SSID) maintenance, actual Average Daily Attendance reports, and School Accountability Report Card (SARC)

Financial Process

Downtown College Prep employs a full-time Controller to perform many of the business operations of the school. The Controller will report directly to the Downtown College Prep Executive Director. The Controller's primary responsibilities will be to establish, implement, coordinate, control, and maintain the school's financial accounting system; to process and maintain records of fiscal actions, other business records, and accounts; and to prepare a variety of financial reports and documents in support of school operations.

Downtown College Prep anticipates outsourcing some financial services, including payroll. Downtown College Prep will establish a competitive bid process balancing quality and price to solicit bids from business service companies with experience in charter school or other public finance.

Downtown College Prep will provide financial reports, in the manner prescribed by California's Standardized Account Code Structure (SACS), for all reports to the District including the First and Second Interim Reports, Adopted Budgets, and Non-audited Actuals as required by the Education Code.

Downtown College Prep will also provide an annual audit, including financial schedules in the aforementioned formats to the District, the County Superintendent of Education, the Controller, and the California Department of Education.

Annually, no later than December 15th, Downtown College Prep shall supply the District with a statement of assets and liabilities. It is expected that this information will be included in the annual independent fiscal audit. However, in the event that it is not contained in the audit or that the audit is not completed by this date, Downtown College Prep shall submit a separate document to the District containing this information.

Insurance

Downtown College Prep will secure and maintain commercially reasonable general liability, workers' compensation, and other necessary insurance coverage. Downtown College Prep may obtain this coverage directly or may, with the agreement of the District, obtain it as a supplement through the current policy of the District. Downtown College Prep will secure and maintain, at a minimum, insurance as set forth below to protect Downtown College Prep from claims that may arise from its operations:

1. Workers' Compensation Insurance in accordance with provisions of the California Labor Code, adequate to protect Downtown College Prep from claims under Workers' Compensation Acts, which may arise from its operations;
2. General Liability, Comprehensive Bodily Injury, and Property Damage Liability for combined single limit coverage of not less than \$1,000,000 for each occurrence. The policy will be endorsed to name the District Board of Education as an additional insured.

These amounts may be altered upon recommendation of the Insurer or as required by agreement between the District and Downtown College Prep.

Administrative Services

The Downtown College Prep Executive Director will be responsible for ensuring appropriate administrative services are in place for Downtown College Prep through its internal office personnel and if necessary contracts with appropriate third-party contractors.

Subject to availability and agreement between Downtown College Prep and the District, Downtown College Prep may request District services on a fee-for-service basis, including, but not limited to:

- Student health and human services, including access to school mental health and suicide prevention services, support from crisis team, and access to audiology services
- Processing of emergency credentials
- Fingerprinting and criminal record processing
- Bilingual fluency testing
- District purchasing contracts
- Environmental health/safety consultation
- Food services
- Risk management
- Attendance accounting

Neither Downtown College Prep nor the District is obligated to contract with one another. Any services requested from the District will be on a fee-for-service basis by separate mutual agreement. These services and fees will be determined in a separate Memorandum of Understanding (MOU) to be entered into between Downtown College Prep and the District, prior to commencing services under the agreement.

Facilities

Downtown College Prep will seek to operate at a single site within the District's boundaries. The facilities will meet the requirements of Education Code Section 47610 prior to the site being used by Downtown College Prep. Advisors to the Downtown College Prep Board of Directors include experts in local real estate.

For current purposes of budgeting, Downtown College Prep assumes that facilities will be rented and uses fair market rates. An estimate of the costs of facilities is provided on the attached financial plan.

Transportation

Downtown College Prep shall not provide home to school transportation for its students, except as may be required under the Individuals with Disabilities in Education Improvement Act for students with disabilities as required by their IEP, or as otherwise agreed upon by Downtown College Prep and the District. Downtown College Prep aims to locate its facilities close to public transportation and central to the students we are targeting.

Financial Audits

An annual independent fiscal audit of the books and records of Downtown College Prep will be conducted as required under Downtown College Prep's Bylaws and Education Code Sections

47605(b)(5)(I) and 47605(m). The books and records of Downtown College Prep will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted auditing procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controllers Guide.

An audit committee will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will have been approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the audit committee, will review any audit exceptions or deficiencies and report to the Downtown College Prep Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Any disputes regarding the resolution of audit exceptions and deficiencies will be referred to the dispute resolution process referenced above. However, in the event that dispute resolution does not resolve the dispute, Downtown College Prep understands and agrees that all audit exceptions and deficiencies shall be resolved to the satisfaction of the District.

The independent fiscal audit of Downtown College Prep will be a public record to be provided to the public upon request.

Closure Protocol

Documentation of Closure Action

The decision to close Downtown College Prep, for any reason, will be documented by official action of the Downtown College Prep Board of Directors. The action will identify the reason for the school's closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

Barring revocation on non-renewal under Education Code Section 47607, if it is feasible to do so while still maintaining a viable, appropriate, legally compliant educational program, Downtown College Prep will make all efforts to ensure charter school closures will occur only at the end of an academic year.

Notification to the California Department of Education and the District

The Downtown College Prep Board of Directors will promptly notify the District, the Santa Clara County Office of Education, Downtown College Prep's SELPA, the retirement systems in which the school's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the official closure action. The notification will also include the following information:

- Charter school name, charter number, and CDS code;
- Date of closure action;
- Effective date of the closure, if different;
- Reason for the closure;
- Name(s) of and contact information for the person(s) to whom reasonable inquires may be made regarding the closure;
- The districts of residence for pupils; and
- How parents may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

Notification to Parents and Students

Parents and students of Downtown College Prep will be notified as soon as possible when it appears that school closure will be imminent. Parents and students will also be promptly notified of any official closure action taken by the Downtown College Prep Board of Directors. The notification will include information on assistance in transferring the student to another appropriate school and, as stated above, a process for the transfer of all student records.

Parents will be provided with a certified packet of student information that will include the closure notice, grade reports, discipline records, immunization records, etc. This will facilitate transfer to another school. All transfers of student records will be made in compliance with the Family Education Rights and Privacy Act (FERPA) 20 U.S.C. Section 1232g. Downtown College Prep will ask the District to store original records of Downtown College Prep students. All records of Downtown College Prep shall be transferred to the District upon School closure. If the District will not or cannot store the records, Downtown College Prep shall work with the County Office of Education to determine a suitable alternative location for storage.

For high school students, the information should include specific information on completed courses and credits that meet graduation requirements and college entrance requirements.

All state assessment results, special education records, and personnel records will be transferred and maintained in accordance with applicable law.

Notification to Receiving Districts

Downtown College Prep or the District will notify any school district that may be responsible for providing education services to the former students of Downtown College Prep so that the receiving districts may assist in facilitating student transfers.

Financial Closeout

Downtown College Prep will have an independent audit completed within 6 months after the closure of the school. This may coincide with the regular required annual audit of the school. The audit will be prepared by a qualified Certified Public Accountant. The purpose of the audit is to determine the

net assets or net liabilities of Downtown College Prep. The assessment should include an accounting of all Downtown College Prep assets, including cash and accounts receivable, and an inventory of property, equipment and supplies. It will also include an accounting of the school's liabilities including any accounts receivable, which may include reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation. The audit will also assess the disposition of any restricted funds received by or due to Downtown College Prep. The cost of the audit and the close out shall be considered a liability of Downtown College Prep and shall be paid for by reserve funds or any remaining assets.

In addition to a final audit, Downtown College Prep will submit any required year-end financial reports to the CDE and the District pursuant to Education Code Section 47604.33 in the form and time frame required. These reports will be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

Dissolution of Assets

On closure of the School, all assets of the School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the School, remain the sole property of Across the Bridge Foundation (doing business as Downtown College Prep) and shall be distributed in accordance with the Articles of Incorporation upon the dissolution of the non-profit public benefit corporation to another public educational entity. Any assets acquired from the District or District property will be promptly returned upon School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

Upon completion of the closeout audit, Downtown College Prep will develop a plan for the repayment of any liabilities. To the extent feasible, any assets of Downtown College Prep will be liquidated to pay off any outstanding liabilities. All liabilities remain the responsibility of Downtown College Prep.

As specified by the Budget in Attachment N, Downtown College Prep will utilize the reserve fund, as necessary, to undertake any expenses associated with the closure procedures identified above.

PART VIII: IMPACT ON THE CHARTER AUTHORIZER

Downtown College Prep shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c) (3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of Downtown College Prep or for claims arising from the performance of acts, errors or omissions by Downtown College Prep if the authority has complied with all oversight responsibilities required by law. The Downtown College Prep shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of Downtown College Prep.

Further, Downtown College Prep and District shall enter into a Memorandum of Understanding, wherein Downtown College Prep shall indemnify District for the actions of Downtown College Prep and its governing non-profit public benefit corporation under this charter.

The corporate bylaws of Downtown College Prep shall provide for indemnification of the organization's Board, officers, agents, and employees, and Downtown College Prep will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

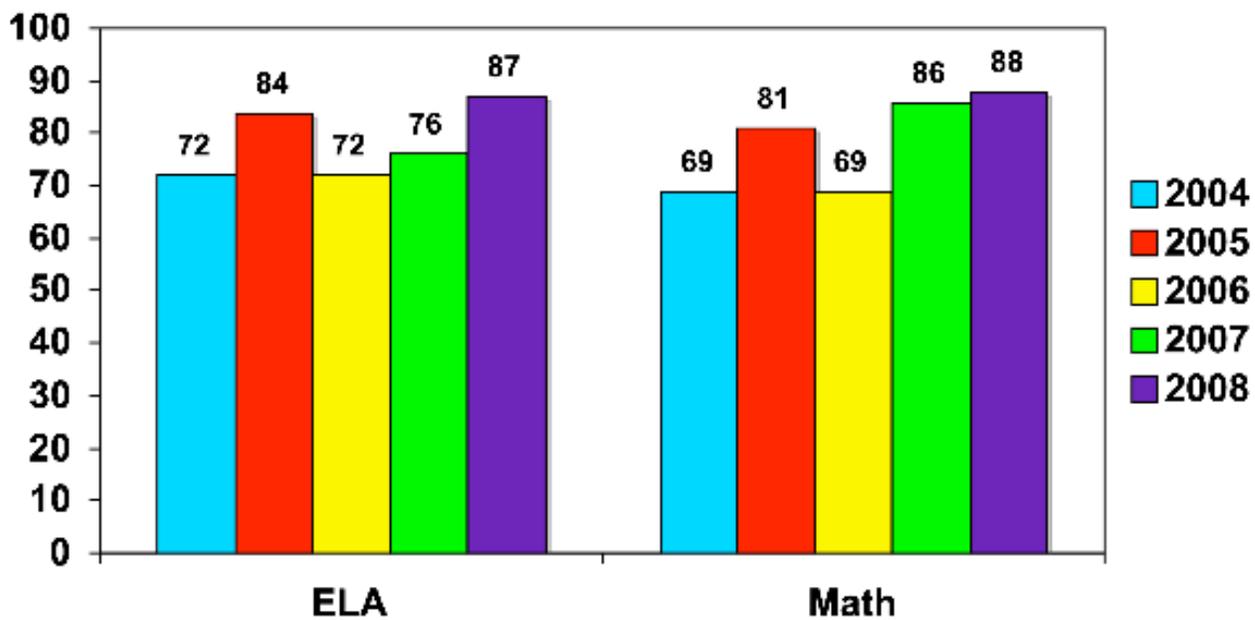
As stated above, insurance amounts will be determined by recommendation of the District and Downtown College Prep's insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of Downtown College Prep.

The Downtown College Prep Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

List of Appendices

- A. CAHSEE First Attempt Pass Rates for Downtown College Prep (SJUSD)
- B. Wednesday Intervention Program
- C. Sample Advisory Activity Schedule for November, 2010 (4 pages)
- D. Map of City of San José Educational Attainment Rates
- E. Stranding of Skills-based Learning Objectives in English Language Arts and History by Grade Level
- F. Spanish Diagnostic Test
- G. Downtown College Prep Enrollment Form
- H. Sample 504 Accommodation Plan
- I. Representative Rubrics and Assessment Documents Currently used in Downtown College Prep Humanities Courses
- J. Sample Curriculum designed by Downtown College Prep Teachers currently available on <http://www.dcp.org/curriculum.php>
- K. Bell Schedule by Grade Level (6-8)
- L. Across the Bridge Foundation Organization Chart
- M. By-Laws and Articles of Incorporation
- N. Annotated Budget and Assumptions
- O. Three-year Budget
- P. Three-year Cash Flow
- Q. Attorney's Opinion of Civil Liability
- R. Charter Petition Request for Approval Signatures
- S. Letters of Support
- T. Charter Petition Parent Signatures

Appendix A: DCP CAHSEE First-Attempt Pass Rates



Appendix B: Wednesday Intervention Program (page 1 of 2)

Wednesday Intervention Program Model currently implemented at DCP-Alviso (SCUSD)

	Class Description	Student Criteria	Class Length/Size
CST Writing	A writing course designed to prepare 6 th and 7 th grade students for the 7 th grade CST Writing Test.	Open to 6 th or 7 th grade students who are performing at grade level in Math. Students' grade level in Math is determined using NWEA diagnostic test scores in math in conjunction with a student's math grade and the math teacher's recommendation.	80 minutes/ 18-22 students per session
Numeracy	A remedial math course designed to support students in developing foundational mathematical skills such as multiplication, division and number sense.	Open to 6 th or 7 th grade students who are not performing at grade level in Math. Students' grade level in Math is determined using the NWEA math diagnostic test scores in conjunction with a students' math grade and the math teacher's recommendation.	80 minutes/ 20-24 students per session
CST Prep	A test-preparation course including explicit instruction of test-taking strategies and exposure to standardized tests through test-taking practice using released CST questions. In addition, students learn how standardized tests are scored and how scores impact them and their school.	All 6 th and 7 th grade students take this course.	35 minutes/ 22-24 students per session
ALEKS	A math course utilizing ALEKS, a self-guided math software that provides individualized and level-appropriate math practice to students. ALEKS adapts to a students grade level and unfolds accordingly as the student works their way through the program.	All 6 th and 7 th grade students take this course.	35 minutes/ 22-24 students per session

Appendix B: Wednesday Intervention Program (page 2 of 2)

Wednesday Intervention Schedule Downtown College Preparatory Alviso (SCUSD)

8:25 – 8:55	AM Advisory
9:00 - 10:25	Period 1
10:30 – 11:20	Elective
11:25 – 11:55	Lunch
12:00- 1:25	Period 2
1:30 - 2:00	Assembly

Period 1

Class #1: 80 minutes of CST Writing (Group A)

Class #2: 80 minutes of Numeracy (Group B)

Class #3: 35 minutes of CST Prep then switch mid period with the ALEKS Group (Group C)

Class #4: 35 minutes of ALEKS then switch mid period with the CST Prep Group (Group D)

Period 2

Class #1: 80 minutes of CST Writing (Mix of Group C & D)

Class #2: 80 minutes of Numeracy (Mix of Group C & D)

Class #3: 35 minutes of CST Prep then switch mid period with the ALEKS Group (Group A)

Class #4: 35 minutes of ALEKS then switch mid period with the CST Prep Group (Group B)

All students take Numeracy *or* CST Writing *and* both ALEKS *and* CST Prep.

Appendix C: Sample Advisory Activity Schedule for November, 2010 (page 1 of 4)

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Advisory 8:25-8:55	Morning Advisory 8:25-8:55	Advisory 8:25-9:10	Morning Advisory 8:25-8:55	Morning Advisory 8:25-8:55
Homework checking and binder organization	Homework checking and binder organization	Problem-solving activity: students work in small groups on engaging, age-appropriate logic puzzles and games; pull-out time for students who need extra help in core subjects	Homework checking and binder organization	Homework checking and binder organization
1 st period 9:00-10:00	3 rd period 9:00-10:00	Assembly 9:15-9:55	1 st period 9:00-10:00	3 rd period 9:00-10:00
2 nd period 10:05-11:05	4 th period 10:05-11:05	Advisory 10:00-10:40	2 nd period 10:05-11:05	4 th period 10:05-11:05
		Enrichment design challenge competition: small groups compete to create the lightest container that will keep an egg from breaking when dropped from the roof		
Lunch 11:10-11:45	Lunch 11:10-11:45	Lunch 10:45-11:20	Lunch 11:10-11:45	Lunch 11:10-11:45
Elective 11:50-12:50	Elective 11:50-12:50	Advisory 11:25-12:00	Elective 11:50-12:50	Elective 11:50-12:50
		Kickball tournament: advisory colleges compete against each other in intramural kickball		
3 rd period 12:55-1:55	1 st period 12:55-1:55	Elective 12:05-1:05	3 rd period 12:55-1:55	1 st period 12:55-1:55
4 th period 2:00-3:00	2 nd period 2:00-3:00	Advisory 1:10-2:00	4 th period 2:00-3:00	2 nd period 2:00-3:00
Break 3:00-3:15	Break 3:00-3:15	Downtown College Prep Alameda student panel: 9 th graders share their educational genealogy projects from College Readiness class and answer questions about what it means to be a first-generation college student	Break 3:00-3:15	Break 3:00-3:15
Tutorial 3:15-4:15	Tutorial 3:15-4:15		Tutorial 3:15-4:15	Tutorial 3:15-4:15
Time is split between guided homework time and team-building or college-readiness activitie	Time is split between guided homework time and team-building or college-readiness activities		Time is split between guided homework time and team- building or college- readiness activities	Time is split between guided homework time and team-building or college-readiness activities

Appendix C: (cont'd)

Sample Advisory Activity Schedule for November, 2010 (page 2 of 4)

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Advisory 8:25-8:55	Morning Advisory 8:25-8:55	Advisory 8:25-9:10	Morning Advisory 8:25-8:55	Morning Advisory 8:25-8:55
Homework checking and binder organization	Homework checking and binder organization	Crossword activity: students work in small groups to create crossword puzzles using cumulative vocabulary word list and academic vocabulary; pull- out time for students who need extra help in core subjects	Homework checking and binder organization	Homework checking and binder organization
1 st period 9:00-10:00	3 rd period 9:00-10:00	Assembly 9:15-9:55	1 st period 9:00-10:00	3 rd period 9:00-10:00
2 nd period 10:05-11:05	4 th period 10:05-11:05	Advisory 10:00-10:40	2 nd period 10:05-11:05	4 th period 10:05-11:05
		Enrichment design challenge competition: given bags of materials, small groups compete to create the bridge that will span a 12 inch gap and hold the most weight without breaking		
Lunch 11:10-11:45	Lunch 11:10-11:45	Lunch 10:45-11:20	Lunch 11:10-11:45	Lunch 11:10-11:45
Elective 11:50-12:50	Elective 11:50-12:50	Advisory 11:25-12:00	Elective 11:50-12:50	Elective 11:50-12:50
		Soccer tournament: advisory colleges compete against each other in intramural soccer		
3 rd period 12:55-1:55	1 st period 12:55-1:55	Elective 12:05-1:05	3 rd period 12:55-1:55	1 st period 12:55-1:55
4 th period 2:00-3:00	2 nd period 2:00-3:00	Advisory 1:10-2:00	4 th period 2:00-3:00	2 nd period 2:00-3:00
Break 3:00-3:15	Break 3:00-3:15	Career panel: Lawyers and law students work with advisory colleges to introduce the field of law in preparation for next Wednesday's fieldtrip to meet the District Attorney, Dolores Carr, at the Santa Clara County Superior Court	Break 3:00-3:15	Break 3:00-3:15
Tutorial 3:15-4:15	Tutorial 3:15-4:15		Tutorial 3:15-4:15	Tutorial 3:15-4:15
Time is split between guided homework time and team-building or college-readiness activities	Time is split between guided homework time and team-building or college-readiness activities		Time is split between guided homework time and team-building or college-readiness activities	Time is split between guided homework time and team-building or college-readiness activities

Appendix C: (cont'd)

Sample Advisory Activity Schedule for November, 2010 (page 3 of 4)

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Advisory 8:25-8:55	Morning Advisory 8:25-8:55	Fieldtrip to Santa Clara County Superior Court to meet with the District Attorney, Dolores Carr, to discuss criminal justice and possible careers in law. Bag lunches will be served at Cesar Chavez park in downtown San Jose before returning to DCP Alum Rock. 8:25-12:00	Morning Advisory 8:25-8:55	Morning Advisory 8:25-8:55
Homework checking and binder organization	Homework checking and binder organization		Homework checking and binder organization	Homework checking and binder organization
1 st period 9:00-10:00	3 rd period 9:00-10:00		1 st period 9:00-10:00	3 rd period 9:00-10:00
2 nd period 10:05-11:05	4 th period 10:05-11:05		2 nd period 10:05-11:05	4 th period 10:05-11:05
Lunch 11:10-11:45	Lunch 11:10-11:45		Lunch 11:10-11:45	Lunch 11:10-11:45
Elective 11:50-12:50	Elective 11:50-12:50		Elective 11:50-12:50	Elective 11:50-12:50
3 rd period 12:55-1:55	1 st period 12:55-1:55	Elective 12:05-1:05	3 rd period 12:55-1:55	1 st period 12:55-1:55
4 th period 2:00-3:00	2 nd period 2:00-3:00	Advisory 1:10-2:00	4 th period 2:00-3:00	2 nd period 2:00-3:00
Break 3:00-3:15	Break 3:00-3:15	Advisory colleges debrief the morning fieldtrip and write thank you notes to District Attorney Carr.	Break 3:00-3:15	Break 3:00-3:15
Tutorial 3:15-4:15	Tutorial 3:15-4:15		Tutorial 3:15-4:15	Tutorial 3:15-4:15
Time is split between guided homework time and team-building or college-readiness activities	Time is split between guided homework time and team-building or college-readiness activities		Time is split between guided homework time and team-building or college-readiness activities	Time is split between guided homework time and team-building or college-readiness activities

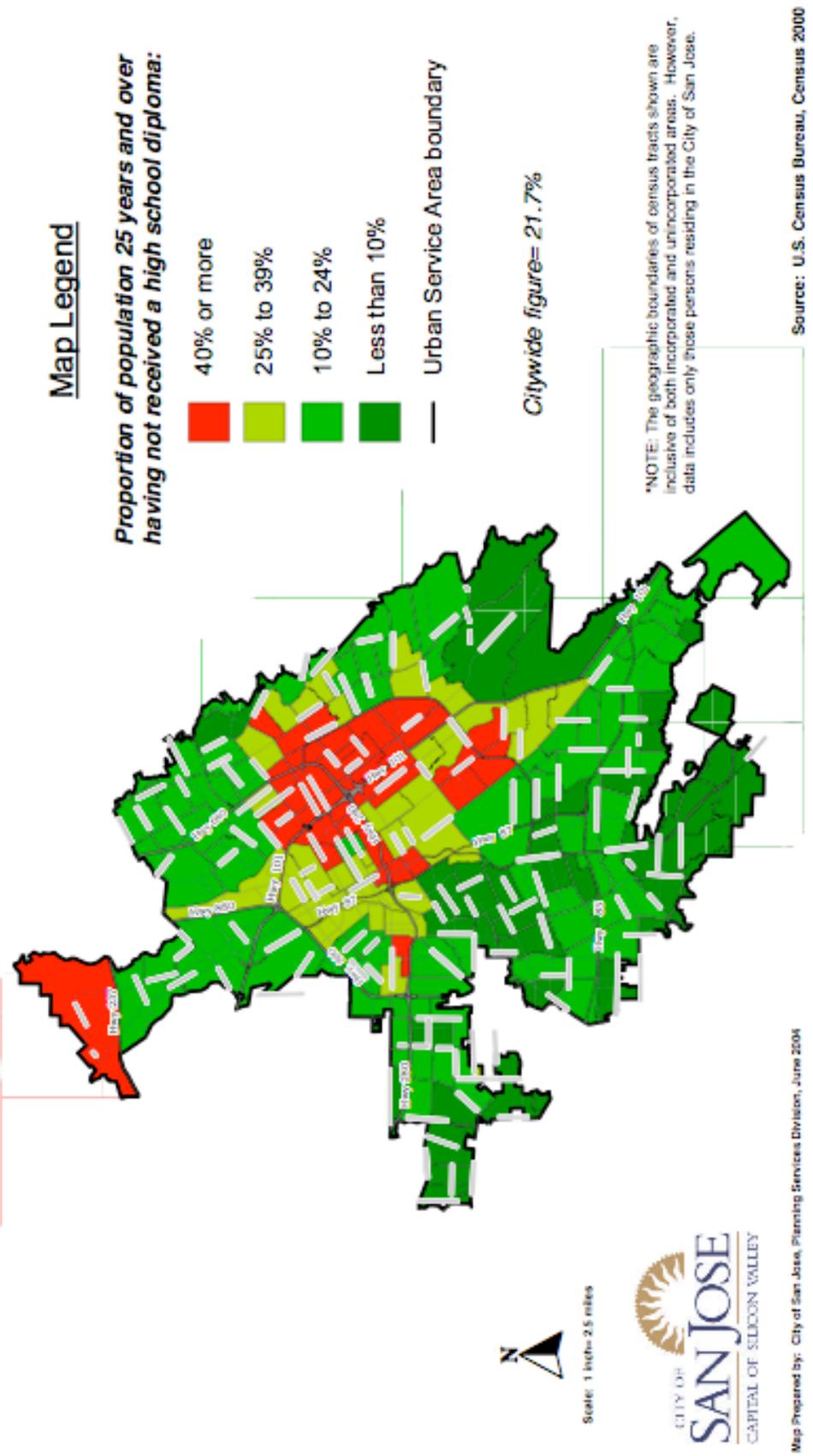
Appendix C: (cont'd)

Sample Advisory Activity Schedule for November, 2010 (page 4 of 4)

Monday	Tuesday	Wednesday	Thursday	Friday
Morning Advisory 8:25-8:55	Morning Advisory 8:25-8:55	Advisory 8:25-9:10	Morning Advisory 8:25-8:55	Morning Advisory 8:25-8:55
Homework checking and binder organization	Homework checking and binder organization	Jeopardy activity: Students are given notecards and categories and work in small groups to create Jeopardy questions related to the content of their classes; pull-out time for students who need extra help in core subjects.	Homework checking and binder organization	Homework checking and binder organization
1 st period 9:00-10:00	3 rd period 9:00-10:00	Assembly 9:15-9:55	1 st period 9:00-10:00	3 rd period 9:00-10:00
2 nd period 10:05-11:05	4 th period 10:05-11:05	Advisory 10:00-10:40	2 nd period 10:05-11:05	4 th period 10:05-11:05
		Chemistry enrichment activity: students explore changing the freezing property of water through an experiment making ice cream in plastic bags with rock salt		
Lunch 11:10-11:45	Lunch 11:10-11:45	Lunch 10:45-11:20	Lunch 11:10-11:45	Lunch 11:10-11:45
Elective 11:50-12:50	Elective 11:50-12:50	Advisory 11:25-12:00	Elective 11:50-12:50	Elective 11:50-12:50
		Relay races: advisory colleges compete against each other in relay races		
3 rd period 12:55-1:55	1 st period 12:55-1:55	Elective 12:05-1:05	3 rd period 12:55-1:55	1 st period 12:55-1:55
4 th period 2:00-3:00	2 nd period 2:00-3:00	Advisory 1:10-2:00	4 th period 2:00-3:00	2 nd period 2:00-3:00
Break 3:00-3:15	Break 3:00-3:15	Jeopardy tournament: Advisory colleges compete against each other in Jeopardy using the questions created during the morning advisory period; all students participate in answering questions (both those who created questions and those who were receiving extra help during the morning advisory period).	Break 3:00-3:15	Break 3:00-3:15
Tutorial 3:15-4:15	Tutorial 3:15-4:15		Tutorial 3:15-4:15	Tutorial 3:15-4:15
Time is split between guided homework time and team-building or college-readiness activities	Time is split between guided homework time and team-building or college-readiness activities		Time is split between guided homework time and team-building or college-readiness activities	Time is split between guided homework time and team-building or college-readiness activities

Appendix D. Map of the City of San José Educational Attainment Rates

City of San Jose Educational Attainment by Census Tract*



Appendix E: Stranding of Skills-based Learning Objectives in English-Language Arts and History by Grade Level (page 1 of 2)

Reading/Texts & Genres	Vocab & Word Knowledge	Writing	Listening	Speaking & Presentation	ELD/Grammar	Reading Fluency	Reading Comprehension
6th grade → who am I? what does it mean to be a member of my community? [Alum Rock focus]							
[auto]biographical lit; brief primary and secondary sources on local history	Latin/Greek prefixes, roots, and suffixes; synonyms of common words	[auto]biography; journaling; sentence-level writing; reader's theatre scripts	audience behaviors; responding to a partner (pair discussion)	recitation/oral reading (clarity, volume, pacing, posture, fidgeting) basic communication behaviors (eye contact, handshaking); students will share brief autobiographical vignettes; pair discussion	mid-late elementary patterns; sentence kernels; simple sentences; basic parts of speech	reader's theatre; pair guided repeated oral readings; reciprocal teaching techniques	students respond to teacher-generated questions; self-monitoring techniques taught
7th grade → what does it mean to be a global citizen? [current events and world history focus]							
global short stories and novels; periodicals	prepositions; transitions; synonyms of common words; academic verbs	poetry; creative writing; summarizing; paragraph writing	audience behaviors; note-taking/summarizing; summarizing a partner's ideas (pair discussion)	recitation/ oral reading (tone and intonation); story-telling; extemporaneous oral summaries; how-to speeches; pair discussion	late elementary and complex spelling patterns; compound and complex sentence structures; preposition usage and verb phrases; English word order in questions	reader's theatre; pair guided repeated oral readings; reciprocal teaching techniques	question-answer relationships; levels of questioning; text summarizing strategies
8th grade → what does it mean to be an American? [civics/government focus]							
American short stories, novels, historical documents, and speeches	connotation vs. denotation; Latin/Greek prefixes, roots, and suffixes, particularly terms related to government	persuasive writing; reflective writing; five paragraph essay	small group discussion; synthesizing group discussion themes; note-taking/summarizing	brief persuasive/ candidate speeches; oral reflection; story-telling; small group discussion	additional complex sentence structures; passive constructions in English; American English idiom (common idiomatic phrases)		question-answer relationships; levels of questioning; text summarizing strategies

Appendix E: Stranding of Skills-based Learning Objectives in English-Language Arts and History by Grade Level (page 2 of 2)

Reading/Texts & Genres	Vocab & Word Knowledge	Writing	Listening	Speaking & Presentation	ELD/Grammar	Reading Fluency	Reading Comprehension
9th grade → who am I? what does it mean to be a member of my community? [Latino & first generation to college focus]							
California lit.; [auto]biographical literature; Latino literature; poetry	Latin/Greek prefixes, roots, and suffixes, particularly terms related to geometry, sociology, and science; academic verbs and adverbs	expository composition; literary response; reflective writing	class discussion; synthesizing class discussion themes with examples provided by other individuals	“occasion” speeches; persuasive writing	passive constructions; complex sentences; higher-level punctuation		discipline-specific non-fiction reading strategies introduced in subject classes
10th grade → what does it mean to be a global citizen? [Humanities focus]							
classical/ philosophical literature and periodicals; historical world literature and non-fiction	high frequency academic vocabulary (i.e. PSAT, SAT vocab)	expository composition; literary response and analysis research paper	identifying important information/ arguments in information presented orally; analyzing tone	formal, group debate; group Keynote and Powerpoint presentation	passive constructions; complex sentences		
11th grade → what does it mean to be an American? [American/hyphen-American focus]							
American literature (canonical and modern) and non-fiction; famous American speeches; multi-cultural American literature	vocabulary related to rhetoric; argumentation, and persuasion; logical fallacies	argument response and analysis; personal/ college/ scholarship essay; rhetorical analysis; research paper	identifying and analyzing arguments presented in oral texts; identifying rhetorical features of speeches	5 minute individual Keynote/ Powerpoint presentation; formal, individual debate	American English idiom (sophisticated idiomatic phrases)		
12th grade → EPT focus [non-fiction and cultural focus]							
college-level non-fiction; adult popular literature	college-level academic/ disciplinary vocabulary	argument response essay; rhetorical analysis essay; research paper	identifying and analyzing arguments presented in oral texts as well as in lecture and class discussion; identifying rhetorical features of speech	10-15 minute individual Keynote/ Powerpoint presentation	college-level academic English syntax		

Diagnostic Placement Exam

I. Listening comprehension/Comprensión auditiva

A. The drawings show a series of actions from an everyday routine. Match the description you hear with the correct drawing.

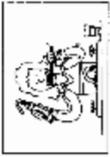
Los dibujos muestran una serie de acciones de la rutina diaria. Escoge la descripción que mejor corresponde a los siguientes dibujos.

1. _____  a.

2. _____  b.

3. _____  c.

4. _____  d.

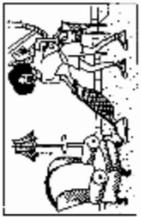
5. _____  e.

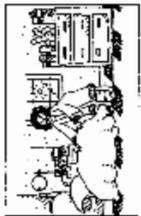
B. You will hear about the activities the Ramos family has to do to help around the house. Match the description you hear with the correct drawing.

Escucharás acerca de las actividades que la familia Ramos tiene que hacer para ayudar en casa. Escoge la descripción que mejor corresponde a los siguientes dibujos.

6. _____  a.

7. _____  b.

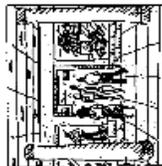
8. _____  c.

9. _____  d.

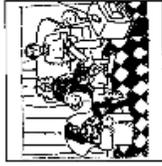
10. _____  e.

Look at the drawings and listen to what the students say. Match the statements you hear with the correct drawings.

Mira los dibujos y escucha lo que dicen los estudiantes. Escoge el comentario que mejor corresponde a los siguientes dibujos.

1. _____  a.

2. _____  b.

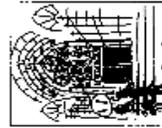
3. _____  c.

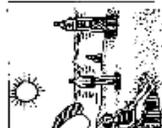
4. _____  d.

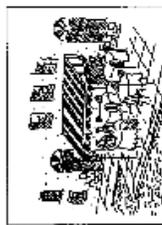
5. _____  e.

Listen as Leticia and Mauro tell their uncle about their end-of-year class trip. Match the statement you hear with the correct drawing.

Leticia y Mauro le cuentan a su tío del viaje del fin de año escolar. Escoge el comentario que mejor corresponde a los siguientes dibujos.

16. _____  a.

17. _____  b.

18. _____  c.

19. _____  d.

20. _____  e.

Appendix F: Spanish Diagnostic (page 3 of 7)

- ... 54. Tú y yo _____ tarde a la clase de español.
 a. vienes
 b. vengo
 c. venimos
 d. vienen
55. Mi madre va a _____ la ropa de mi hermana.
 a. plancha
 b. plancho
 c. planchará
 d. planchar
56. A mi primo _____ ir a los conciertos.
 a. le gusta
 b. te gusta
 c. le gusta
 d. les gusta
57. Los estudiantes _____ estudiar para el examen.
 a. deben
 b. debo
 c. debemos
 d. debes
58. El perro y el gato _____ bajo el árbol ayer.
 a. dormirán
 b. dormirán
 c. durmieron
 d. duermen
59. ¿Adónde _____ la Sra. Gómez?
 a. fue
 b. estuvo
 c. era
 d. estaba
60. Nosotros no _____ a las chitas de Nueva York.
 a. conocí
 b. conocimos
 c. conociste
 d. conocieron
61. María y Juan _____ las clases de francés y geografía.
 a. estamos tomando
 b. estoy tomando
 c. están tomando
 d. está tomando
62. Rosana y yo les _____ a qué hora era la fiesta.
 a. dijimos
 b. digamos
 c. decimos
 d. decimos
- el y tú _____ libros el verano pasado.
 a. leyó
 b. leyeron
 c. leímos
 d. leyeron
- hermanos _____ al fútbol americano.
 a. estamos jugando
 b. están jugando
 c. estoy jugando
 d. estás jugando
- _____ muchísimo montar en bicicleta mañana con ustedes.
 a. les gusta
 b. los gustará
 c. los gustó
 d. los gustan
- sotros _____ el partido de fútbol por televisión el sábado.
 a. iré
 b. irán
 c. iremos
 d. iremos
- los y Jorge _____ cosas extrañas por la noche.
 a. le visto
 b. han visto
 c. la visto
 d. hemos visto
- Sra. Cantú piensa que _____ algún día a Venezuela.
 a. irá
 b. irá
 c. irán
 d. irán
- padres _____ toda la vida para mantener a nuestra familia.
 a. han trabajado
 b. hemos trabajado
 c. han trabajado
 d. he trabajado
- Cuándo le darás el regalo a tu abuelito? _____ el día de su cumpleaños.
 a. se lo daré
 b. se la dará
 c. se los daré
 d. se las daremos
- tonia espera que tú y yo _____ con ella al cine.
 a. iremos
 b. vamos
 c. iremos
 d. vamos

Appendix F: Spanish Diagnostic (page 4 of 7)

72. Sr. González, no _____ el libro al estudiante nuevo.

- a. lo de
- b. le dé
- c. lo de
- d. lo dé

73. Oscar quiere que Leticia _____ su novía.

- a. sea
- b. fuera
- c. estuviera
- d. esté

III. Vocabulary/Vocabulario

L. Choose the letter of the word that correctly completes the following statements.

Escoge la letra de la palabra que mejor completa las siguientes oraciones.

74. Mi cumpleaños es en _____ de septiembre.

- a. el mes
- b. el año
- c. la semana
- d. el siglo

75. En _____ nieva mucho en las montañas.

- a. el verano
- b. el otoño
- c. la primavera
- d. el invierno

76. En un día claro, el cielo es _____.

- a. rosado
- b. pardo
- c. azul
- d. morado

77. _____ se venden en pares.

- a. Las corbatas
- b. Los zapatos
- c. Las camisas
- d. Las blusas

78. No como muchas _____ porque no son muy saludables.

- a. ensaladas
- b. hamburguesas
- c. verduras
- d. frutas

79. Preparo mi comida en _____.

- a. el sofá
- b. la cama
- c. el escritorio
- d. la estufa

80. En un museo no encuentras _____.

- a. pinturas
- b. esculturas
- c. bailarines
- d. arte

81. Puedas comprar conos de nieve en la _____.

- a. heladería
- b. lechería
- c. panadería
- d. frutería

82. _____ defiende la ley.

- a. El profesor
- b. El abogado
- c. El sicólogo
- d. El ingeniero

83. _____ es un tipo de literatura.

- a. La novela
- b. La danza
- c. La ciencia
- d. La arquitectura

84. Llamé a papá y le dejé un mensaje en _____.

- a. la computadora
- b. la videocasetera
- c. el contestador
- d. el diario

85. Mi _____ favorita es KOPA. Toca la mejor música.

- a. locutora
- b. prensa
- c. comentarista
- d. emisora

Reading Comprehension/Comprensión de lectura

Read the following letter from Estela. Then choose the letter that best completes each sentence.

Lee la siguiente carta de Estela. Luego escoge la letra que mejor completa cada oración.

Me llamo Estela Gómez. Soy de Panamá y tengo quince años. Me gusta escuchar música, bailar, leer y nadar. Este es mi amigo Jorge. Hacemos muchas cosas juntos. Vamos al parque los domingos. Así vamos al cine. Jorge mide cinco pies y cuatro pulgadas. Tiene ojos de color azul y tiene el pelo negro. Él es muy atlético. Juega al tenis y también al baloncesto. Es delgado.

- 86. Estela es _____.
 - a. hermano
 - b. deportes
 - c. fiesta
 - d. parque
 - e. amigo
 - f. panameña
 - g. bajo
 - h. las flores
- 87. El _____ de Estela se llama Jorge.
- 88. Jorge es bastante _____.
- 89. Los fines de semana ellos van al _____.
- 90. A Jorge le gusta practicar _____.

Teacher's Resource Binder

Teacher's Resource Binder 9

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- K.** Read the following paragraph about Sonia. Write (a) if the statement is true or (b) if the statement is false.
 Lee el siguiente párrafo acerca de Sonia. Escribe (a) si la oración es verdadera o (b) si la oración es falsa.

Hola. Me llamo Sonia. Vivo con mi familia en una ciudad grande. En mi ciudad hay centros comerciales, restaurantes, teatros y museos. En el centro hay muchos edificios y rascacielos. Mi casa está lejos del centro pero está cerca del colegio. La casa está en el sur de la ciudad. Vivo muy cerca de la playa. Me encanta el mar. En el verano voy a la playa con mis amigos.

91. Sonia vive en una ciudad pequeña.
 92. Sonia vive en una ciudad donde hay pocos rascacielos.
 93. El colegio de Sonia está lejos del centro de la ciudad.
 94. Sonia vive lejos de la playa.
 95. A Sonia le encanta el mar.

- L.** Read the following phrases. Write the letter of the phrase in the right-hand column that best completes the sentence.

Lee las siguientes frases. Escribe la letra de la frase en la columna a la derecha que mejor completa la oración.

96. Estamos aburridos... a. porque sacó una mala nota.
 97. Carlos está emocionado... b. porque no tenemos nada que hacer.
 98. Alicia está deprimida... c. porque no me invitaron a la fiesta.
 99. Estoy enfadado... d. porque va a Madrid.

- M.** This morning in algebra class Juan Carlos and Alberto wrote a note. Can you place the pieces of the note in the correct order and find out the gossip? Number the sentences from 1–6 in the correct sequence.

Esta mañana en la clase de álgebra, Juan Carlos y Alberto escribieron una nota. ¿Puedes poner los trozos de su nota en el orden correcto y enterarte del chisme? Enumera las oraciones del 1 al 6 en el orden correcto.

- | | | |
|------------|---|---|
| | Juan Carlos | Alberto |
| 100. _____ | Oye, ¿has oído hablar de lo que le pasó a Gilberto? | 103. _____ |
| | | No me digas... qué mala suerte. Pues, ¿te enteraste de lo que también ocurrió durante la fiesta con Gloria y Ramón? |
| 101. _____ | Pues, se le torció el tobillo bailando en la fiesta de Luisa el sábado. | 104. _____ |
| | | No, ya no. Gloria se puso furiosa con él y rompieron allí mismo. |
| 102. _____ | No, cuéntame. Ellos todavía salen, ¿verdad? | 105. _____ |
| | | No, nada. ¿Qué le pasó? |

- N.** Read the following short dialogues and indicate if the second person's responses represent a) a positive opinion, b) a negative opinion or c) indifference.
 Lee los siguientes diálogos cortos e indica si las respuestas de la segunda persona representan a) una opinión positiva, b) una opinión negativa o c) indiferencia.

Nuevas vistas Curso avanzado I Teacher's Resource Binder 11

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106. **TERESA** ¿Viste las serpientes en el zoológico? Creo que no son muy bonitas.
MARTA Sí... eran feísimas. Me gustaron más los loros.
 107. **DIEGO** ¿Fuiste al estreno de *Galaxia 3000*?
FEDE Sí, y los efectos espectaculares de esa película son los mejores del año.
 108. **ALONSO** ¿Cómo te fue en la entrevista con la estrella de cine?
DIANA De película. Gloria Andrade es una persona simpática. Aprendí mucho sobre su vida. Ella es muy buena gente.
 109. **LORENA** ¿Qué tal estuvieron los carros chocones en el parque de atracciones, Pablo?
PABLO Más o menos bien. No estuvieron ni malos.
 110. **MIGUEL** ¿Había cocodrilos en el zoológico? ¿Y qué tal las tortugas?
MARCOS No había cocodrilos pero sí había unas tortugas aburrísimas.

- O.** Read the following magazine article about an awards ceremony for excellence in the Argentine press, then answer the questions that follow.

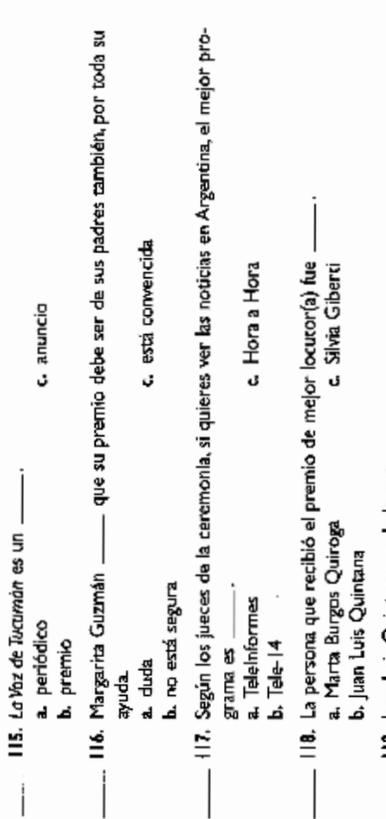
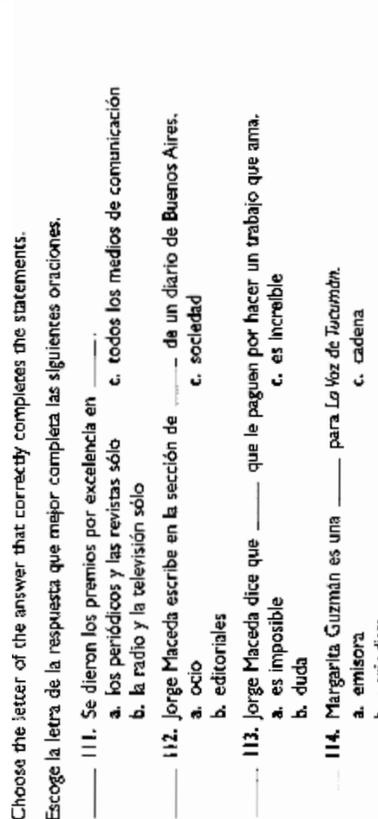
Lee el siguiente artículo de revista acerca de una ceremonia de premios por la excelencia en la prensa argentina. Luego contesta las preguntas que siguen.

XXVI^{os} Premios de Excelencia en la Prensa

Los XXVI^{os} premios de excelencia en la prensa argentina fueron otorgados el jueves 14 en una ceremonia de gala en el Salón de Exhibiciones. Jorge Maceda ganó el gran premio por comentario editorial, por sus editoriales políticos y sociales en el diario *La Opinión Porteña*. «Soy el hombre más feliz del mundo esta noche. Casi parece mentira que me paguen por hacer un trabajo que tanto amo, y que exacta de eso me den un premio. ¡No me lo esperaba!», dijo Jorge Maceda al enterarse de su premio. Otra premiada por su labor periodística fue Margarita Guzmán, escritora de la sección financiera de *La Voz de Tucumán*. «¡No me lo puedo creer! Tal vez este premio sea más bien de mis padres que mío. Ellos me han apoyado mucho, tanto intelectual como moralmente», dijo la periodista. La cadena de televisión que más premios recibió fue la Tele-14. Mejor noticiero: «Hora a hora»; mejor documental: «El tango: la esencia de la Argentina» (dirigido por Marta Burgos Quiroga); y mejor locución: la locutora Silvia Giberti en el programa informativo «TeleInformes». Dijo Juan Luis Quintana, presidente ejecutivo de la Tele-14: «Claro que estos premios son un gran honor, pero para mí no es ninguna sorpresa. Todos nosotros en Tele-14 sabemos que es imposible que el público esté bien informado si nosotros mismos no estamos siempre al tanto de lo que pasa en el mundo. No creo que la excelencia en el reportaje sea posible sin la dedicación de todos. Dudo que haya un equipo de periodistas, técnicos y escritores más dedicado que el de Tele-14».

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Choose the letter of the answer that correctly completes the statements.
 Escoge la letra de la respuesta que mejor complete las siguientes oraciones.

- 111. Se dieron los premios por excelencia en _____.
 a. los periódicos y las revistas sólo c. todos los medios de comunicación
 b. la radio y la televisión sólo
- 112. Jorge Maceda escribe en la sección de _____ de un diario de Buenos Aires.
 a. ocio
 b. editoriales
 c. sociedad
- 113. Jorge Maceda dice que _____ que le paguen por hacer un trabajo que ama.
 a. es imposible
 b. duda
 c. es increíble
- 114. Margarita Guzmán es una _____ para *La Voz de Tucumán*.
 a. emisora
 b. periodista
 c. cadena
- 115. *La Voz de Tucumán* es un _____.
 a. periódico
 b. premio
 c. anuncio
- 116. Margarita Guzmán _____ que su premio debe ser de sus padres también, por toda su ayuda.
 a. duda
 b. no está segura
 c. está convencida
- 117. Según los jueces de la ceremonia, si quieres ver las noticias en Argentina, el mejor programa es _____.
 a. Teleinformas
 b. Tele-14
 c. Hora a Hora
- 118. La persona que recibió el premio de mejor locutor(a) fue _____.
 a. María Burgos Quiroga
 b. Juan Luis Quintana
 c. Silvia Gilberti
- 119. Juan Luis Quintana no duda que _____.
 a. los que trabajan en Tele-14 están al tanto de las noticias
 b. los premios han sido una gran sorpresa
 c. la gente que mira Tele-14 no sabe ni jota de las noticias
- 120. Es evidente que todos trabajan _____.
 a. sin dedicación
 b. como un equipo
 c. sin hablar con sus compañeros

V. Pictures and Interviews/Dibujos y Entrevistas

P. Look at the series of drawings. Say as much as you can about the drawings. You can describe what is happening in each drawing or you can make up a story.
 Mira la serie de dibujos. Di todo lo que puedas decir sobre los dibujos. Puedes describir lo que está pasando o puedes inventar un cuento.

Q. Your teacher will ask you some interview questions. Listen carefully and respond orally to the questions in complete sentences. The teacher may ask you to record your answers.
 Tu maestro(a) te hará preguntas para entrevistarte. Contesta las preguntas oralmente con oraciones completas. Es posible que tu maestro(a) te pida que grabes tus respuestas.

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- 117. _____
- 118. _____
- 119. _____
- 120. _____

Teacher's Resource Binder 15

Listening Comprehension • Speaking Script

- A.**
1. La chica se baña todos los días.
 2. Irene se cepilla los dientes dos veces por día.
 3. Los chicos se visten pronto.
 4. La señora se acuesta tarde.
 5. El señor se levanta temprano.
- B.**
6. Susana pone la mesa para la cena todos los días.
 7. Dora aspira la alfombra los martes y los sábados.
 8. Linda lava los platos después de cada comida.
 9. Mirra hace su cama y la de sus hermanas.
 10. Berta limpia su cuarto completamente.
- C.**
11. **JORGE** Es un buen día para hacer una excursión, y me encantaría ir a la playa. ¿Por qué no vamos todos hoy?
 12. **BERNA** Estudio computación en la biblioteca todos los días y me gusta mucho porque es interesante.
 13. **MARIO** A los padres de Daniel les gusta la nueva telenovela. Nos reunimos todas las tardes en su casa y la miramos juntos.
 14. **CRISTINA** La comida en la cafetería es muy buena. Anabel y Luis comen allí de vez en cuando.
 15. **NANDO** Mis amigos y yo vamos al centro comercial todos los sábados.
- D.**
16. Pablo es un gran aficionado a la fotografía. Por eso siempre lleva su cámara cuando sale de vacaciones.
 17. El tercer día en París yo ya estaba harto de ver museos, entonces me la pasé tomando un refresco en un café, mirando a la gente que pasaba por la calle.
 18. A mis amigos, las ciudades modernas les parecen un rollo. Por el contrario, son muy aficionados a las visitas a los monumentos históricos.
 19. Paula y Federica son fanáticas de las iglesias del siglo catorce. Hoy fueron a ver una que era muy hermosa y antigua.
 20. Todos somos fanáticos de la playa, menos Elenita. Ella fue allí con nosotros pero nada más se la pasó a la sombra, leyendo un libro.
- E.**
- Valencia:**
- Yo tenía suerte porque todos mis amigos eran simpáticos, aunque todos eran muy diferentes e individuales. Alonzo trepaba a los árboles y hacía muchas cosas peligrosas. No le asustaba nada. Ahora viaja por todo el mundo y nos escribe cartas de todos los países contando sus aventuras. Otro amigo, Wilfredo, era muy cómico. Contaba mil chistes y hacía muchas travessuras. Se casó después con mi amiga Maritza y ahora viven tan felices como dos lombrices! Ah, y olvidé a mis dos compañeras de clase, Luisa y Tere. ¡Cómo odiaban ellas ir al dentista! Es que eran muy impacientes y les molestaba mucho tener que esperar la cita. Pero ahora, ¡las dos son doctoras! Cosas de la vida. Por último, mi hermana Mariana, la consentida. Peleábamos cada cinco minutos. ¡Me parecía tan egoísta! ¡Y ahora! Es muy bondadosa y la encuentro muy noble. ¡Es mi mejor amiga!

Nuevas vistas Curso avanzado I

Teacher's Resource Binder

Teacher's Resource Binder 15

Appendix G: Downtown College Prep Enrollment Form (page 1 of 3)

Page 1

School Enrollment Form

Please circle answers where applicable.

1. Last Name: _____ First Name: _____ Middle Name: _____

Grade: _____ Sex: M F Birth date: ___/___/___ City of Birth: _____ State: _____ Country: _____

Previous School: _____ Previous City: _____ State: ___ Date left: ___/___/20___

First Time Enrolled in a US School: ___/___/___ In the past, has your student attended a California school? Yes No

Has your student ever repeated a grade? Yes No If yes, what grade? _____

Was your student ever enrolled at this school before? Yes No

If yes, when and what was the reason for leaving? _____

2. Is there a **Court Order** in place, which restricts a person from contact with your student? Yes No If yes, please provide us the necessary documentation.

3. Is your student in **Foster Care; or a Ward of the Court?** Yes No If yes, please provide us with the necessary documentation.

4. Student resides with: Birthmother Birthfather Other: _____

5. **Primary** Parent/Guardian: Last: _____ First: _____ Relationship: _____

Home Address: _____ City: _____ Zip Code: _____

Mailing Address: _____ City: _____ Zip Code: _____

Home Phone: _____ Cell: _____ Work: _____ E-mail: _____

Employer: _____

6. **Secondary** Parent/Guardian: Last: _____ First: _____ Relationship: _____

Home Address: _____ City: _____ Zip Code: _____

Mailing Address: _____ City: _____ Zip Code: _____

Home Phone: _____ Cell: _____ Work: _____ E-mail: _____

Employer: _____

7. Has your student been **expelled**, being **considered for expulsion** or been given a **suspended expulsion** from a School District? Yes No If yes, which district? _____

8. Has your student **attended a Continuation/ Alternative** School? Yes No

9. **Parent Education Level:** Please **circle** the response that describes the highest level of education for each parent.

Mother: A. Not a high school graduate B. High school graduate C. Some college (includes AA degree)
D. College graduate E. Graduate school/post graduate training

Father: A. Not a high school graduate B. High school graduate C. Some college (includes AA degree)
D. College graduate E. Graduate school/post graduate training

10. **Will your student be a First Generation to graduate from a 4-year University in the U.S.?** Yes No

Appendix G: Downtown College Prep Enrollment Form (page 2 of 3)

Page 2

School Enrollment Form

11. Emergency Contact # 1 _____ Relationship: _____ Phone: _____

12. Emergency Contact # 2 _____ Relationship: _____ Phone: _____

13. Emergency Contact # 3 _____ Relationship: _____ Phone: _____

14. **Health Information:**

List continuing/ongoing medication: _____ None

List current health problems: _____ None

List allergic reaction: _____ None

Limited physical activity due to: _____ None

Does your child have any health problems or limitations not listed above? Yes No

If yes, please describe:

15. **Medical Information:**

Doctor's Name: _____ Phone: _____

Dentist's Name: _____ Phone: _____

Hospital Name: _____ Phone: _____

Health Insurance Carrier: _____ Insurance ID or Medical #: _____

16. **Emergency Dismissal Procedures and Emergency Care:**

In case of a **DECLARED EMERGENCY** by school officials during school hours, all students will be required to remain at school or at an alternate safe site under the supervision of school personnel until a safe dismissal time is determined or until an authorized adult picks up the student.

In case of a **MAJOR DISASTER** during the school day, your student will be kept at school or an alternate safe site and will be released only to parents, to legal guardians, or to emergency contacts listed on the emergency card at the school site. I understand that, if emergency medical or dental treatment is needed and the listed emergency contacts cannot be reached, **911 will be called at my expense**. I realize the school cannot assume responsibility for the payment of medical fees or for expenses incurred.

I understand that it is my responsibility to inform the school of any changes regarding the information on this form. I have read, understand and verify that all information submitted is correct.

17. **Parent/Guardian signature required:** _____ **Date:** ____/____/____

Appendix G: Downtown College Prep Enrollment Form (page 3 of 3)



Home Language Survey – Encuesta de Idioma

Please help us determine how to best serve and support your student, by completing the following questionnaire.

Favor de completar este cuestionario para ayudarnos a determinar como mejor podemos servir y apoyar a su alumno.

Date/Fecha _____

**Student's Name/
Nombre del Estudiante**

_____ (Last/Apellido) (First/Primer Nombre) (Middle/Segundo Nombre)

1. What language did your child learn to speak first?
¿Cuál idioma aprendió su hijo/hija cuando empezó a hablar?
2. What language does your child speak most often?
¿Cuál idioma habla su hijo/hija con más frecuencia?
3. What language do you use most often when speaking with your child?
¿Cuál idioma usa usted con más frecuencia cuando habla con su hijo/hija?
4. What language do the adults in your home speak most often?
¿Cuál idioma es más utilizada por los adultos en su hogar?

1.
2.
3.
4.

The information I have given is correct to the best of my knowledge.
La información que he dado es la correcta basada en mi entendimiento y conocimiento.

Parent Name/Nombre del Padre de Familia _____
(First/Primer Nombre) (Last/Apellido)

Parent Signature/Firma del Padre de Familia _____

**DOWNTOWN COLLEGE PREP
SECTION 504 EDUCATION PLAN**

NAME:

DATE:

AGE:

DATE OF BIRTH:

PRIMARY LANGUAGE:

M/F:

SCHOOL:

GRADE:

FACILITATOR:

ADMINISTRATOR:

1. Describe the nature of the concern (disability):

2. Describe the basis for the determination of the disability (who diagnosed):

3. Describe how the disability affects a major life activity based on observation at the school site or in the classroom.

4. Describe the reasonable accommodations to be implemented (see reverse side).

Team Statement: We agree that this student qualifies under section 504 and will implement the aforementioned plan. Please sign and date below if you agree.

Print Name	Position Held/Class Taught	Signature

SECTION 504 PLAN ACCOMMODATIONS AS DETERMINED BY TEAM

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

COMMENTS

Appendix H: Sample 504 Accommodation Plan (page 3 of 3)

TEAM STATEMENT

_____ The team determines this student is not a Section 504 disabled individual because the student does not exhibit a Section 504 disability.

_____ The team determines this student is a disabled individual pursuant to 504.

The student's disability is _____

PARENT STATEMENT

- 1. I agree with the Section 504 Plan.
 I do not agree with the recommended 504 Plan.
 I do not agree with the 504 evaluation finding.
- 2. I am requesting a meeting with the Principal
- 3. I did receive a copy of the Procedural Safeguards.

Parent Signature Date

District Representative's Signature Date

**Appendix I: Representative Rubrics and Assessment Documents
Currently Used in Downtown College Prep Humanities Courses**

Please see attachments

Personal Narrative Rubric

Author's Name: _____ Period: _____

Appendix I: Representative Rubrics and Assessment Documents Currently used in Downtown College Prep Humanities Courses

Scoring Category (20 pts each)	Exceeds Expectations (18+)	Meets Expectations (14+)	Does Not Yet Meet Expectations (13-)
Organization	<p>The narrative is well-organized and includes:</p> <ul style="list-style-type: none"> An engaging beginning that highlights the event A detailed middle that describes the event A clear ending that brings closure Smooth transitions that guide the reader through the text 	<p>The narrative is organized with the following:</p> <ul style="list-style-type: none"> A beginning that identifies an event A middle that describes the event An ending that brings closure Transitions to guide the reader through the text 	<p>The narrative lacks organization and cohesion. Some or all of the following parts are missing:</p> <ul style="list-style-type: none"> A beginning that clearly identifies the event An organized middle An ending that brings closure Transitions to guide the reader
Narrative Elements	<p>The narrative elements include the following:</p> <ul style="list-style-type: none"> A vivid setting through use of detail Description and detail that vividly portray the event and people involved Dialogue that points to the significance of the event and is important to the plot and/or characters of the story 	<p>The narrative elements include the following:</p> <ul style="list-style-type: none"> A clear setting A description of the event with some detail and vividness Use of dialogue to show the feelings and thoughts of the people involved 	<p>The narrative elements lack some or all of the following:</p> <ul style="list-style-type: none"> A clear setting Use of details Dialogue that shows the feelings and thoughts of the characters
Reflection on Events	<p>The author's reflection carefully analyzes the event and makes a clear connection between the event and its importance in his/her life.</p>	<p>The author's reflection shows some connection between the event and its importance in his/her life.</p>	<p>The author's reflection is missing and/or does not show any connection between the event and its importance in his or her life.</p>
Evidence of Writing Process	<p>The essay demonstrates thoughtful planning, significant revision, and careful editing in preparation of producing a publishable draft.</p>	<p>The essay demonstrates planning, revision, and editing to produce a draft that is ready for publication.</p>	<p>The essay does not show evidence of planning and displays very little revision and editing. Draft is not ready for publication.</p>
Overall Presentation	<p>Narrative is typed or handwritten neatly on clean white paper and follows all formatting guidelines perfectly; author includes a heading and a creative title.</p>	<p>Narrative is typed or handwritten, but does not meet all formatting guidelines; author includes heading and a simple title.</p>	<p>Narrative is missing most or all of the formatting guidelines; author may be missing a heading and/or a title.</p>

Unit 4 World War I Benchmark Rubric

Name: _____

Grader: _____

	• Exceeding Standard: 10/10	Meeting Standard: 8/10	Approaching Standard: 7/10	Below Standard: 6/10
Introduction <i>10 pts</i>	<ul style="list-style-type: none"> Begins with an <i>original</i> hook (NOT a question) Moves from broad to narrow – connects hook to the text Concludes with a clear thesis 	<ul style="list-style-type: none"> Begins with a hook Moves from broad to narrow – connection to text could be stronger Concludes with thesis 	<ul style="list-style-type: none"> Begins with a hook that is a question Moves from broad to narrow – little connection to text Concludes with thesis 	<ul style="list-style-type: none"> Hook is not understandable, weak, or not present Does not attempt to move from broad to narrow Thesis is not the final sentence
Thesis Statement <i>10 pts</i>	<ul style="list-style-type: none"> Provides <i>meaningful</i> thesis that is responsive to the prompt. Demonstrates solid understanding of prompt. Thesis has three clear reasons that support the position Thesis is carried throughout the text. 	<ul style="list-style-type: none"> Provides a thesis that is responsive to the prompt. Demonstrates understanding of prompt. Thesis has three clear reasons, but could be stronger Attempt is made to carry the thesis throughout the text 	<ul style="list-style-type: none"> Provides a thesis that is related to the prompt Ideas show some understanding of prompt One or more of the thesis reasons is weak Thesis is somewhat present throughout entire essay 	<ul style="list-style-type: none"> Thesis statement is not understandable, weak or not present Ideas don't make sense or are unrelated to prompt Thesis does not have three reasons. Thesis or main idea is not carried throughout the text
Organization <i>20 pts</i>	<ul style="list-style-type: none"> Ideas are connected and <i>flow smoothly</i> from beginning to end. Focus and argument stay the same. Topic sentence included at or near the beginning of every paragraph. Uses transitions within body paragraphs consistently Clearly establishes relationships between body paragraphs (consistently uses transitions). 	<ul style="list-style-type: none"> Ideas are somewhat connected but flow is sometimes choppy Focus and argument shifts occasionally Topic sentence included at or near the beginning of most paragraphs Uses transitions within body paragraphs most of the time Establishes relationships between body paragraphs 	<ul style="list-style-type: none"> Ideas usually not connected and many parts are choppy Focus and argument shifts frequently. (shows little control of organization) Topic sentence included at or near the beginning of some paragraphs Uses transitions within paragraphs some of the time Attempts to create relationships between body paragraphs 	<ul style="list-style-type: none"> Ideas are unclear and not related to one another No focus or argument discernable (shows no control of organization) Topic sentence missing from many paragraphs No transitions used within body paragraphs Body paragraphs remain unrelated
Conclusion <i>10 pts</i>	<ul style="list-style-type: none"> Restates the thesis <i>in new words</i> Makes a broader connection to another text, event, or historical moment Ends with a powerful statement about the topic 	<ul style="list-style-type: none"> Restates the thesis Makes a broader connection, but could be stronger Ends with a clear closing statement that could be stronger. 	<ul style="list-style-type: none"> Restates the thesis by repeating it Makes a broader connection – little connection to text Ends with a weak closing statement is weak 	<ul style="list-style-type: none"> Restatement of thesis is not understandable, weak, or not present Broader connection is not understandable, weak, or not present Closing sentence is missing
Body: 1. Topic Sentences 2. Evidence 3. Analysis <i>50 pts</i>	<ul style="list-style-type: none"> Clearly and thoroughly supports thesis and main idea with appropriately <i>specific, relevant</i> reasons 	<ul style="list-style-type: none"> Thesis supported with relevant reasons. Some reasons may be slightly unclear/have grammar issues. 	<ul style="list-style-type: none"> Supports thesis or main idea with limited reasons. Reasons may be invalid because they are either too general OR too narrow. 	<ul style="list-style-type: none"> Fails to support thesis or main idea with sufficient reasons or reasons are not valid in relationship to thesis and/or prompt.
	<ul style="list-style-type: none"> Clearly and thoroughly supports thesis and topic sentence with 2 pieces of <i>relevant</i> evidence from the texts. Brief, clear context for each piece of evidence is present Includes background info about author and/or his/her perspective in context 	<ul style="list-style-type: none"> Supports thesis and topic sentence with 2 pieces of relevant evidence from the texts. Context for each quote is provided. Includes some background info about author and/or his/her perspective in context 	<ul style="list-style-type: none"> Supports thesis or main idea with minimal evidence from texts OR evidence is not very relevant to t.s. Context for some quotes is weak – either too general OR too specific. Mentions author and/or his/her perspective in context 	<ul style="list-style-type: none"> Evidence is completely irrelevant to the topic sentence or is lacking. Context for quotes is missing. No mention of author and/or his/her perspective in context
	<ul style="list-style-type: none"> Evidence is analyzed clearly, thoughtfully, and thoroughly in several sentences (<i>significance is insightful</i>). Analysis is original and not repetitive or a summary (no "this shows") 	<ul style="list-style-type: none"> Some evidence is analyzed clearly in more than one sentence (significance is good, but could be improved). Analysis is not repetitive or a summary (no "this shows") 	<ul style="list-style-type: none"> Evidence analysis is limited and vague OR is too brief (significance is weak). Analysis may be repetitive or summarize the evidence 	<ul style="list-style-type: none"> Evidence analysis is unclear and does not relate to any evidence or reason. Analysis is repetitive, summarizes the evidence, and uses basic language.

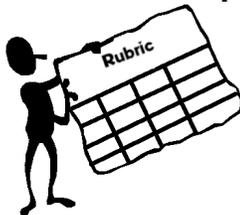
ELEMENTS OF A GOOD PARAGRAPH RUBRIC

ELEMENT	DESCRIPTION OF ELEMENT	POINTS	COMMENTS
Topic Sentence	First sentence states ONE <i>argument</i> (not a fact) from thesis statement	1 2 3 4 5 6	
Evidence	Paragraph includes specific quotes from the text(s) to support argument. (MINIMUM of 2 pieces of evidence per paragraph) Author has chosen the most relevant part of the text to help defend, discuss, or analyze argument instead of copying down 4 lines of text.	1 2 3 4 5 6	
Use of context & MLA citation	Quotes are embedded in an original sentence of context. Quotes are cited properly and include page numbers using MLA citation.	1 2 3 4 5 6	
Analysis (Significance)	Paragraph explains HOW and WHY these quotes support your argument. Paragraph includes twice as much analysis as evidence, or a MINIMUM of 2 sentences of analysis for every one sentence of evidence.	1 2 3 4 5 6	
Closing Sentence	Author ties evidence and argument back to the thesis or restates the topic sentence in a different way. Author does not simply repeat topic sentence; rather, s/he closes the argument and leads the reader toward next idea.	1 2 3 4 5 6	
	TOTAL POINTS	/30	
6 = SUPERIOR 5 = STRONG 4 = ADEQUATE 3 = SUB-MARGINAL 2 = INADEQUATE 1 = INCOMPETENT			

Appendix I: Representative Rubrics and Assessment Documents Currently Used in Downtown College Prep Humanities Courses

5-paragraph Essay Checklist Rubric

*Each box is worth 2 points.



INTRODUCTION

- Starts with a hook
- Connects hook to the thesis
- Ends with thesis as the final sentence
- At least four (4) sentences in length

THESIS

- Arguments listed in order they will appear in the essay
- Thesis is only one sentence

BODY PARAGRAPH # 1

- Begins with a topic sentence
- Contains two pieces of evidence
- Has two (2) sentences of analysis for each piece of evidence
- Ends with a closing sentence
- At least eight (8) sentences in length

BODY PARAGRAPH # 2

- Begins with a topic sentence
- Contains two pieces of evidence
- Has two (2) sentences of analysis for each piece of evidence
- Ends with a closing sentence
- At least eight (8) sentences in length

BODY PARAGRAPH # 3

- Begins with a topic sentence
- Contains two pieces of evidence
- Has two (2) sentences of analysis for each piece of evidence
- Ends with a closing sentence
- At least eight (8) sentences in length

CONCLUSION

- Begins with a restatement of the thesis *in new words*
- Makes a connection to another idea/text/event (Why is this important?)
- Ends with a powerful statement about the topic
- At least four (4) sentences in length

STUDENT NAME: _____

Checklist Grade _____/50

Grammar/Punctuation _____/5

Presentation _____/10

TOTAL: _____/65

Comments:

Appendix J: Sample Curriculum Designed by Downtown College Prep Teachers currently available on <http://www.dcp.org/curriculum.php>

Please see attachments



DOWNTOWN COLLEGE PREP

A COMMUNITY CELEBRATION OF ACADEMIC PROMISE



[Our Philosophy](#) | [Curriculum](#) | [Co-Curricular Program](#) | [UC/CSU Requirements](#)

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WHO WE ARE

OUR PROGRAM

STUDENT ACHIEVEMENT

NEWS

CONTACT US

FOR DONORS

BEST PRACTICES

English 1

[General Information](#) | [Outcomes](#) | **[Units](#)** | [Strategies/Policies](#) | [Return to Course List](#)

Unit Breakdowns for English 1

Unit 1	Name: What does it take to be a student of color who goes to college?
	<p>Number of Lessons: 16 View Lessons</p> <p>State Standards Addressed: English 9 & 10 (Reading): 2.0.0 English 9 & 10 (Writing): 1.1.0, 2.1.0</p> <p>DCP Standards Addressed: College Readiness: 2.0.0, 3.0.0, 5.0.0, 6.0.0, 10.0.0 Literacy: 3.0.0, 4.0.0, 5.0.0</p> <p>Major Activities, Assessments & Texts:</p> <ul style="list-style-type: none"> • Students read excerpts from a variety of non-fiction texts that detail the lives of students of color who have graduated from high school and gone on to college. • In reading these stories and writing reflective journals about their own experiences, the students begin to understand their role as first-generation college-bound students, as well as how Downtown College Prep supports them in achieving this goal. • For the culminating project, the students write a paragraph comparing themselves with the characters in non-fiction readings and then present their own stories as first-generation college-bound students to the class. The culminating project is completed in groups with a variety of structures to support students in learning how to work in a group. • Students will take two writing quizzes to assess prompt decoding and topic sentences. <p>Objectives Summary:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Read and understand grade-level-appropriate non-fiction material. • Make connections between themselves and the text. • Share their own stories as first-generation college-bound students. • Decode an essay prompt and rewrite it in one's own words. • Write a topic sentence and supporting details in response to an essay prompt. • Proofread writing assignments to eliminate unacceptables. • Describe and demonstrate appropriate presentation behavior. <p>Modeling:</p> <p>Writing:</p>

- Decoding a prompt and rewriting it in one's own words.
- Writing a topic sentence that answers a prompt.
- Proofreading writing assignments to eliminate unacceptables.

Listening and Speaking:

- Demonstrating appropriate presentation behavior.

Coaching:

Reading:

- Reading and understanding non-fiction texts.
- Making connections between self and the text.

Writing:

- Decoding a prompt and rewriting it in one's own words.
- Writing a topic sentence and supporting details that answer a prompt.
- Proofreading writing assignments to eliminate unacceptables.

Listening and Speaking:

- Describing and demonstrating appropriate presentation behavior.

Unit 2

Name: Does everyone have equal access to power?

Number of Lessons: 16 [View Lessons](#)

State Standards Addressed:

English 9 & 10 (Language Conventions): 1.4.0
 English 9 & 10 (Listening & Speaking): 1.1.0, 1.7.0, 2.2.0
 English 9 & 10 (Reading): 2.0.0, 2.1.0, 2.3.0
 English 9 & 10 (Writing): 1.1.0, 2.4.0

DCP Standards Addressed:

College Readiness: 3.0.0, 5.0.0, 6.0.0, 10.0.0
 Literacy: 1.0.0, 2.0.0, 3.0.0, 4.0.0
 Numeracy: 2.0.0
 Critical Thinking: 2.0.0, 3.0.0, 4.0.0, 5.0.0

Major Activities, Assessments & Texts:

- Students read non-fiction articles from [Time for Kids](#) and [Scholastic Magazine](#) regarding how race, class, and education affect one's access to power.
- Students will learn how to read and make sense of statistics. They will then do a mini-project in which they create a poster with a graphic depiction of their statistic and analyze what the statistic shows about power.
- Students will write one major essay that answers the unit's essential question. This essay will assess their skills in decoding a prompt, writing a thesis statement, writing topic sentences, choosing and including evidence, and explaining evidence.
- The culminating project for this unit is a debate in which students discuss the unit's essential question. In preparing for the debate, students will continue to practice presentation behavior and ways of speaking.
- Students will take at least one writing quiz to assess prompt decoding and thesis statements.
- Students will take one vocabulary quiz.

Objectives Summary:

Students will be able to:

- Read grade-appropriate, non-fiction texts.
- Mark a non-fiction text, including the layout.
- Read, understand, and analyze statistical information.
- Write a thesis statement that answers an essay prompt.

- Choose evidence that supports a topic sentence.
- Include and cite evidence in the correct format in an essay.
- Describe and demonstrate appropriate presentation/discussion behavior and ways of speaking.
- Answer the unit question using evidence collected from the readings and statistics.
- Understand and define all relevant vocabulary terms.
- Proofread writing assignments for unacceptables, including select homonyms.

Modeling:

Reading:

- Marking a non-fiction text, including the layout of the text.
- Reading, understanding, and analyzing statistical information.
- Defining and using all relevant vocabulary terms.

Writing:

- Writing a thesis statement that answers an essay prompt.
- Choosing evidence that supports a topic sentence.
- Including and citing evidence in the correct format.
- Proofreading writing assignments for unacceptables, including select homonyms.

Coaching:

Reading:

- Reading grade-appropriate, non-fiction texts.
- Marking a non-fiction text, including the layout of the text.
- Reading, understand, and analyzing statistical information.
- Understanding and using all relevant vocabulary terms.

Writing

- Writing a thesis statement that answers an essay prompt.
- Choosing evidence that supports a topic sentence.
- Including and citing evidence in the correct format.
- Answering the unit question using evidence collected from the readings and statistics.

Listening and Speaking:

- Describing and demonstrating appropriate presentation/discussion behavior and ways of speaking.

Maintenance:

Writing:

- Decoding an essay prompt and rewriting it in one's own words.
- Writing a topic sentence that connects to an essay prompt.
- Proofreading writing assignments for unacceptables, including select homonyms.

Unit 3

Name: How does money change someone's life?

Number of Lessons: 16 [View Lessons](#)

State Standards Addressed:

English 9 & 10 (Language Conventions): 1.3.0, 1.4.0
 English 9 & 10 (Reading): 1.1.0, 2.0.0, 3.3.0, 3.4.0, 3.12.0
 English 9 & 10 (Writing): 1.1.0, 2.2.0

DCP Standards Addressed:

College Readiness: 3.0.0, 5.0.0, 6.0.0, 8.0.0, 10.0.0
 Literacy: 1.0.0, 2.0.0, 4.0.0
 Critical Thinking: 4.0.0

Major Activities, Assessments & Texts:

- Steinbeck, John. The Pearl. New York: Penguin Books, 1945.
- Students will have SSR time most days in class to support students in finishing their first novel of the year.
- Students will take at least four Reading Quizzes to assess their understanding of the plot of the novel.
- Students will participate in several theater-style activities to assist with their understanding of the text.
- Students will write one min-essay and two full five-paragraph essays, all dealing with The Pearl.
- Students will take two Vocabulary Quizzes.

Objectives Summary:

Students will be able to:

- Read and understand The Pearl, by John Steinbeck.
- Answer the essential question in terms of their own lives as well as the lives of the characters in the novel.
- Collect evidence from The Pearl, particularly evidence about the characters in the novel.
- Pre-write and organize ideas for an essay.
- Write a five-paragraph essay that includes a thesis statement, topic sentences, evidence, explanation of evidence, and a concluding sentence.
- Identify and use strategies for answering multiple-choice questions.
- Understand and define all relevant vocabulary terms.

Modeling:

Reading:

- Collecting evidence from the novel.
- Understanding and using all relevant vocabulary terms.

Writing:

- Pre-writing and organizing ideas prior to writing an essay.
- Writing a concluding sentence to an essay.

DCP:

- Identifying and using strategies for answering multiple-choice questions.

Coaching:

Reading:

- Reading and understanding The Pearl.
- Answering the essential question in terms of their own lives as well as the lives of the characters in the novel.
- Collecting evidence from the novel.
- Understanding and using all relevant vocabulary terms.

Writing:

- Pre-writing and organizing ideas prior to writing an essay.
- Writing a five-paragraph essay that includes a thesis statement, topic sentences, evidence, explanation of evidence, and a concluding sentence.
- Proofreading writing assignments for unacceptables.

DCP:

- Identifying and using strategies for answering multiple-choice questions.

Maintenance:

Writing:

- Decoding an essay prompt and rewriting it in one's own words.
- Writing a thesis statement that answers the prompt and includes three reasons.
- Writing topic sentences that connect to the thesis statement.
- Choosing and including appropriate evidence in an essay.
- Providing feedback on a partner's essay.
- Using feedback to improve one's own essay.

Listening and Speaking:

- Describing and demonstrating appropriate presentation behaviors and ways of speaking.

Unit 4

Name: How is our society similar to and different from European society during the Renaissance?

Number of Lessons: 12 [View Lessons](#)

State Standards Addressed:

English 9 & 10 (Language Conventions): 1.3.0, 1.4.0

English 9 & 10 (Listening & Speaking): 1.7.0

English 9 & 10 (Reading): 1.1.0, 2.4.0

English 9 & 10 (Writing): 2.3.0

DCP Standards Addressed:

College Readiness: 2.0.0, 3.0.0, 5.0.0, 6.0.0, 8.0.0

Literacy: 1.0.0, 2.0.0, 4.0.0, 5.0.0

Critical Thinking: 2.0.0, 3.0.0, 4.0.0, 5.0.0

Major Activities, Assessments & Texts:

- Students read non-fiction articles from <http://www.historylearningsite.co.uk> that provide historical information about life during the Renaissance.
- Students will have daily Readiness Checks and regular Binder Checks to assess organization.
- Students will create posters that summarize one aspect of life in the Renaissance that interests them and then will compare this aspect of life in the Renaissance with our lives today.
- Students will take at least one partner quiz on analysis.
- Students will take at least one vocabulary quiz on Renaissance vocabulary.
- The students will write one five-paragraph essay that answers the essential question for the unit. This essay will assess their skills in decoding a prompt, writing a thesis statement, writing topic sentences, choosing and including evidence, and analyzing evidence.
- Students will also revise the thesis statement and one body paragraph from their five-paragraph essays, as they continue to work on strengthening their writing skills.
- At the end of the unit, students will also begin to prepare for the STAR Exam by becoming familiar the types of multiple-choice questions on the exam and by reviewing multiple-choice strategies from the last unit.

Objectives Summary:

Students will be able to:

- Read grade-appropriate, non-fiction texts.
- Answer the unit question using evidence collected from the readings and from the students' own lives.
- Make connections between a historical time period and the students' own lives.
- Understand and define all relevant vocabulary terms.
- Pre-write and organize ideas for an essay.
- Identify the purpose of "analysis" in an essay and begin to analyze evidence.
- Write a five-paragraph essay that includes a thesis statement, topic sentences, evidence, analysis, and a concluding sentence.
- Revise his/her own work based on specific feedback/instructions.
- Identify and use strategies for answering multiple-choice questions.
- Create visual aids that enhance written information.

Modeling:

Reading:

- Understanding and using all relevant vocabulary terms.

Writing:

- Analyzing evidence in an essay.
- Revising one's own work based on specific feedback/instructions.

DCP:

- Identifying and using strategies for answering multiple-choice questions, including decoding a multiple-choice question.

Coaching:

Reading:

- Reading grade-appropriate, non-fiction texts.
- Taking Cornell Notes on non-fiction texts.
- Understanding and using all relevant vocabulary terms.
- Answering the essential question in terms of the readings and the students' own lives.

Writing:

- Analyzing evidence in an essay.
- Writing a five-paragraph essay that includes a thesis statement, topic sentences, evidence, analysis, and a concluding sentence.
- Answering the unit question using evidence collected from the readings.
- Giving feedback to help a partner revise his/her essay.
- Revising one's own work based on specific feedback/instructions.

Listening and Speaking:

- Creating visual aids that enhance written information.

DCP:

- Understanding the purpose of the STAR Exam and how it affects students and DCP.
- Identifying and using strategies for answering multiple-choice questions, including decoding a multiple-choice question.

Maintenance:

Writing:

- Decoding an essay prompt and rewriting it in one's own words.
- Pre-writing and organizing ideas prior to writing an essay.
- Writing a thesis statement that answers the prompt and includes three reasons.
- Writing topic sentences that connect to the thesis statement.
- Choosing and including appropriate evidence in an essay.
- Providing feedback on a partner's essay.
- Using feedback to improve one's own essay.
- Proofreading writing assignments for unacceptables.
- Including and citing evidence in the correct format.

Unit 5

Name: How does my environment shape my choices? How do my choices shape my environment?

Number of Lessons: 19 [View Lessons](#)

State Standards Addressed:

English 9 & 10 (Language Conventions): 1.4.0
 English 9 & 10 (Listening & Speaking): 1.7.0, 2.4.0
 English 9 & 10 (Reading): 1.1.0, 3.3.0, 3.4.0, 3.12.0
 English 9 & 10 (Writing): 2.2.0, 2.3.0

DCP Standards Addressed:

College Readiness: 2.0.0, 3.0.0, 5.0.0, 6.0.0, 8.0.0, 10.0.0
 Literacy: 1.0.0, 2.0.0, 3.0.0, 4.0.0, 5.0.0
 Critical Thinking: 3.0.0, 4.0.0, 5.0.0

Major Activities, Assessments & Texts:

- Shakespeare, William. Romeo and Juliet.
- Students will have daily Readiness Checks and regular Binder Checks (pop and scheduled) to assess organization.
- Students will take at least five Reading Quizzes to assess their understanding of the plot and characters in the play.
- Students will take at least three Vocabulary Quizzes.
- Students will write at least one Quote Journal per week to practice selecting and analyzing evidence from the play.
- Students will draw three pictures of events in the play for each reading assignment; students will then use these pictures during Reading Quizzes and to prepare for the Midterm Exam.
- The Midterm Exam will consist of practice questions from the STAR Exam, vocabulary from this unit, character matching, and quote analysis.
- The students will write one five-paragraph essay that answers the essential question for the unit. This essay will assess their skills in decoding a prompt, writing a thesis statement, writing topic sentences, choosing and including evidence, and analyzing evidence.
- The culminating project for this unit will be a scene presentation from Romeo and Juliet. Students will work in groups to write script notes, scene reports, and character reports, and then will use these tools to act out their scenes in front of the class.
- Throughout the unit, students will be practicing multiple-choice strategies in preparation for the STAR Exam.

Objectives Summary:

Students will be able to:

- Decode, read, and understand Romeo and Juliet, by William Shakespeare.
- Read and understand supplementary non-fiction texts.
- Answer the essential question in terms of their own lives as well as the lives of the characters in the play.
- Collect evidence from the play, particularly evidence about the characters in the play.
- Write a five-paragraph essay that includes a thesis statement, topic sentences, evidence, analysis, and a concluding sentence.
- Analyze quotes from the play and explain significance.
- Identify and use strategies for answering multiple-choice questions.
- Understand and define all relevant vocabulary terms.
- Apply knowledge of a scene and the characters to create a scene presentation and to choose props that enhance the scene presentation.

Modeling:

Reading:

- Decoding and making sense of Shakespeare's language.
- Understanding and using all relevant vocabulary terms.

Writing:

- Writing a quote journal (including selecting a quotation to answer a specific question and analyzing that quotation).
- Writing script notes to prepare for a scene presentation.

Coaching:

Reading:

- Reading and understanding Romeo and Juliet and supplementary non-fiction texts.
- Understanding and using all relevant vocabulary terms.
- Answering the essential question in terms of the students' own lives and the lives of the characters in the play.

Writing:

- Writing a quote journal.
- Writing script notes to prepare for a scene presentation.
- Analyzing evidence from the play.

Listening and Speaking:

- Describing and demonstrating appropriate presentation and discussion behaviors and ways of speaking.

DCP:

- Identifying and using strategies for answering multiple-choice questions.
- Studying for the Midterm Exam.

Mastery:

Writing:

- Decoding an essay prompt and rewriting it in one's own words.
- Writing a thesis statement that answers a prompt and includes three reasons.
- Writing topic sentences that connect to the thesis statement.

Maintenance:

Writing:

- Pre-writing and organizing ideas prior to writing an essay.
- Choosing and including appropriate evidence in an essay.
- Providing feedback on a partner's essay.
- Using feedback to improve one's own essay.
- Proofreading assignments for unacceptables.
- Including and citing evidence in the correct format.

Unit 6

Name: How and when should an individual respond to prejudice?

Number of Lessons: 16 [View Lessons](#)

State Standards Addressed:

English 9 & 10 (Language Conventions): 1.4.0
 English 9 & 10 (Listening & Speaking): 1.1.0, 1.7.0, 2.2.0
 English 9 & 10 (Reading): 1.1.0, 3.5.0
 English 9 & 10 (Writing): 2.2.0, 2.3.0, 2.4.0

DCP Standards Addressed:

College Readiness: 2.0.0, 3.0.0, 5.0.0, 6.0.0, 10.0.0
 Literacy: 1.0.0, 2.0.0, 3.0.0, 4.0.0, 5.0.0
 Critical Thinking: 2.0.0, 3.0.0, 4.0.0, 5.0.0

Major Activities, Assessments & Texts:

- Students will read one of the following texts depending on their secondary language class: House of the Scorpion, by Nancy Farmer (Verbal Reasoning); Kira-Kira, by Cynthia Kadohata (ESL); Speak, by Laurie Halse Anderson (Spanish); Hard Love, by Ellen Wittlinger (Journalism).
- Students will have daily Readiness Checks and regular Binder Checks to assess their organization.
- Students will take Reading Quizzes approximately once a week to assess their understanding of the plot and characters of their specific texts.
- Students will take at least one Vocabulary Quiz.
- Students will take a STAR Post-Test (same questions as the pre-test) to assess their improvement with STAR sample questions.
- Students will write one five-paragraph essay answering the essential question for the unit. This essay will assess their skills in decoding a prompt, writing an introduction and thesis statement, writing topic sentences, choosing and including evidence, and analyzing evidence.
- The culminating project for this unit is an educational presentation on prejudice. Each group chooses one type of prejudice and creates a presentation to educate people about solutions to this kind of prejudice. Groups also choose the format of their presentation materials - a brochure, an advertisement-style poster, or a television commercial.

Objectives Summary:

Students will be able to:

- Independently read and understand a young adult novel dealing with the theme of prejudice.
- Answer the essential question in terms of their own lives as well as the lives of the characters in the texts.
- Collect evidence from their own text to answer the essential question.
- Work productively in a group to share evidence that answers the essential question.
- Write a five-paragraph essay that includes a brief introduction, a thesis statement, topic sentences, evidence, analysis, and a concluding sentence.
- Provide feedback on a partner's essay.
- Understand and define all relevant vocabulary terms.
- Apply knowledge of prejudice to create a presentation to educate others about prejudice and solutions for prejudice.
- Demonstrate effective presentation skills and audience behaviors.
- Prepare and organize materials for a final exam.

Modeling:

Reading:

- Understanding and using all relevant vocabulary terms.

Listening and Speaking:

- Demonstrating appropriate presentation skills.
- Giving an educational presentation on the topic of prejudice (Cityyear).

Coaching:

Reading:

- Independently reading and understanding young adult novels dealing with the theme of prejudice.
- Understanding and using all relevant vocabulary terms.
- Answering the essential question in terms of the students' own lives and the lives of the characters in the novels.

Writing:

- Writing an introduction to a five-paragraph essay.
- Collecting evidence to answer the essential question.
- Working productively in a group to share evidence that answers the essential question.

Listening and Speaking:

- Describing and demonstrating appropriate presentation and discussion behaviors and ways of speaking.

DCP:

- Preparing and organizing materials for the Final Exam.
- Studying for the Final Exam.

Mastery:

Writing:

- Decoding an essay prompt and rewriting it in one's own words.
- Pre-writing and organizing ideas prior to writing an essay.
- Writing a thesis statement that answers a prompt and includes three reasons.
- Writing topic sentences that connect to the thesis statement.
- Writing a concluding sentence that restates the thesis statement.

Maintenance:

Writing:

- Choosing and including appropriate evidence in an essay.
- Providing feedback on a partner's essay.
- Using feedback to improve one's own essay.
- Proofreading assignments for unacceptables.
- Including and citing evidence in the correct format.

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What does that say???

DIRECTIONS:

1. Read through each of the following essay prompts.
 2. Under each prompt, write one sentence explaining what you think that prompt is asking you to do.
-

Prompt A.

In the story, “The Hiking Trip,” the reader learns about the main character, Jeff. Jeff’s personality and emotions are revealed through the actions and dialogue presented in the story. Write an essay in which you describe the personality and emotions of Jeff, the main character. How do his personal characteristics add to the events in the story? How does the author reveal this information about Jeff in the story? Use details and examples from the story to support your ideas.

This prompt is asking me to ...

Prompt B.

Tourism committees spend a great deal of money each year advocating natural landmarks of states and countries. By using media such as posters, magazine advertisements, television commercials, and radio advertisements, committees are able to send a message about beautiful places, and hopefully convince some tourists to travel to those places. Suppose you have been hired by a tourism committee. Write a persuasive essay in which you identify a place in the world that has something tourists might find interesting. Explain precisely what makes that particular place so special. Develop your ideas so that a potential tourist would be persuaded to visit the place you have identified.

This prompt is asking me to ...

Prompt C.

“Ours is an open, fast-moving society—equipped with cars, trains, planes—that makes it too easy for us to move away from the people and places of our past. Not too many families live together in the same neighborhood; generally, we travel long distances in order for grandchildren and grandparents to spend time together, and often we lose track of old friends we never see again. As a result, we tend to lack the close, supportive relationships that people in former generations enjoyed. The advantages to living in such a highly mobile society are thus outweighed by the disadvantages.” —Perry Patetic

Explain Patetic’s argument and discuss the extent to which you agree or disagree with his analysis. Support your position, providing reasons and examples from your own experience, observations, or reading.

This prompt is asking me to ...

Prompt A.

In the story, “The Hiking Trip,” the reader learns about the main character, Jeff. Jeff’s personality and emotions are revealed through the actions and dialogue presented in the story. Write an essay in which you describe the personality and emotions of Jeff, the main character. How do his personal characteristics add to the events in the story? How does the author reveal this information about Jeff in the story? Use details and examples from the story to support your ideas.

Prompt A Decoded:

What is Jeff’s personality like and where do you see his personality come out in the story?

Prompt B.

Tourism committees spend a great deal of money each year advocating natural landmarks of states and countries. By using media such as posters, magazine advertisements, television commercials, and radio advertisements, committees are able to send a message about beautiful places, and hopefully convince some tourists to travel to those places. Suppose you have been hired by a tourism committee. Write a persuasive essay in which you identify a place in the world that has something tourists might find interesting. Explain precisely what makes that particular place so special. Develop your ideas so that a potential tourist would be persuaded to visit the place you have identified.

Prompt B Decoded:

Where is one place in the world that everyone should go, and why is it so special?

Prompt C.

“Ours is an open, fast-moving society—equipped with cars, trains, planes—that makes it too easy for us to move away from the people and places of our past. Not too many families live together in the same neighborhood; generally, we travel long distances in order for grandchildren and grandparents to spend time together, and often we lose track of old friends we never see again. As a result, we tend to lack the close, supportive relationships that people in former generations enjoyed. The advantages to living in such a highly mobile society are thus outweighed by the disadvantages.” —Perry Patetic

Explain Patetic’s argument and discuss the extent to which you agree or disagree with his analysis. Support your position, providing reasons and examples from your own experience, observations, or reading.

Prompt C Decoded:

Do you think it is bad that people move to new cities and places so often in our society?

How to Decode a Prompt

Step 0: Put parenthesis around background information. You may use this information in Steps 6 and 7, but for now focus on the instructions.

(Uniforms are often the center of debate. None-the-less, many schools throughout the country are adopting uniform policies. Students often argue that uniforms take away their individuality and say they're bored wearing the same thing everyday.) Explain the merits of DCP having a uniform.

Step 1: Put a box around all of the important verbs. These verbs will always sound like commands (examples: explain, argue, state, describe) and never end in -ing.

Explain the merits of DCP having a uniform.

Step 2: Underline and draw an arrow to the subject.

Explain the merits of DCP having a uniform.

Step 3: Draw a squiggly line under more specific information.

Explain the merits of DCP having a uniform.
~~~~~

**Step 4:** Circle and look up any words you don't understand in the thesaurus. Then, write a synonym (another word that means the same thing) near the word.

Explain the merits of DCP having a uniform..  
~~~~~  
Value or good point

Step 4b: Write a synonym in words that you understand for the important verb.

Explain = give reason why

Step 5: Look at the verb or verbs in the box.

- Checked the directive verbs list and identified what type of writing you are expected to do (expository summary or expository analysis):

If you can only bubble in the first sentence = expository summary essay.

- The prompt has directive verb(s) from the expository summary list.

If you can bubble in the first sentence and/or any of the next set of sentences = expository analysis essay.

- The prompt includes the words “best/worst,” “strongest/weakest,” “why/how” in addition to the directive verb.
- The prompt has directive verbs from the expository analysis list.

Step 6: Re-write the prompt in your own words (“This prompt is asking me to...”) using synonyms for the words used in the prompt and not repeating words or phrases from the prompt.

This prompt is asking me to write about why having a uniform at DCP is a good thing.

Step 7: If the prompt isn’t already in the form of a question, turn it into a question.

What are some of the reasons it is good that DCP has a uniform?

Directive Verbs

Directive (important) verbs that tell you to write an expository SUMMARY essay:

Brainstorm: To consider or investigate (an issue, for example) To think of or produce (a solution to a problem, for example)

Compare: Identify and explain similarities or likeness

Contrast: Identify and explain differences

Define: Give clear meanings or definitions

Describe: Tell about something in narrative (story) form

Diagram: Give a drawing, chart, or graphic explanation

Enumerate: Make a list or outline

Identify: To point out

List: Like *enumeration*; give an itemized answer

Name: To mention or cite

Outline: Organized description; give main points and leave out unimportant details

Show: To reveal

State: Give a short explanation of the main points

Summarize: Give a shorter version; highlight main points

Tell: Like name... To give a detailed account of; narrate

Trace: Describe the development from beginning to end

***Expository Summary essays ask for facts and details but NOT for your opinion.**

Directive (important) verbs that tell you to write an expository ANALYSIS:

Analyze: Break down and explain the parts of something; tell “how” or “why”

Argue: Express and support an opinion with evidence and explanation.

Assess: Judge the value of something; say how true or false

Critique: Like *analysis*; give your judgment of something

Discuss: Like *analyze*; explain both sides of a problem/question

Evaluate: Like *discuss* and *analyze*; give a careful judgment by explaining all sides of the question

Examine: Make clear the causes or reasons for something

Explain: Clarify; give reasons WHY

Illustrate: Like *explain* and *evaluate*; give your opinion or position

Interpret: Like *illustration*; translate and give your position on the problem/question

Justify: Show proof for your conclusion/opinion

Judge: (same as assess or evaluate): give a careful judgment by explaining all sides of the question

Prove: Like *justify*; give reasons for your opinion/position

Relate: Describe the connection between two or more things

Review: Like *analyze*; examine closely and then give your opinion/position

To What Extent: Explain how much

***Expository Analysis essays ask for your opinion supported by facts. Expository Analysis essays answer why and sometimes how.**

Prompt #1

Part 1: Decode the following prompt:

Many students of color are placed in high school classes that are not on the college-prep track, making it difficult for them to apply to and attend classes at four-year universities. As a result, there are fewer Latino and African-American students attending four-year universities than white and Asian students. Discuss whether it is possible to change the number of students of color attending four-year universities.

Do Steps 0-3 in the above prompt.

Step 4: List the words you don't understand and their definitions.

Step 5: Expository Summary or Expository Analysis

- I found the verb or verbs that told me what to do.
- I checked the directive verbs list and identified what type of writing I am expected to do (narrative, expository summary or expository analysis):

If you can only bubble in the first sentence = expository summary essay.

- The prompt has directive verb(s) from the expository summary list.

If you can bubble in the first sentence and/or any of the next set of sentences = expository analysis essay.

- The prompt includes the words “best/worst,” “strongest/weakest,” “why/how” in addition to the directive verb.
- The prompt has directive verbs from the expository analysis list.

Type of essay I will need to write: (circle one)

Expository Summary

Expository Analysis

Step 6: Rewrite the prompt in your own words.

Step 7: Rewrite the prompt in the form of a question.

Prompt #2

Part 1: Decode the following prompt:

Downtown College Preparatory's mission is "to prepare underachieving students thrive in a four-year university." Describe the college-ready skills DCP students need in order to graduate and be successful in a four-year university.

Do Steps 0-3 in the above prompt.

Step 4: List the words you don't understand and their definitions.

Step 5: Expository Summary or Expository Analysis

- I found the verb or verbs that told me what to do.
- I checked the directive verbs list and identified what type of writing I am expected to do (narrative, expository summary or expository analysis):

If you can only bubble in the first sentence = expository summary essay.

- The prompt has directive verb(s) from the expository summary list.

If you can bubble in the first sentence and/or any of the next set of sentences = expository analysis essay.

- The prompt includes the words "best/worst," "strongest/weakest," "why/how" in addition to the directive verb.
- The prompt has directive verbs from the expository analysis list.

Type of essay I will need to write: (circle one)

Expository Summary

Expository Analysis

Step 6: Rewrite the prompt in your own words.

Step 7: Rewrite the prompt in the form of a question.

Prompt #3

Part 1: Decode the following prompt:

There is a famous saying that “knowledge is power.” In the United States, this is generally the case since most high-paying jobs require college degrees. Explain whether you agree or disagree that knowledge is power, and support your answer with concrete examples.

Do Steps 0-3 in the above prompt.

Step 4: List the words you don’t understand and their definitions.

Step 5: Expository Summary or Expository Analysis

- I found the verb or verbs that told me what to do.
- I checked the directive verbs list and identified what type of writing I am expected to do (narrative, expository summary or expository analysis):

If you can only bubble in the first sentence = expository summary essay.

- The prompt has directive verb(s) from the expository summary list.

If you can bubble in the first sentence and/or any of the next set of sentences = expository analysis essay.

- The prompt includes the words “best/worst,” “strongest/weakest,” “why/how” in addition to the directive verb.
- The prompt has directive verbs from the expository analysis list.

Type of essay I will need to write: (circle one)

Expository Summary

Expository Analysis

Step 6: Rewrite the prompt in your own words.

Step 7: Rewrite the prompt in the form of a question.

Prompt #4

Part 1: Decode the following prompt:

100% of the students who graduate from DCP are accepted to a four-year university, which is much higher than the percentage of students from other high schools in San Jose. Compare DCP's academic program to other high schools in San Jose Unified School District and explain why DCP is so successful in sending Latino students to college.

Do Steps 0-3 in the above prompt.

Step 4: List the words you don't understand and their definitions.

Step 5: Expository Summary or Expository Analysis

- I found the verb or verbs that told me what to do.
- I checked the directive verbs list and identified what type of writing I am expected to do (narrative, expository summary or expository analysis):

If you can only bubble in the first sentence = expository summary essay.

- The prompt has directive verb(s) from the expository summary list.

If you can bubble in the first sentence and/or any of the next set of sentences = expository analysis essay.

- The prompt includes the words "best/worst," "strongest/weakest," "why/how" in addition to the directive verb.
- The prompt has directive verbs from the expository analysis list.

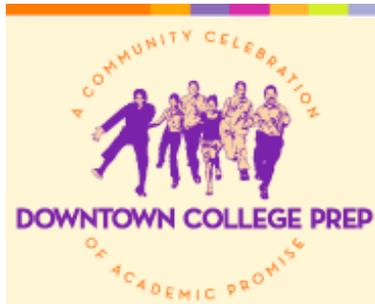
Type of essay I will need to write: (circle one)

Expository Summary

Expository Analysis

Step 6: Rewrite the prompt in your own words.

Step 7: Rewrite the prompt in the form of a question.



DOWNTOWN COLLEGE PREP

A COMMUNITY CELEBRATION OF ACADEMIC PROMISE



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Lesson Plans for Numeracy 1, Unit #4

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Lesson #1: Comparing fractions

Strategies:

Objectives:

- Students will be able to compare two fractions using manipulatives.

Lesson:

- **Do Now.** Finding One-Half. Students are presented with a set of pictures with various shadings and must determine which ones represent $\frac{1}{2}$.
- **Pair Work.** Introduction to Fraction Circles. Give each pair of students a set of fraction circles. Ask them to dump them out on the table and to arrange them in circles by color. Then, give students a worksheet that helps them to identify the different pieces and start comparing which pieces are greater than others, and why. Students take a single piece of each color and line them up from greatest to smallest; discuss the relationship between the size and the denominator.
- **Direct Instruction.** Compare? Tell students that to "compare" in math means to figure out, between 2 quantities, which one is bigger, or if they are the same. Last semester, we worked on comparing decimals, and this semester we will compare fractions. Review the symbols of comparison and some quick problems involving decimals and/or integers.
- **Pair Work.** Which is Larger? Students are given a sheet that has pairs of fractions. They must construct each fraction out of the circles, and then use that to determine which fraction is larger, filling in the appropriate inequality symbol. The last two questions on the worksheet are meant to make students think before the next lessons:
 - If two fractions have the same **denominator**, how can you tell which fraction is bigger?
 - If two fractions have the same **numerator**, how can you tell which fraction is bigger?
- **Pair Quiz.** Students are encouraged to use the fraction circles during the quiz.

Rationale:

- Finding $\frac{1}{2}$ is an important activity, because it helps diagnose (and hopefully begin to clear up) students who haven't internalized yet that a fraction must be made of equal sized pieces, and that those pieces do not need to be adjacent.
- Discussing the meaning of "compare" is important, because students have trouble with comparison as a concept - especially when fractions are involved.
- It is important to insist that students use the manipulatives during pair work and quizzes. Often, students will think that they know an "easier way", which is usually a mis-learned rule. Quite a few students need to first be convinced that the method they use does not actually

work, and manipulatives can be very persuasive.

Lesson #2: Comparing and ordering fractions

[View PDF: Unit 4, Lesson 2](#)

Strategies:

Objectives:

- The students will be able to compare two fractions using fraction circles or by drawing fraction bars.
- The students will be able to compare fractions using mathematical reasoning.

Lesson:

- **Do Now.** Comparing Fractions. Students use fraction circles to represent fractions, and then compare them to 0, $\frac{1}{2}$, 1 whole, and to each other.
- **Direct Instruction.** Fraction Bars.
 - Show students how to draw fractions bars for $\frac{5}{9}$ and $\frac{7}{9}$, emphasizing that the whole bar must be the same size, and that each piece in a bar must be the same size. Use the picture to show that $\frac{7}{9}$ is bigger.
 - Call on students to compare $\frac{3}{5}$ and $\frac{3}{7}$, $\frac{6}{7}$ and $\frac{7}{8}$, and $\frac{6}{10}$ and $\frac{3}{8}$.
- **Class Discussion.** Using Reasoning to Compare.
 - For each problem, have students discuss what they learned/noticed. The goal is to eventually be able to reason through similar problems by seeing a picture internally.
- **Pair Work.** Comparing and Ordering Fractions. Students can use any of the tools they have (fraction circles, drawing bars, or using reasoning) to compare pairs of fractions and put sets of fractions in order.
- **Individual Quiz.** Fraction circles may be used.

Rationale:

- Fraction Bars: Even though we want to stick with a primary manipulative, students should learn to draw fraction bars for a variety of reasons.
 - if they don't have fraction circles available
 - if the denominator is something we don't have circles for (like 7ths).
 - for problems that are more easily visualized with a rectangular model than a circular one
- Class Discussion: Here are some of the types ideas that students should see. Because they are at different levels, not all students will understand all of these ideas, but it is the direction they should be moving in.
 - Compare $\frac{5}{9}$ and $\frac{7}{9}$. These both have the same size pieces (ninths), so the one with more is bigger. That means $\frac{7}{9}$ is bigger than $\frac{5}{9}$.
 - Compare $\frac{3}{5}$ and $\frac{3}{7}$. Sevenths are smaller because you are making more pieces, so 3 of those would be less than 3 fifths.
 - Compare $\frac{6}{7}$ and $\frac{7}{8}$. These both have one piece "missing" from the whole. Eighths are smaller, so it is missing less. Therefore, $\frac{7}{8}$ is bigger than $\frac{6}{7}$.
 - Compare $\frac{6}{10}$ and $\frac{3}{8}$. $\frac{6}{10}$ is more than $\frac{1}{2}$, because 5 is half of 10. $\frac{3}{8}$ is less than $\frac{1}{2}$, because 4 is half of 8. So $\frac{6}{10}$ is bigger.

Lesson #3: More practice comparing and ordering fractions

[View PDF: Unit 4, Lesson 3](#)

Strategies:

Objectives:

- Students will be able to compare two fractions using fraction circles or by drawing fraction bars.
- Students will be able to compare fractions using mathematical reasoning.

Lesson:

- **Do Now.** Comparing Fractions. Students must draw fraction circles and fraction bars to compare sets of fractions. When reviewing the answers, show the correct comparison symbol, and then call on students to make the drawings for the class.
- **Pair Work.** What Wrong With This Picture? Hand out a worksheet that is similar to the Do Now, except that the problems have already been done. Most of the problems should have been done incorrectly (this needs to be done prior to photocopying, as it is not done in the file) with the typical mistakes that students make. For this activity, students need to identify and explain the mistake, and the correct the problem.
- **Class Activity.** Compare to $\frac{1}{2}$.
 - Call a student to the overhead and ask them to build $\frac{3}{5}$ with fraction circles. Compare this to $\frac{1}{2}$ and write an inequality.
 - Repeat with other fractions: $\frac{5}{8}$, $\frac{5}{12}$, $\frac{4}{10}$, $\frac{4}{6}$, $\frac{2}{5}$
 - Ask students if they can think of any way to compare to $\frac{1}{2}$ without building the fraction circle. What if there was a fraction out of 30 (there would be 30 total pieces). How many pieces would we need to have exactly half? So what does that tell us about the fractions $\frac{14}{30}$, $\frac{17}{30}$, etc?
 - With the new strategy, compare $\frac{1}{2}$ to $\frac{35}{80}$, $\frac{101}{200}$, $\frac{3}{7}$, $\frac{6}{11}$.
- **Pair Work.** Biggest and Smallest. One at a time, show sets of fractions on the overhead. Ask pairs to identify the largest and the smallest fraction in each set. Have students explain their reasoning clearly before moving on the next problem.

Rationale:

- Identifying mistakes in worked out problems is a great way for students to practice the concepts involved. It also allows the teacher to help students find and eliminate common mistakes and misconceptions.
- Comparing to $\frac{1}{2}$ by comparing the numerator to half of the denominator is a useful skill for estimating fractions. Also, it helps reinforce the meanings of the numerator as "number of pieces you have" and denominator as "total number of pieces available". The idea is to help students move back and forth between seeing a fraction as a quantity and as a ratio.

Lesson #4: Comparing sums of fractions to 1 whole

[View PDF: Unit 4, Lesson 4](#)

Strategies:

Objectives:

- Students will be able to compare the sum of two fractions to 1 whole.
- Students will practice using both logical reasoning and making diagrams to compare and order fractions.

Lesson:

- **Do Now.** Give Me Half. Students are asked to find half of various whole numbers, and then half of fraction bars cut into various numbers of pieces.
- **Class Activity.** Closer to 0, $\frac{1}{2}$, or 1.
 - Part 1: For each fraction given, the students must use their fraction circles to build the fraction on their tables. Give them about a minute to do so. Then, all at once, ask students to raise their hands either with nothing, the pink $\frac{1}{2}$ piece, or the red whole piece to indicate which they believe the fraction is close to. Call on students to explain their answers, and come to an agreement as to which is the best answer. Fractions to use: $\frac{7}{8}$, $\frac{1}{5}$, $\frac{5}{8}$, $\frac{4}{10}$, $\frac{2}{12}$, $\frac{8}{10}$
 - Part 2: This part is similar, but instead of building the fractions with the fraction circles, students must think through their answers by visualizing the fractions in their minds. They should lift the pieces in the same way, but their explanations should be more abstract than before. Make sure to write these fractions on the board so they can see the numbers. Fractions to use: $\frac{55}{120}$, $\frac{20}{1000}$, $\frac{89}{100}$, $\frac{14}{25}$, $\frac{232}{5000}$, $\frac{231}{247}$
- **Pair Work.** Comparing Sums to 1. Pose the following question to the class: is $\frac{1}{2} + \frac{2}{3}$ more or less than 1? Why? Ask students to build the fractions $\frac{1}{2}$ and $\frac{2}{3}$ with their circles and to push those pieces together. Does it make more or less than 1 whole circle? Discuss, and then hand out the pair worksheet for practice.
- **Pair Quiz.** Closed notes, but fraction circles may be used.

Rationale:

- The activities in today's lesson are meant to continue pushing students toward seeing a fraction as both a quantity and as a ratio of numbers.

Lesson #5: Using fraction circles to find equivalent fractions

Strategies:

Objectives:

- Students will be able to find equivalent fractions by using fraction circles.

Lesson:

- **Do Now.** Students compare fractions with and without fraction circles. They also review finding the LCM of two numbers and doing division problems with decimals.
- **Pair Work.** Names for $\frac{1}{2}$. Students complete a worksheet where they use the fraction circles to build $\frac{1}{2}$ in different ways. Discuss what students learned while doing this activity, and have students enter into their notes: "Equivalent fractions are fractions that look different but represent the same amount."
- **Pair Work.** More Equivalent Fractions. Students continue to do similar work as above, this time using other fractions such as $\frac{1}{4}$ and $\frac{3}{4}$.
- **Discussion.** At this point, focus on the rule for finding equivalent fractions, as illustrated by these problems.
 - Multiplying the numerator and denominator by the same number will give you more pieces, but each one will be smaller. By multiplying by the same thing on top and bottom, you are really multiplying by 1.
 - Dividing the numerator and denominator by the same number will give you fewer pieces, but each one will be bigger. By dividing by the same thing on top and bottom, you are really dividing by 1.
- **Individual Quiz.**

Rationale:

- The idea behind "Names for $\frac{1}{2}$ " and "More Equivalent Fractions" is to help students see how fractions with different numbers in them can actually represent the same quantity. This understanding is key for making sense out of the "equivalent fractions" concept.

Lesson #6: Understanding the rule for finding equivalent fractions

Strategies:

Objectives:

- Students will be able to find equivalent fractions by using manipulatives.
- Students will be able to explain why multiplying/dividing both numbers by the same thing yields an equivalent fraction.

Lesson:

- **Do Now.** More practice comparing fractions with fraction circles.
- **Pair Work.** Additional practice using fraction circles to find equivalent fractions.
- **Discussion.** Finding Equivalent Fractions.
 - Use the pair work as a lead in to the discussion. Put the guiding questions on the overhead. Give students a couple of minutes to answer each question and then discuss as a class.
 1. What are equivalent fractions?
 2. You and your friend are sharing a pizza, so you cut it in half. Each of you will get $\frac{1}{2}$ of the pizza. But, you don't want to eat it that way, because the pieces are too big to hold. So, you each cut your half into 3 smaller pieces.
 - a) What fraction of the pizza do you get now?
 - b) Did you change the actual amount of pizza that you are getting?

3. You are splitting a bunch of cans of soda with your friend (to wash down the pizza). There are 24 cans in total, and you get 18 of them. That means you have $\frac{18}{24}$ of the cans. You both decide to put them into 6-pack containers.
 - a) How many 6-packs do you have?
 - b) How many 6-packs are there in total?
 - c) What fraction do you have?
 - d) Did you change the actual amount of soda that you are getting?
4. You get $\frac{3}{5}$ of a cake. Your friend gets $\frac{9}{15}$ of a cake. Who gets more? How can you tell?
5. $\frac{80}{100}$ can be put into groups of 20. How many groups in the numerator? How many in the denominator? What fraction is that?

- o Students should understand that if you multiply the top and the bottom by the same number, you get more pieces, but each one is smaller (and the opposite holds for division).
- o Put a few practice problems on the board and have students come to the board to find an equivalent fraction and explain why it is equivalent, in terms of a visual representation. For example, ask a student to find an equivalent to $\frac{1}{3}$. They could say something like " $\frac{2}{6}$, because I multiplied both by 2. This means you have double the number of pieces, but each is only half as big, so the total amount is the same". Point out that you can multiply by numbers other than 2. For example, $\frac{1}{3}$ could be $\frac{3}{9}$, where you multiply by 3 – you have three times the number of pieces, but each is only $\frac{1}{3}$ as big, so the amount doesn't change.

- **Individual Quiz.**

Rationale:

- The first two activities are review. Lots of review is always needed to bring together skills from different days.
- Starting with situation problems gives students something to hold on to if they are lost in the numbers, and they also lend themselves well to drawing pictures.
- By this point, students should be getting more fluent with switching back and forth between the individual numerator and denominator values, and the value of the whole fraction. This discussion draws on that to help show what it means to find an equivalent fraction.
- If students know the term "reducing", and bring it up, it might be a good idea to talk about why that word is confusing, as we are reducing each number, but not the value of the fraction. A better term to use might be "simplifying".

Lesson #7: Comparing fractions by finding common denominators

[View PDF: Unit 4, Lesson 7](#)

Strategies:

Objectives:

- Students will be able to compare fractions with different denominators by writing them as equivalent fractions with the same denominators.

Lesson:

- **Do Now.** LCM and GCF review problems.
- **Pair Work.** Comparing with Fraction Circles. Students compare fractions using manipulatives, drawings, or reasoning. There are empty boxes next to each fraction that are meant to be left blank for now. Students are also asked to circle any problems that they find particularly hard. Don't review answers yet.
- **Direct Instruction.** Comparing with Common Denominators.
 - o Ask students to compare: $\frac{3}{4}$ and $\frac{2}{3}$, $\frac{7}{8}$ and $\frac{11}{12}$, $\frac{12}{31}$ and $\frac{19}{31}$.
 - o Ask them which is the hardest/easiest to figure out, and why. They should see that the last is easiest, because they have the same size pieces. The middle is the hardest, because drawing so many pieces accurately is difficult.
 - o Ask how we could make problems 1 and 2 as easy as the third one. Use this as motivation for showing how and why to rewrite the fractions with common denominators. Make the connection with LCM explicit.

- **Pair Work.** Students return to the previous worksheet and compare each set again, this time by rewriting the fractions with common denominators in the empty boxes. When students are done, discuss their work. Did this method make the ones they earlier identified as difficult any easier? Is finding common denominators always necessary? When are other methods as good or better?
- **Pair Quiz.**

Rationale:

- Students are asked to identify the difficult problems (which are intentionally made difficult to answer using manipulatives) at first, to provide motivation for using the common denominator method. Students should have a variety of methods at their disposal; true numeracy ability includes being able to select an efficient method based on the specifics of the problem. Some students, who are still very low skilled, may latch on to one method and use that exclusively - and that's ok at first. As students advance in ability, they should be given opportunities to think more flexibly.

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DOWNTOWN COLLEGE PREPARATORY

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Numeracy

Lesson 2 – Comparing and ordering fractions

Objectives: Students will be able to compare two fractions using fraction circles or by drawing fraction bars. Students will be able to compare fractions using mathematical reasoning.

Materials: Fraction Circles, Do Now worksheet and answers, pair work, quiz #4-2, hw #4-2

Time	Activity
20 min	Do Now: Comparing Fractions Each pair of students gets a set of fraction circles, which they must use to complete the Do Now. Show answers on the overhead and review as needed.
25 min	Direct Instruction: Fraction Bars Another common way to represent fractions is by drawing a fraction bar. This is useful if you don't have fraction circles, or if the denominator is one that we don't have circles for (i.e. 7 ^{ths} , 9 ^{ths} , etc.). Notes – “Drawing Fraction Bars” When drawing fraction bars to compare fractions, the bars must be the same size. Draw fraction bars to represent the following pairs of fractions: (<i>Do the first one together, putting the fraction bars one on top of the other and emphasizing that they are the same size. Point out that, to make 9ths, you need to make 8 dividing lines.</i>) <ol style="list-style-type: none">1) Compare 5/9 and 7/92) Compare 3/5 and 3/73) Compare 6/7 and 7/84) Compare 6/10 and 3/8 Class Discussion – how can you compare fractions using reasoning? For each problem, call on students to share ideas about what they learned. Our goal here is not to talk about the algorithm for finding common denominators. If students suggest that as a method, tell them that it is a great idea, but today we want to explain everything in terms of an actual model. This will help them learn how to make sense of fractions much better in the long run. Listed are good ways of seeing these various problems. This is the kind of reasoning we want the students to do. <ol style="list-style-type: none">1. Compare 5/9 and 7/9. <i>These both have the same size pieces (ninths), so the one with more is bigger. That means 7/9 is bigger than 5/9.</i>2. Compare 3/5 and 3/7. <i>Sevenths are smaller because you are making more pieces, so 3 of those would be less than 3 fifths.</i>3. Compare 6/7 and 7/8. <i>These both have one piece “missing” from the whole. Eighths are smaller, so it is missing less. Therefore, 7/8 is bigger than 6/7.</i>4. Compare 6/10 and 3/8. <i>6/10 is more than 1/2, because 5 is half of 10. 3/8 is less than 1/2, because 4 is half of 8. So 6/10 is bigger.</i> If there is time, use these ideas to go back to the challenge problems from the Do Now and reason them out together.
20 min	Pair Work Using the ideas that we talked about, work on the following problems. Students can use any tools they want – fraction circles, fraction bars, or logical reasoning.
10 min	Individual Quiz #2 Closed notes. Hand out extra fraction circles so pairs don't have to share.
5 min	Homework #4-2

Comparing Fractions

1) Use the fraction circles to build each fraction. Determine if the fraction is closer to 0, $\frac{1}{2}$, or 1.

a) $\frac{1}{5}$

b) $\frac{4}{10}$

c) $\frac{7}{8}$

d) $\frac{7}{12}$

2) Use the fraction circles to build each fraction. Determine if the fraction is more or less than $\frac{1}{2}$.

a) $\frac{2}{3}$

b) $\frac{6}{10}$

c) $\frac{3}{8}$

d) $\frac{3}{5}$

3) Use the fraction circles to compare each pair of fractions.

a) $\frac{1}{5}$ $\frac{1}{3}$

b) $\frac{2}{4}$ $\frac{3}{6}$

c) $\frac{2}{3}$ $\frac{1}{2}$

d) $\frac{3}{4}$ $\frac{4}{5}$

e) $\frac{4}{5}$ $\frac{4}{6}$

f) $\frac{5}{6}$ $\frac{4}{6}$

4) **Challenge!** Compare these fractions:

a) $\frac{17}{90}$ $\frac{17}{100}$

b) $\frac{49}{50}$ $\frac{29}{30}$

c) $\frac{39}{80}$ $\frac{31}{60}$

Comparing and Ordering Fractions

Your goal today is be able to **compare** two fractions. “Comparing” means to say which one is bigger, or if they are the same.

Part 1

You can make decisions using fraction circles, fraction bars, or logical reasoning (i.e. a written explanation).

You must show/explain how you solved each problem to get credit. If you use fraction circles, draw pictures of the results.

- 1) Compare $\frac{3}{4}$ and $\frac{3}{8}$.

- 2) Compare $\frac{4}{9}$ and $\frac{7}{9}$.

- 3) Compare $\frac{3}{8}$ and $\frac{9}{16}$.

- 4) Compare $\frac{6}{7}$ and $\frac{5}{6}$.

Part 2

Is the fraction closer to 0, $\frac{1}{2}$, or 1?

- 1) $\frac{2}{5}$ 2) $\frac{6}{7}$ 3) $\frac{1}{7}$ 4) $\frac{3}{15}$

Part 3

Write the fractions in order from least to greatest. Think carefully about the size of each fraction.

- 1) $\frac{8}{9}$, $\frac{2}{15}$, $\frac{6}{13}$, $\frac{1}{100}$ _____, _____, _____, _____
- 2) $\frac{3}{7}$, $\frac{5}{7}$, $\frac{2}{7}$, $\frac{4}{7}$ _____, _____, _____, _____
- 3) $\frac{4}{8}$, $\frac{4}{5}$, $\frac{4}{25}$, $\frac{4}{4}$ _____, _____, _____, _____

Part 1

You can make decisions using fraction circles, fraction bars, or logical reasoning (i.e. a written explanation).

You must show/explain how you solved each problem to get credit. If you use fraction circles, draw pictures of the results. (5 points each – 2 for the answer, 3 for the explanation)

1) Compare $\frac{2}{6}$ and $\frac{1}{6}$.

2) Compare $\frac{7}{10}$ and $\frac{7}{8}$.

3) Compare $\frac{2}{3}$ and $\frac{5}{6}$.

Part 2

Is the fraction closer to 0, $\frac{1}{2}$, or 1? (1 point each)

1) $\frac{5}{9}$

2) $\frac{11}{200}$

3) $\frac{15}{16}$

Part 3

Write the fractions in order from least to greatest. Think carefully about the size of each fraction. (2 points each, no partial credit)

1) $\frac{1}{5}$, $\frac{1}{8}$, $\frac{1}{25}$, $\frac{1}{6}$ _____, _____, _____, _____

2) $\frac{8}{9}$, $\frac{3}{8}$, $\frac{2}{51}$, $\frac{6}{10}$ _____, _____, _____, _____

Homework #4-2: Understanding Fractions

You must show/explain how you solved each problem to get credit.

1) Compare $\frac{4}{6}$ and $\frac{2}{4}$.

2) Compare $\frac{1}{20}$ and $\frac{1}{30}$.

3) Compare $\frac{17}{27}$ and $\frac{12}{27}$.

4) Put the following fractions in order from **least to greatest**.

$\frac{99}{100}$, $\frac{9}{14}$, $\frac{3}{7}$, $\frac{2}{50}$ _____, _____, _____, _____

Explain (or draw) how you figured this problem out?

5) Find the LCM of each pair of numbers:

a. 5 and 6

b. 6 and 8

c. 10 and 30

d. 2 and 3

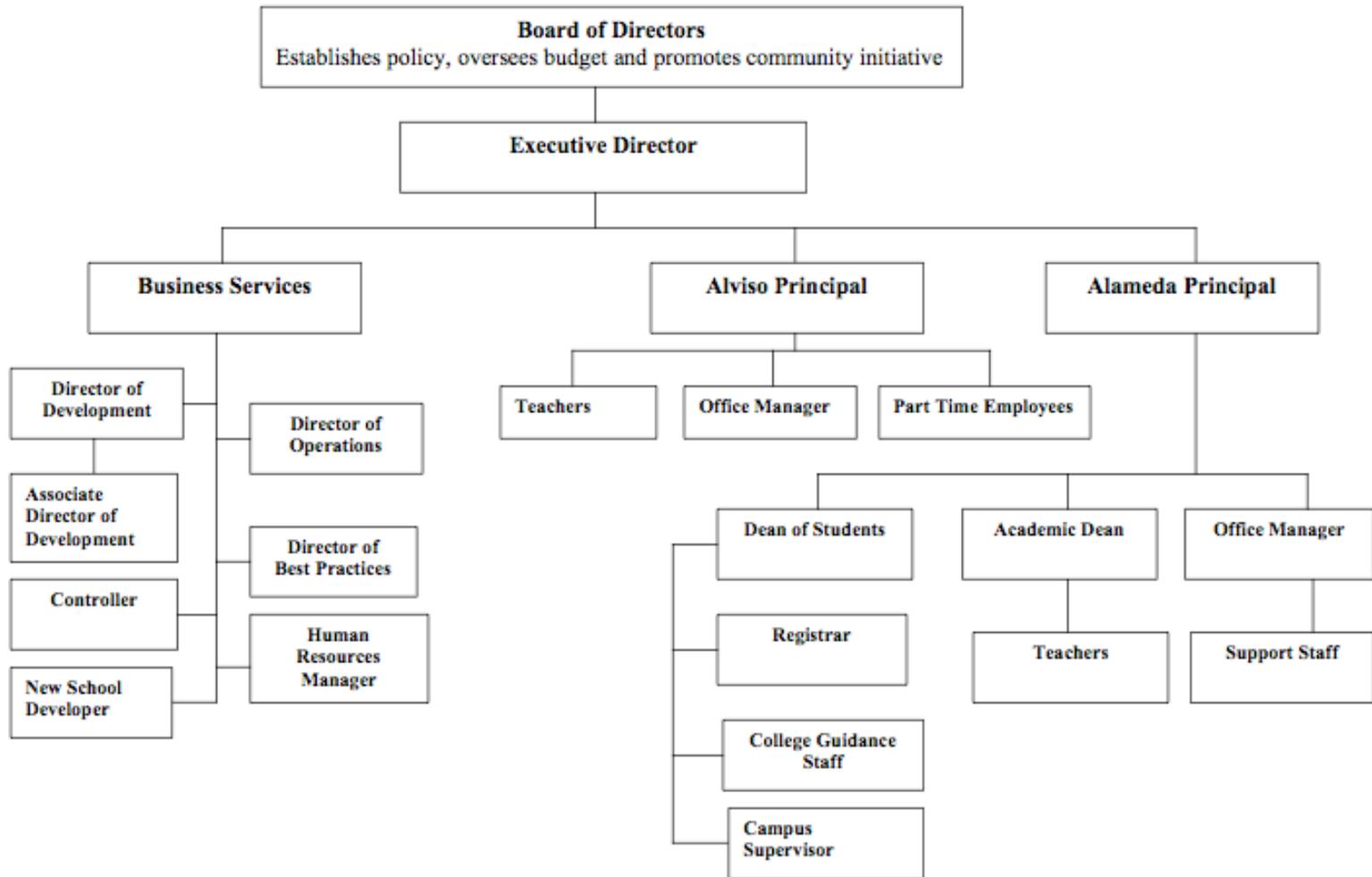
e. 4 and 7

f. 8 and 12

Appendix K: Bell Schedule by Grade Level 6-8

6th grade	7th grade	8th grade
Advisory (25 min) 8:30 – 8:55	Advisory (25 min) 8:30 – 8:55	Advisory (25 min) 8:30 – 8:55
Core A (125 min) 9:00 – 11:05	Core A (120 min) 9:00 – 11:05	1st period (60 min) 9:00 – 10:00
Lunch (35 min) 11:10 – 11:45	Lunch (35 min) 11:10 – 11:45	Elective (60 min) 10:05 – 11:05
Elective (60 min) 11:50 – 12:50	Elective (60 min) 11:50 – 12:50	2nd period (60 min) 11:10 – 12:10
Core B (125 min) 12:55 – 3:00	Core B (125 min) 12:55 – 3:00	Lunch (35 min) 12:15 – 12:50
Break (15 min) 3:00 – 3:15	Break (15 min) 3:00 – 3:15	Humanities Core (125 min) 12:55 – 3:00
Advisory/Tutorial (60 min) 3:15 – 4:15	Advisory/Tutorial (60 min) 3:15 – 4:15	Break (15 min) 3:00 – 3:15
		Advisory/Tutorial (60 min) 3:15 – 4:15

Appendix L: Across the Bridge Foundation Organization Chart *



* The Across the Bridge Foundation Organization Chart is current as of the submission date of this charter petition and subject to change as the organization evolves.

Appendix M: By Laws and Articles of Incorporation

Amended and Restated Bylaws Across the Bridge Foundation, Doing Business As “Downtown College Prep”

(a California Nonprofit Public Benefit Corporation)

ARTICLE 1 OFFICES

SECTION 1. PRINCIPAL OFFICE

The principal office of the corporation for the transaction of its business is located at 1460 The Alameda San Jose, Santa Clara County, California 95125.

SECTION 2. CHANGE OF ADDRESS

The county of the corporation’s principal office can be changed only by amendment of these Bylaws and not otherwise. The Board of Directors may, however, change the principal office from one location to another within the named county by noting the changed address and effective date below, and such changes of address shall not be deemed an amendment of these Bylaws:

_____ Dated: _____, 19__/20__
_____ Dated: _____, 19__/20__
_____ Dated: _____, 19__/20__

SECTION 3. OTHER OFFICES

The corporation may also have offices at such other places, within or without the State of California, where it is qualified to do business, as its business may require and as the board of directors may, from time to time, designate.

ARTICLE 2 PURPOSES

SECTION 1. OBJECTIVES AND PURPOSES

This corporation is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes. The specific purposes for which this corporation is organized are to provide educational programs and services and to manage, operate, guide, direct and promote one or more California public charter schools.

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

SECTION 2. NONDISCRIMINATORY POLICY STATEMENT

The corporation does not discriminate on the basis of race, color, national or ethnic origin in the administration of its objectives and purposes.

ARTICLE 3 CONSTRUCTION AND DEFINITIONS

SECTION 1. CONSTRUCTION AND DEFINITIONS

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

ARTICLE 4 DEDICATION OF ASSETS

SECTION 1. DEDICATION OF ASSETS

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

ARTICLE 5 DIRECTORS

SECTION 1. NUMBER AND COMPOSITION

The corporation shall have not less than three (3) nor more than twenty-one (21) directors, with the exact number to be fixed within these limits by approval of the Board of Directors. The Board will

seek to appoint community members with expertise in finance, law, non-profit governance, fundraising, school leadership, and academic program development.

SECTION 2. POWERS

Subject to the provisions of the California Nonprofit Public Benefit Corporation law and any limitations in the Articles of Incorporation and Bylaws the activities and affairs of this corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board of Directors. 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.

The Board of Directors shall be the members of the corporation.

SECTION 3. DUTIES

It shall be the duty of the directors to:

- (a) Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation of this corporation, or by these Bylaws;
- (b) Appoint and remove, at the pleasure of the Board of Directors all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service;
- (c) Monitor the activities of the corporation to assure maximum public benefit;
- (d) Meet at such times and places as required by these Bylaws;
- (e) Register their addresses with the Secretary of the corporation and notices of meetings sent to them at such addresses shall be valid notices thereof; and
- (f) Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

SECTION 4. TERMS OF OFFICE

Directors shall be eligible to serve a term of up to three years to end in June of the third fiscal year of service. Directors shall be eligible for renewal upon nomination by the Board or a Board committee selected for the purpose of nominations, subject to Board approval, for a second or third consecutive three-year term. At the end of these terms a Director must leave the Board for one full year and is then eligible for reelection. It shall be the goal of the Board of Directors to have no more than one-third of the Board of Directors subject to renewal in any one year.

SECTION 5. COMPENSATION

Directors shall serve without compensation. In addition, they shall be allowed reasonable advancement or reimbursement of expenses incurred in the performance of their regular duties as specified in Section 3 of this Article. Directors may not be compensated for rendering services to the corporation in any capacity other than director unless such other compensation is reasonable and is allowable under the provisions of Section 6 of this Article.

SECTION 6. RESTRICTION REGARDING INTERESTED DIRECTORS

Notwithstanding any other provision of these Bylaws, not more than forty-nine percent (49%) of the persons serving on the board may be interested persons. For purposes of this Section, "interested persons" means either:

- (a) Any person currently being compensated by the corporation for services rendered it within the previous twelve (12) months, whether as a full- or part-time officer or other employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; or
- (b) Any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person.

SECTION 7. PLACE OF MEETINGS

Meetings shall be held at the principal office of the corporation unless otherwise provided by the board or at such place within the State of California which has been designated from time to time by resolution of the Board of Directors. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act ("Brown Act"), California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

SECTION 8. REGULAR AND ANNUAL MEETINGS

All meetings of the Board of Directors and its committees shall be called, noticed and held in compliance with the provisions of the Brown Act.

Regular meetings of the Board of Directors shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least seventy-two (72) hours before a regular meeting, the Board or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

At the annual meeting of directors held on the Board meeting in June, directors shall be elected by the Board of Directors in accordance with this section. Cumulative voting by directors for the election of directors shall not be permitted. The candidates receiving the highest number of votes up to the number of directors to be elected shall be elected. Each director shall cast one vote. Directors may be elected at any meeting of the Board of Directors to fill vacancies or to add to the number of directors within the limits of these bylaws.

SECTION 9. SPECIAL MEETINGS

Special meetings of the Board of Directors for any purpose may be called by the President of the Board, the Vice President, the Secretary, or 25% of the Board of Directors, and such meetings shall be held at the place, within Santa Clara County, designated by the person or persons calling the meeting, and in the absence of such designation, at the principle office of the corporation.

SECTION 10. NOTICE OF SPECIAL MEETINGS

In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to each director and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

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

SECTION 11. QUORUM FOR MEETINGS

A quorum shall consist of majority of Directors then in office. Except as otherwise provided in these Bylaws or in the Articles of Incorporation, or by law, no business shall be considered by the board at any meeting at which a quorum, as herein defined, is not present, and the only motion which the President of the Board shall entertain at such meeting is a motion to adjourn.

The directors present at a duly called and held meeting at which a quorum is initially present may continue to do business notwithstanding the loss of a quorum at the meeting due to a withdrawal of directors from the meeting, provided that any action thereafter taken must be approved by at least a majority of the required quorum for such meeting or such greater percentage as may be required by law, or the Articles of Incorporation or Bylaws of this corporation.

SECTION 12. MAJORITY ACTION AS BOARD ACTION

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 the act of the Board of Directors. However, where the Articles of Incorporation or Bylaws of this corporation, or provisions of the California Nonprofit Public Benefit Corporation Law, particularly those provisions relating to appointment of committees (Section 5212), approval of contracts or transactions in which a director has a material financial interest (Section 5233) and indemnification of directors (Section 5238e), require a greater percentage or different voting rules for approval of a matter by the board, then the voting rules of those provisions shall apply.

SECTION 13. TELECONFERENCE MEETINGS

- Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:
- At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- All votes taken during a teleconference meeting shall be by roll call;
- If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting
- All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.
- This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location. The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

SECTION 14. CONDUCT OF MEETINGS

Meetings of the Board of Directors shall be presided over by the President of the Board, or, if no such person has been so designated or, in his or her absence by the Vice President of the corporation or, in the absence of each of these persons, by any director chosen by a majority of the directors

present at the meeting. The Secretary of the corporation shall act as secretary of all meetings of the board, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the Meeting. The Secretary of the Corporation may delegate the actual taking of minutes to any person, so long as the Secretary reviews and the Board later approves such minutes taken by any other such person.

Meetings shall be governed by Roberts' Rules of Order as such rules may be revised from time to time, insofar as such rules are not inconsistent with or in conflict with these Bylaws, with the Articles of Incorporation, or with provisions of law, including the Brown Act.

SECTION 15. ADJOURNMENT

A majority of the directors present, whether or not a quorum is present, may adjourn any Board of Directors meeting to another time or place. If a meeting is adjourned for more than twenty-four (24) hours, notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

SECTION 16. VACANCIES AND REMOVAL

A vacancy or vacancies on the Board of Directors shall exist in the event of: (1) the death, resignation or removal of any director; (2) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (3) whenever the number of authorized directors is increased; and (4) failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting.

Directors may be removed with or without cause by a majority of the directors then in office at a special meeting called for that purpose, or a regular meeting, provided that notice of that meeting and of the removal questions are given in compliance with the provisions of the Brown Act.

Any director may resign effective upon giving written notice to the President of the Board, the Secretary, or the Board of Directors unless the notice specifies a later time for the effectiveness of such resignation. No director may resign if the corporation would then be left without a duly elected director in charge of its affairs, except upon notice to the Attorney General.

Vacancies on the board may be filled by approval of the board. A person elected to fill a vacancy as provided by this Section shall be deemed to be a new Director and shall hold office until the expiration of the term for the class the director was elected and until a successor has been elected and qualified.

SECTION 17. NON-LIABILITY OF DIRECTORS

The directors shall not be personally liable for the debts, liabilities, or other obligations of the corporation.

SECTION 18. INDEMNIFICATION

To the extent that a person who is, or was, a director, officer, employee or other agent of this corporation has been successful on the merits in defense of any civil, criminal, administrative or investigative proceeding brought to procure a judgment against such person by reason of the fact that he or she is, or was, an agent of the corporation, or has been successful in defense of any claim, issue or matter, therein, such person shall be indemnified against expenses actually and reasonably incurred by the person in connection with such proceeding.

If such person either settles any such claim or sustains a judgment against him or her, then indemnification against expenses, judgments, fines, settlements and other amounts reasonably incurred in connection with such proceedings shall be provided by this corporation but only to the extent allowed by, and in accordance with the requirements of, Section 5238 of the California Nonprofit Public Benefit Corporation Law.

The rights conferred on any person in this section shall not be deemed exclusive of any other rights that such person may have or hereafter acquire under any statute, by law, agreement, vote of shareholders or disinterested directors or otherwise, both as to action in an official capacity and as to action in another capacity while holding such office. Notwithstanding anything herein to the contrary, corporation is authorized to indemnify its agents to the fullest extent of the law.

SECTION 19. INSURANCE FOR CORPORATE AGENTS

The Board of Directors may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the corporation (including a director, officer, employee or other agent of the corporation) against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such whether or not the corporation would have the power to indemnify the agent against such liability under the provisions of Section 5238; provided, however, no insurance shall be purchased for or deemed to provide any coverage for liability or defense against claims of violating provisions of law relating to self-dealing (Section 5233 of the California Nonprofit Public Benefit Corporation Law).

SECTION 20. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS

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

ARTICLE 4 OFFICERS

SECTION 1. NUMBER OF OFFICERS

The officers of the corporation shall be the President of the Board of Directors, a Secretary and a Treasurer. The corporation may also have, as determined by the Board of Directors one or more Vice Presidents, Assistant Secretaries, Assistant Treasurers, or other officers. 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 of the Board.

SECTION 2. QUALIFICATION, ELECTION, AND TERM OF OFFICE

Only a director may serve as officer of this corporation. Officers shall be elected by the Board of Directors, at any time, and each officer shall hold office until he or she resigns, is removed, is no longer eligible to be a director, or is otherwise disqualified to serve, or until his or her successor shall be elected and qualified, whichever occurs first.

SECTION 3. SUBORDINATE OFFICERS

The Board of Directors may appoint such other officers of agents as it may deem desirable, and such officers shall serve such terms, have such authority, and perform such duties as may be prescribed from time to time by the Board of Directors.

SECTION 4. REMOVAL AND RESIGNATION

Without prejudice to the rights of any officer under an employment contract, any officer may be removed, either with or without cause, by the Board of Directors, at any time. Any officer may resign at any time giving written notice to the Board of Directors or to the President of the Board or Secretary of the corporation. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this Section shall be superseded by any conflicting terms of a contract which has been approved or ratified by the Board of Directors relating to the employment of any officer of the corporation.

SECTION 5. VACANCIES

Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any officer shall be filled by the Board of Directors. In the event of a vacancy in any officer other than that of President of the Board, such vacancy may be filled temporarily by appointment by the President of the Board until such time as the Board shall fill the vacancy. Vacancies occurring in offices of officers appointed at the discretion of the board may or may not be filled as the board shall determine.

SECTION 6. DUTIES OF EXECUTIVE DIRECTOR

The Executive Director shall be the chief executive officer of the corporation and shall, subject to the control of the Board of Directors, supervise and control the affairs of the corporation and the activities of the staff. He or she shall perform all duties incident to his or her office and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be prescribed from time to time by the Board of Directors. Except as otherwise expressly provided by law, by the Articles of Incorporation, or by these Bylaws, he or she shall, in the name of the corporation, execute such deeds, mortgages, bonds, contracts, checks, or other instruments which may from time to time be authorized by the Board of Directors. The Executive Director shall serve at the pleasure of the Board of Directors and may be discharged at any time for any reason.

SECTION 7. DUTIES OF THE PRESIDENT OF THE BOARD

The President of the Board presides at meetings of the Board of Directors and chairs the Executive Committee and directs the activities of the Board of Directors. The President of the Board's duties shall also include, but not be limited to, the appointment of members of Board committees and the chairpersons of those committees. The President of the Board shall serve at the pleasure of the Board of Directors and may be discharged at any time for any reason.

SECTION 8. DUTIES OF VICE PRESIDENT

In the absence of the President of the Board, or in the event of his or her inability or refusal to act, the Vice President shall perform all the duties of the President of the Board, and when so acting shall have all the powers of, and be subject to all the restrictions on, the President of the Board. The Vice President shall have other powers and perform such other duties as may be prescribed by law, by the Articles of Incorporation, or by these Bylaws, or as may be prescribed by the Board of Directors. The Vice President shall serve at the pleasure of the Board of Directors and may be discharged at any time for any reason.

SECTION 9. DUTIES OF SECRETARY

The Secretary shall:

Certify and keep at the principal office of the corporation the original, or a copy of these Bylaws as amended or otherwise altered to date.

Keep at the principal office of the corporation or at such other place as the board may determine, a book of minutes of all meetings of the directors, and, if applicable, meetings of committees of directors and of members, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof.

See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law.

Be custodian of the records and of the seal of the corporation and see that the seal is affixed to all duly executed documents, the execution of which on behalf of the corporation under its seal is authorized by law or these Bylaws.

Exhibit at all reasonable times to any director of the corporation, or to his or her agent or attorney, on request therefore, the Bylaws, and the minutes of the proceedings of the directors of the corporation.

In general, perform all duties incident to the office of Secretary and such other duties as may be required by law, by the Articles of Incorporation of this corporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board of Directors. The Secretary shall serve at the pleasure of the Board of Directors and may be discharged at any time for any reason.

SECTION 10. DUTIES OF TREASURER

Subject to the provisions of these Bylaws relating to the “Execution of Instruments, Deposits and Funds,” the Treasurer shall:

Be responsible for, all funds and securities of the corporation, and deposit or cause to be deposited all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the Board of Directors.

Disburse, or cause to be disbursed, the funds of the corporation as may be directed by the Board of Directors, taking proper vouchers for such disbursements.

Keep and maintain or cause to be kept and maintained adequate and correct accounts of the corporation’s properties and business transactions, including accounts of its assets, liabilities, receipts, disbursements, gains and losses.

Exhibit at all reasonable times the books of account and financial records to any director of the corporation, or to his or her agent or attorney, on request therefore.

Render to the President of the Board and directors, whenever requested, an account of any or all of his or her transactions as Treasurer and of the financial condition of the corporation.

Prepare, or cause to be prepared, and certify, or cause to certify, the financial statements to be included in any required reports. In general, perform all duties incident to the office of Treasurer and

other duties as may be required by law, by the Articles of Incorporation of the corporation, or by these Bylaws or which may be assigned to him or her from time to time by the Board of Directors. The Treasurer shall serve at the pleasure of the Board of Directors and may be discharged at any time for any reason.

ARTICLE 5 COMMITTEES

SECTION 1. EXECUTIVE COMMITTEE

The Board of Directors may, by a majority vote of directors, designate two (2) or more of its members (who may also be serving as officers of this corporation) to constitute an Executive Committee and delegate to such Committee any of the powers and authority of the board in the management of the business and affairs of the corporation, except with respect to:

- (a) The approval of any action which, under law or the provisions of these Bylaws, requires the approval of the members or of a majority of all the members.
- (b) The filling of vacancies on the board or on any committee which has the authority of the board.
- (c) The fixing of compensation of the directors for serving on the Board or any committee.
- (d) The amendment or repeal of Bylaws or the adoption of new Bylaws.
- (e) The amendment or repeal or any resolution of the board which by its express terms is not so amendable or repealable.
- (f) The appointment of committees of the board or the members thereof.
- (g) The expenditure of corporate funds to support a nominee for director after there are more people nominated than can be elected.
- (h) The approval of any transaction to which this corporation is a party and in which one or more of the directors has a material financial interest, except as expressly provided in Section 5233(d)(3) of the California Nonprofit Public Benefit Corporation Law.

By a majority vote of its members then in office, the board may at any time revoke or modify any or all of the authority so delegated, increase or decrease but not below two (2) the number of its members, and fill vacancies therein from the members of the board. The Committee shall keep regular minutes of its proceedings, cause them to be filed with the corporate records, and report the same to the board from time to time as the board may require.

SECTION 2. OTHER COMMITTEES, BOARDS AND TRUSTEES

The corporation shall have such other committees, advisory boards or boards of trustees as may from time to time be designated by resolution of the Board of Directors. Such other committees, advisory boards or boards of trustees may consist of persons who are not also members of the board. These additional committees, advisory boards or boards of trustees shall act in an advisory capacity only to the board otherwise designated by the Board of Directors to have the ability to exercise specifically delegated powers. A non-advisory committee shall have no authority to act beyond any authority specifically delegated to it.

SECTION 3. MEETINGS AND ACTION OF COMMITTEES

Meetings and action of committees shall be governed by, noticed, held and taken in accordance with the provisions of these Bylaws concerning meetings of the Board of Directors, and the Brown Act, if applicable, with such changes in the context of such Bylaw provisions as are necessary to substitute the committee and its members for the Board of Directors and its members, except that the time for regular meetings of committees may be fixed by resolution of the Board of Directors or by the committee. The time for special meetings of committees may also be fixed by the Board of Directors. The Board of Directors may also adopt rules and regulations pertaining to the conduct of meetings of committees to the extent that such rules and regulations are not inconsistent with the provisions of these Bylaws. Each committee shall record the date of each meeting, the members present, and material decisions made.

ARTICLE 6

EXECUTION OF INSTRUMENTS, DEPOSITS AND FUNDS

SECTION 1. EXECUTION OF INSTRUMENTS

The Board of Directors, except as otherwise provided in these Bylaws, may by resolution authorize any officer or agent of the corporation to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances. Unless so authorized, no officer, agent, or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable monetarily for any purpose or in any amount.

SECTION 2. CHECKS AND NOTES

Except as otherwise specifically determined by resolution of the Board of Directors, or as otherwise required by law, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the corporation shall be signed by the Treasurer and countersigned by the President of the Board.

SECTION 3. DEPOSITS

All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the Board of Directors may select.

SECTION 4. GIFTS

The Board of Directors may accept on behalf of the corporation any contribution, gifts, bequest, or devise for the charitable or public purposes of this corporation.

ARTICLE 7 CONTRACTS WITH DIRECTORS

SECTION 1. CONTRACTS WITH DIRECTORS.

The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest) unless all of the following apply:

The director with a material financial interest in the proposed contract or transaction fully discloses his/her financial interest in such contract or transaction in good faith and said disclosure is noted in the Board of Directors meeting minutes.

The director with a material financial interest in the proposed contract or transaction recuses himself/herself from any participation whatsoever in the proposed contract or transaction (i.e., the interested director who recuses himself/herself shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken).

Such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose.

Before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances.

The corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

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

ARTICLE 8
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

SECTION 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.

The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Downtown College Prep Conflict of Interest Policy have been fulfilled.

ARTICLE 9
LOANS TO DIRECTORS AND OFFICERS

SECTION 1. LOANS TO DIRECTORS AND OFFICERS.

This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE 10
CORPORATE RECORDS, REPORTS AND SEAL

SECTION 1. MAINTENANCE OF CORPORATE RECORDS

The corporation shall keep at its principal office in the State of California:

- (a) Minutes of all meetings of directors, committees of the board and, if this corporation has members, of all meetings of members, indicating the time and place of holding such meetings, whether regular or special, how called, the notice given, and the names of those present and the proceedings thereof;
- (b) Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains and losses;
- (c) A copy of the corporation's Articles of Incorporation and Bylaws as amended to date, which shall be open to inspection by the members, if any, of the corporation at all reasonable times during office hours.

SECTION 2. CORPORATE SEAL

The Board of Directors may adopt, use, and at will alter, a corporate seal. Such seal shall be kept at the principal office of the corporation. Failure to affix the seal to corporate instruments, however, shall not affect the validity of any such instrument.

SECTION 3. DIRECTORS INSPECTION RIGHTS

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

On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any director, furnish to that director a copy of the articles of incorporation and bylaws, as amended to the current date

SECTION 4. ANNUAL REPORT

The board shall cause an annual report to be furnished no later than one hundred and twenty (120) days after the close of the corporation's fiscal year to all directors of the corporation which report shall contain the following information in appropriate detail:

- (a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;
- (c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the fiscal year;

- (d) The expenses or disbursements of the corporation, for both general and restricted purposes, during the fiscal year;
- (e) Any information required by Section 5 of this Article.

The annual report shall be accompanied by any report thereon of independent accountants, or, if there is no such report, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation.

SECTION 5. ANNUAL STATEMENT OF SPECIFIC TRANSACTIONS

This corporation shall mail or deliver to all directors and any and all members a statement within one hundred and twenty (120) days after the close of its fiscal year which briefly describes the amount and circumstances of any indemnification or transaction of the following kind:

- (a) Any transaction in which the corporation, or its parent or its subsidiary, was a party, and in which either of the following had a direct or indirect material financial interest:

Any director or officer of the corporation, or its parent or its subsidiary (a mere common directorship shall not be considered a material financial interest); or

Any holder of more than ten percent (10%) of the voting power of the corporation, its parent or its subsidiary.

The above statement need only be provided with respect to a transaction during the previous fiscal year involving more than FIFTY THOUSAND DOLLARS (\$50,000) or which was one of a number of transactions with the same person involving, in the aggregate, more than FIFTY THOUSAND DOLLARS (\$50,000).

Similarly, the statement need only be provided with respect to indemnifications or advances aggregating more than TEN THOUSAND DOLLARS (\$10,000) paid during the previous fiscal year to any director or officer, except that no such statement need be made if such indemnification was approved by the members pursuant to Section 5238(e)(2) of the California Nonprofit Public Benefit Corporation Law.

Any statement required by this Section shall briefly describe the names of the interested persons involved in such transactions stating each person's relationship to the corporation, the nature of such person's interest in the transaction and, where practical, the amount of such interest, provided that in the case of a transaction with a partnership of which such person is a partner, only the interest of the partnership need to be stated.

ARTICLE 8
FISCAL YEAR

SECTION 1. FISCAL YEAR OF THE CORPORATION

The fiscal year of the corporation shall begin on the first day in July and end on the last day of June in each year.

ARTICLE 9
AMENDMENT OF BYLAWS

SECTION 1. AMENDMENT

Subject to any provision of law applicable to the amendment of Bylaws of public benefit nonprofit corporation, these Bylaws, or any of them, may be altered, amended, or repealed and new Bylaws adopted by a 2/3 vote of the Board members present and voting at the meeting which changes are considered, except that no amendment shall change any provisions of the charter that created the Downtown College Prep charter schools.

ARTICLE 10
AMENDMENT OF ARTICLES

SECTION 1. AMENDMENT OF ARTICLES BEFORE ADMISSION OF MEMBERS

Any amendment of the Articles of Incorporation may be adopted by approval of the Board of Directors.

SECTION 2. CERTAIN AMENDMENTS

Notwithstanding the above Sections of this Article, this corporation shall not amend its Articles of Incorporation to alter any statement which appears in the original Articles of Incorporation of the names and addresses of the first directors of this corporation, nor the name and address of its initial agent, except to correct an error in such statement or to delete such statement after the corporation has filed a "Statement by a Domestic Non-Profit Corporation" pursuant to Section 6210 of the California Nonprofit Corporation Law.

ARTICLE 11
PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS

SECTION 1. PROHIBITION AGAINST SHARING CORPORATE PROFITS AND ASSETS

No member, director, officer, employee, or other person connected with this corporation, or any private individual, shall receive at any time any of the net earning or pecuniary profit from the operations of the corporation, provided, however, that this provision shall not prevent payment to any such person of reasonable compensation for services performed for the corporation in effecting any of its public or charitable purposes, provided that such compensation is otherwise permitted by

these Bylaws and is fixed by resolution of the Board of Directors; and no such person or persons shall be entitled to share in the distribution of, and shall not receive, any of the corporate assets on dissolution of the corporation. All members, if any, of the corporation shall be deemed to have expressly consented and agreed that on such dissolution or winding up of the affairs of the corporation, whether voluntarily, the assets of the corporation, after all debts have been satisfied, shall be distributed as required by the Articles of Incorporation of this corporation and not otherwise.

ARTICLE 12
MEMBERS

SECTION 1. DETERMINATION OF MEMBERS

Any action which would otherwise, under law or the provisions of the Articles of Incorporation or Bylaws of this corporation, require approval by a majority of all members or approval by the members, shall only require the approval of the Board of Directors.

CERTIFICATE

This is to certify that the foregoing is a true and correct copy of the Bylaws of the corporation named in the thereto and that such Bylaws were duly adopted by the Board of Directors of said corporation.

Dated: _____

Secretary of the Board of Directors

A0672804



State of California
Secretary of State

I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

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



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

FEB 11 2008

Handwritten signature of Debra Bowen in cursive script.

DEBRA BOWEN
Secretary of State

A0672804

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

**CERTIFICATE OF AMENDMENT OF
ARTICLES OF INCORPORATION**

FEB 11 2008

The undersigned certify that:

1. They are the President and the Secretary of **Across the Bridge Foundation**, a California nonprofit public benefit corporation.
2. Article Two of the Articles of Incorporation of this corporation is amended to read as follows:

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

3. The foregoing amendment of the Articles of Incorporation has been duly approved by the Board of Directors.
4. The foregoing amendment of the Articles of Incorporation has been duly approved by the required vote of the members.

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

DATE: 2/7/08

Stephanie Puentes
NAME: President, **STEPHANIE PUENTES**

DATE: 2/4/08

[Signature]
NAME: Secretary, **DAVE BROWN**





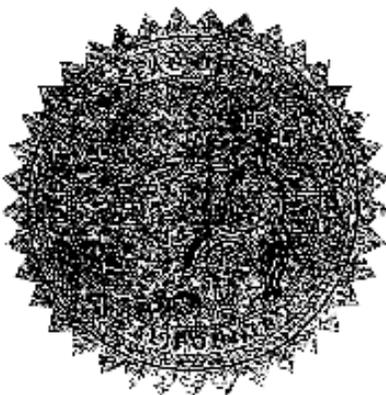
SECRETARY OF STATE

I, *BILL JONES*, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

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

MAY 12 1999



Bill Jones

Secretary of State

2163214

ENDORSED - FILED
IN THE OFFICE OF THE
SECRETARY OF STATE
OF THE STATE OF CALIFORNIA

MAY -4 1999

BILL JONES, SECRETARY OF STATE

ARTICLES OF INCORPORATION

ONE: The name of this corporation is Across the Bridge Foundation.

TWO: This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes. The specific purposes for which this corporation is organized are to provide educational programs and services for the downtown San Jose community.

THREE: The name and address in the State of California of this corporation's initial agent for service of process is Greg Lippman, 25203 Randail Way, Carmel, CA 93923.

FOUR: (a) This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501 (c) (3) of the Internal Revenue Code.

(b) Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under Section 501 (c) (3) of the Internal Revenue Code or (2) by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

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

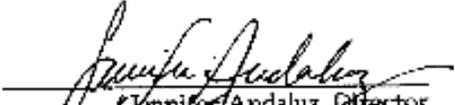
FIVE: The names and addresses of the persons appointed to act as the initial Directors of this corporation are:

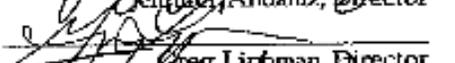
Name	Address
Jennifer Andaluz	21529 Old Mine Rd. Los Gatos, CA 95033
Greg Lippman	25203 Randall Way Carmel, CA 93923
Jim Henderson	170 F Alamo Plaza #174 Alamo, CA 94507
Raghu Agarwal	Department of Mechanical and Aerospace Engineering, San Jose State University, One Washington Sq. San Jose, CA 95119
James Rucker	Imana, Inc. 480 Portrero St. San Francisco, Ca 94110

SIX: The property of this corporation is irrevocably dedicated to charitable purposes and no part of the net income of assets of the organization shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person.

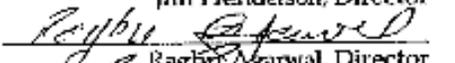
On the dissolution or winding up of the corporation, its assets remaining after payment of, or provision for payment of, all debts and liabilities of this corporation, shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable purposes and which has established its tax exempt status under Section 501(c)(3) of the Internal Revenue Code.

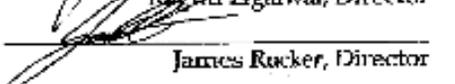
Date: February 26, 1999


Jennifer Andaluz, Director


Greg Lippman, Director

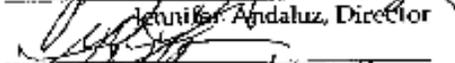

Jim Henderson, Director


Raghu Agarwal, Director


James Rucker, Director

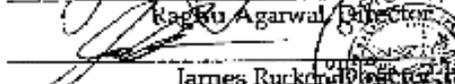
We, the above-mentioned initial directors of this corporation, hereby declare that we are the person executed the foregoing Articles of Incorporation, which execution is our act and deed.


Jennifer Andaluz, Director


Greg Lippman, Director


Jim Henderson, Director


Raghu Agarwal, Director


James Rucker, Director



INTERNAL REVENUE SERVICE
P. O. BOX 2500
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: MAR 23 2004

ACROSS THE BRIDGE FOUNDATION
355 W SAN FERNANDO ST
SAN JOSE, CA 95110-0000

Employer Identification Number:
77-0517240
DLN:
17053059763004
Contact Person:
ADAM R STANDEN ID# 31124
Contact Telephone Number:
(877) 829-5500
Public Charity Status:
170(b) (1) (A) (vi)

Dear Applicant:

Our letter dated December 1999, stated you would be exempt from Federal income tax under section 501(c) (3) of the Internal Revenue Code, and you would be treated as a public charity during an advance ruling period.

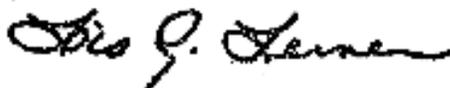
Based on our records and on the information you submitted, we are pleased to confirm that you are exempt under section 501(c) (3) of the Code, and you are classified as a public charity under the Code section listed in the heading of this letter.

Publication 557, Tax-Exempt Status for Your Organization, provides detailed information about your rights and responsibilities as an exempt organization. You may request a copy by calling the toll-free number for forms, (800) 829-3676. Information is also available on our Internet Web Site at www.irs.gov.

If you have general questions about exempt organizations, please call our toll-free number shown in the heading between 8:00 a.m. - 6:30 p.m. Eastern time.

Please keep this letter in your permanent records.

Sincerely yours,



Lois G. Lerner
Director, Exempt Organizations
Rulings and Agreements

Letter 1050 (00/CG)

Appendix N: Annotated Budget and Assumptions

The Downtown College Prep financial statements include a 3-year pro-forma annual budget (see Appendix O) and three-year monthly cash flow statement (see Appendix P). For accounting purposes, the status of charter schools in California has not yet been authoritatively decided. Charter schools may ultimately be considered either public schools or non-profit organizations. The California Department of Education’s most recent advisories allow charter schools to follow accounting standards from either the Governmental Accounting Standards Board (GASB) or the Financial Accounting Standards Board (FASB) if the school or its parent agency is a non-profit. Downtown College Prep anticipates utilizing FASB standards but reserves the right to re-evaluate or change to GASB upon clarification or change in law in order to conform with legal standards.

Students

The number of students enrolled and their demographics drive the amount of revenue Downtown College Prep can expect to obtain. Downtown College Prep anticipates recruiting a large percentage of its students from the Alum Rock area. For this reason, Downtown College Prep has based its student demographic assumptions on those of the Alum Rock community, which would be the primary feeder district, as well as census data for the Alum Rock zip codes. Using these references, Downtown College Prep assumes that 90% of its enrollment will be eligible for Free and Reduced Lunch (“FRL”), 56% of its students will be English Learners (“EL”), and 13% of its students will be at or below the federal poverty line. The following tables show our projected enrollment by various demographics.

<u>Projected Total Enrollment By Grade Level Group</u>	<u>Year 1: 2010-11</u>	<u>Year 2: 2011-12</u>	<u>Year 3: 2012-13</u>
Grades 4-6	100	100	100
Grades 7-8	-	100	190
Grades 9-12	-	-	-
Total Projected Enrollment	100	200	290

<u>Projected Demographics</u>	<u>Year 1: 2010-11</u>	<u>Year 2: 2011-12</u>	<u>Year 3: 2012-13</u>
Free/Reduced Lunch (90% of enrollment)	90	180	261
English Learner (56% of enrollment)	56	112	162
Poverty Count (13% of enrollment)	13	26	37

Average Daily Attendance

The Average Daily Attendance (“ADA”) is the aggregate attendance of a school during a reporting period (normally a school year) divided by the number of days school is in session during this period. Downtown College Prep will assume a 96% attendance rate for its students. This compares to the 96% attendance rate currently experienced by Downtown College Prep. ADA is used to calculate most revenue sources. The table below identifies the projected ADA by grade level group and by year.

<u>Projected ADA</u> <u>By Grade Level Group</u>	<u>Year 1: 2010-11</u>	<u>Year 2: 2011-12</u>	<u>Year 3: 2012-13</u>
Grades 4-6	96	96	96
Grades 7-8	-	96	182
Grades 9-12	-	-	-
Total Projected ADA	96	192	278

Downtown College Prep has a recruitment vehicle in place to ensure that ADA does not fall significantly below its projected amount due to mid-year student attrition. At periodic intervals throughout the year, when more than five students have voluntarily left the Downtown College Prep program, Downtown College Prep will recruit new students – either from its anticipated wait list or through active recruitment. These new students will be enrolled at the same time, at which point they will begin a week-long mini-Summerbridge, managed by the administrators, that will be run concurrently with their regular class load to acculturate to the Downtown College Prep program.

End-of-year attrition will be replenished through the usual spring and summer recruitment process for grades six and seven. However, starting with the eight grade, Downtown College Prep expects a 10% attrition that will not be replenished.

Revenues

Sources for charter school revenue include public revenues (both state and federal) as well as local private funding sources. At the outset, dependence on some private funding sources is necessary to offset start-up costs. However, it is the goal of Downtown College Prep to be exclusively operated on public revenues by year two.

Public Revenues

The table below summarizes Downtown College Prep’s projected public revenues

<u>Projected Public Revenue Source</u>	<u>Year 1:</u> <u>2010-11</u>	<u>Year 2:</u> <u>2011-12</u>	<u>Year 3:</u> <u>2012-13</u>
General Purpose State Aid	\$159,293	\$323,136	\$470,595
In Lieu	371,683	753,984	1,098,055
Categorical Block Grant	38,400	76,800	111,360
Lottery	13,152	26,304	38,141
PCSGP P&I Grant	200,000	150,000	-
SB740	-	72,000	144,000
Other State Revenue (EIA, Supplemental)	105,502	261,014	359,088
Federal Revenue	45,000	90,000	130,500
Total Public Revenue	\$933,030	\$1,753,238	\$2,351,739

General Purpose Block Grant

The General Purpose Block Grant (“GPBG”) is the largest source of revenue for Downtown College Prep. The GPBG is calculated based on student ADA and provides a set amount per pupil, per grade level grouping. GPBG provides different funding levels for different blocks of grade levels: K-3, 4-6, 7-8, and 9-12. Since Downtown College Prep serves students in grades 6 through 12, only the

latter three funding levels will be addressed with the last level not addressed until Downtown College Prep enrolls the first group of ninth graders in year four.

Every charter school in California is eligible to receive public funding for each student, as expressed in terms of ADA, based on the grade level of the student. These block grant funding amounts, as well as other state revenues for charter schools, are set annually by the State during the legislative process and are incorporated in the State budget each summer. Funding amounts are typically scaled based on a Cost of Living Allowance (“COLA”). However, given the current economic conditions we have elected to eliminate the COLA. The assumptions below, for the California Charter School General Purpose Block Grant Allocations, come from numbers projected by the Charter School Development Center (“CSDC”) and the California Charter School Association (“CCSA”).

<u><i>Projected COLA and CA Charter School General Purpose Block Grant Allocations</i></u>	<u><i>Year 1: 2010-11</i></u>	<u><i>Year 2: 2011-12</i></u>	<u><i>Year 3: 2012-13</i></u>
COLA	0%	0%	0%
Revenue: Grades 4-6	\$5,531	\$5,531	\$5,531
Revenue: Grades 7-8	5,689	5,689	5,689
Revenue: Grades 9-12	6,601	6,601	6,601

Downtown College Prep expects the 2010-11 per unit GPBG will be modified before it is finalized in next year’s state budget deliberations, and Downtown College Prep will revise that amount in its budget accordingly. GPBG funds are provided and distributed through the sponsor district, East Side Union High School District, from local property taxes. If local property taxes are insufficient to pay the total, the balance is paid by the State. Similar to Downtown College Prep (SJUSD), it is projected that the local property tax base will provide approximately 70% of the above amounts per student, and the state budget will make up the difference.

State General Purpose Categorical Block Grant

Categorical funding per ADA is additional block grant funding based upon an annual State Budget funding allocation. The categorical block grant funding is in addition to the GPBG funding, is an accumulation of funding for each charter school student from multiple special purpose funds combined into one allocation, and is subject to the same COLA as assumed above. The assumptions for this categorical funding have been obtained from CCSA and are shown in the table below.

<u><i>CA Charter School Categorical Block Grant Allocations</i></u>	<u><i>Year 1: 2010-11</i></u>	<u><i>Year 2: 2011-12</i></u>	<u><i>Year 3: 2012-13</i></u>
Revenue per student	\$400	\$400	\$400

Lottery

CSDC projects a total per-student allocation of approximately \$137 per year. Funding is based on ADA and is not subject to COLA. These funds are available for start-up schools, but for cash flow purposes are not funded until year 2.

California Public Charter Schools Grant Program Planning & Implementation Grant

Downtown College Prep will apply for this state grant intended to support charter schools during their start-up years. The maximum award for site based schools that are not a conversion,

reconfiguration, or restructure of an existing traditional public school in Program Improvement years 4 or 5 and who will enroll 100 or more students is \$600,000. This amount is distributed across three years as follows: \$250,000 for the planning year, \$200,000 for implementation year 1, and \$150,000 for implementation year 2. The \$250,000 for the planning year (Year 0) will be used to pay for costs incurred during development of the new school.

SB740

Senate Bill 740 is a non-competitive funding opportunity to assist in the reimbursement of facility costs incurred by Charter Schools for lease/rent (not mortgage) and/or tenant improvements. For Downtown College Prep to be eligible for these funds, 70% or more of its student population must be eligible for Free/Reduced lunch. Given the local demographics, Downtown College Prep expects to meet or exceed this benchmark. The formula is \$750 for every student from the previous year’s ADA. The table below shows Downtown College Prep’s projected revenue from this source.

<i>Projected SB740 Revenue Totals</i>	<i>Year 1: 2010-11</i>	<i>Year 2: 2011-12</i>	<i>Year 3: 2012-13</i>
Total ADA	96	192	278
Revenue per student (previous year)	\$750	\$750	\$750
Total SB740 Revenue	\$0	\$72,000	\$144,000

Other State Revenue

Downtown College Prep projects to obtain additional state revenue from primarily two sources: Economic Impact Aid and Supplemental Instruction.

Economic Impact Aid

In lieu of Economic Impact Aid (“EIA”) is based on the number of students enrolled who are English Learners (“EL”) and/or are designated as economically disadvantaged (“ED”). Currently, the number of ED students in a charter school will equal the number of students aged five through seventeen who are living in families whose annual household income is at or below the federal poverty level. The number of students who currently qualify for EIA is determined by the sum of: (1) the number of ED students, (2) the number of EL students, and, if the sum of ED and EL exceeds fifty percent of total enrollment, (3) half of the difference between that sum and fifty percent of total enrollment. Using the demographic assumptions above for ED (13%) and EL (56%), this yields an initial sum of 69%. Since this number is 19% greater than fifty percent, adding half of that difference to 69% results in a total of 78% of students who qualify for EIA.

CCSA currently estimates the statewide average per EIA-eligible student funding to be in the range of \$318 per EIA-eligible student. The table below shows how Downtown College Prep projects total EIA funding to be calculated.

<i>Projected EIA Revenue Totals</i>	<i>Year 1: 2010-11</i>	<i>Year 2: 2011-12</i>	<i>Year 3: 2012-13</i>
Total Enrollment	100	200	290
EIA-Eligible (56%+13%+9%)	78	156	226
Revenue per EIA-Eligible	\$318	\$318	\$318
Total EIA Revenue	\$24,804	\$49,608	\$71,868

Supplemental Instruction

The California Department of Education (“CDE”) states that all supplemental instruction (“SI”) programs may be offered before or after the regular school day, on Saturdays, during intersessions, or during summer sessions. Although the Downtown College Prep program does not project to receive SI funds for Saturdays or intersessions, Downtown College Prep projects that SI revenues will be leveraged to fund the extended school day and the summer programs.

All SI programs are reimbursed by the State of California on an hourly rate basis, *not* on an ADA basis. CCSA reports the hourly reimbursement rate for all SI programs to be \$3.47 per pupil per hour of instruction.

Extended School Day

The Downtown College Prep instructional program exceeds the state minimum requirement for instructional minutes (please see Bell Schedules and Academic Calendar in Part II of this document). However, Downtown College Prep’s tutorial program is not counted towards instructional minutes and extends the Downtown College Prep day by 45 minutes on Wednesdays and by 90 minutes on every other day for grades 6 through 8. The table below illustrates how anticipated revenues for tutorial are projected. The number of Wednesdays and other days are estimated based on prior year calendars. The deficit factor of 96% is consistent with what is expected for ADA.

<i>Projected Extended Day Revenue Totals</i>	<i>Year 1: 2010-11</i>	<i>Year 2: 2011-12</i>	<i>Year 3: 2012-13</i>
Number of Days			
M,T,TH,F	143	143	143
Wednesdays	37	37	37
Extended Minutes Per Day (Grades 6-8)			
M,T,TH,F	90	90	90
Wednesdays	45	45	45
Extended Minutes Per Day (Grades 9-12)			
M,T,TH,F	-	-	-
Wednesdays	-	-	-
Enrollment			
Grades 6-8	100	200	290
Grades 9-12	-	-	-
Total Hours	24,225	48,450	70,252.5
Hourly Revenue Per Student	\$3.47	\$3.47	\$3.47
Deficit Factor	96%	96%	96%
Total Extended Day Revenue	\$80,698	\$161,397	\$234,025

Summerbridge

Downtown College Prep’s Summerbridge program is a five-week culture-building program that all entering Downtown College Prep sixth graders will be required to attend for six hours each day.

The 93% deficit factor comes from Summerbridge attendance rates at Downtown College Prep. Expected revenues from the Summerbridge program are calculated on the table below and are not available for start-up schools until year 2.

<i>Projected Summerbridge Revenue Totals</i>	<i>Year 1: 2010-11</i>	<i>Year 2: 2011-12</i>	<i>Year 3: 2012-13</i>
Expected Total Enrollment	100	100	100
Number of Days	24	24	24
Hours Per Day	6	6	6
Hourly Revenue Per Student	\$0	\$3.47	\$3.47
Deficit Factor	93%	93%	93%
Total Summerbridge Revenue	\$0	\$46,470	\$46,470

Summer School

Despite the extended day and the extensive support that the DCP program provides, because of the high standards Downtown College Prep also hold all students to, it has been the experience that approximately twenty percent of Downtown College Prep students in each subject require another chance over the summer to meet the standard and be promoted to the next grade level. Downtown College Prep has historically experienced an 85% attendance rate for summer school. Summer school will be provided to all grade levels for English and Math; additional subject areas may be added as necessary. (Please refer to Downtown College Prep's promotion policies in Part III - Measurable Student Outcomes and Other Uses of Data).

Assumptions on the table below calculate projected revenue from summer school. Please note that using a July-to-June fiscal-year calendar Downtown College Prep does not anticipate any summer school revenues until the summer that starts year two. Therefore, summer school enrollment is assumed as a percentage of the previous year's enrollment.

<i>Projected Summer School Revenue Totals</i>	<i>Year 1: 2010-11</i>	<i>Year 2: 2011-12</i>	<i>Year 3: 2012-13</i>
<i>Total Enrollment (Grades 6-12)</i>	100	200	290
Summer School Enrollment (English)	-	20	38
Summer School Enrollment (Math)	-	20	38
<i>Total Enrollment (Grades 8-12)</i>	-	-	90
Summer School Enrollment (Other)	-	-	-
Days of Summer School	-	24	24
Hours Per Day	-	2.5	2.5
Hourly Revenue Per Student	-	\$3.47	\$3.47
Deficit Factor	-	85%	85%
Total Summer School Revenue	-	\$3,539	\$6,725

Federal Revenues

Title I

Title I funding, at this time the sole source of federal revenue, is based upon a formula for students qualifying for free and/or reduced meals. The CSDC projects the amount of revenue per qualifying student to be \$500. The table below shows Downtown College Prep's projected revenue from this source.

<i>Projected Title I Revenue Totals</i>	<i>Year 1: 2010-11</i>	<i>Year 2: 2011-12</i>	<i>Year 3: 2012-13</i>
Total Enrollment	100	200	290
Eligible for FRL (90%)	90	180	261
Revenue Per Eligible Student	\$500	\$500	\$500
Total Title I Revenue	\$45,000	\$90,000	\$130,500

Expenses

Start-up:

The start-up costs associated with developing Downtown College Prep include personnel and program expenses dedicated to the following efforts:

1. Cultivating interest in the mission and model of Downtown College Prep within the Alum Rock community
2. Developing relationships with school district and community leaders
3. Development of a 6-12 academic program modeled after the mission, core values, and success of Downtown College Prep
4. Facility search and identification
5. Teacher and staff recruitment
6. Student recruitment
7. Leadership development for school Principal

These start-up activities have been funded by Downtown College Prep Business Services. It is expected that the California Public Charter Schools Planning and Implementation grant will cover some of the costs associated with the start-up of Downtown College Prep.

Years 1-3:

Summary of Projected Expenditures

<i>Projected Expenditures</i>	<i>Year 1: 2010-11</i>	<i>Year 2: 2011-12</i>	<i>Year 3: 2012-13</i>
1000 - Certificated Salaries	\$388,500	\$737,560	\$1,039,480
2000 - Classified Salaries	\$54,722	\$54,722	\$89,042
3000 - Employee Benefits(includes Prof Dev)	\$86,696	\$156,302	\$229,966
4000 - Books and Supplies	\$128,482	\$165,774	\$203,554
5000 - Services and Operational Expenses	\$306,763	\$600,570	\$883,974
6000 - Capital Outlay	\$27,660	\$30,160	\$40,993
7000 – Other Expenses	\$0	\$0	\$0
Total Expenditures	\$992,823	\$1,745,088	\$2,487,009

Salaries and Employee Benefits

In order to attract and retain high-quality and well-trained teachers, Downtown College Prep must have a salary schedule that is competitive relative to local districts. To achieve this, Downtown College Prep projects to allot approximately 54% of its expenses to compensation. “Compensation” includes the salary costs of all staff, including those who work full time, part time, and as substitute employees. “Compensation” does not include the pro-rata share of salaries of those individuals listed as founding members who are not employed directly by the new Downtown College Prep campus but are employed primarily by Downtown College Prep Business Services. Compensation also includes all staff benefits including Social Security, state teachers’ retirement, health benefits, and workers compensation.

Certificated Employees

Downtown College Prep staffing assumptions are based upon enrollment projections as well as the age of the students. Downtown College Prep’s initial enrollment of 100 students will be divided into four classes of twenty-five students each. Middle school classes will remain that size. Over the years, as the program rolls out and as students develop more academic independence, the average size of the high school classes will increase with the grade level culminating with twelfth grade average class size projections of 33 students.

New teachers will be expected to teach Summerbridge as a means of acculturating new employees as well as students. Summerbridge teachers receive stipends for their summer work. The director of Summerbridge is an administrator (the Principal for the start-up years) for whom this responsibility is part of his/her expected duties and will receive no additional stipend.

Summer school will not be in effect until the second summer of the Downtown College Prep program. Stipends are available for as many teachers as are needed.

For the first two years of its existence, while its population is not large enough to sustain its own position, Downtown College Prep will employ part-time Special Education staff. In year three, when the population of the new school expands, Downtown College Prep will hire its own full-time Special Education specialist for that campus.

In terms of administrators, the school will start with a Principal. In year 2, when the student population doubles a second administrative position, the Academic Dean, will be added.

The table below shows the projected number of positions of certificated employees for years one through three.

<u><i>Projected Certificated Staffing Positions</i></u>	<u><i>Year 1: 2010-11</i></u>	<u><i>Year 2: 2011-12</i></u>	<u><i>Year 3: 2012-13</i></u>
Teachers (includes Special Education)	4.4	8.4	13.0
Summerbridge Teachers	4.0	4.0	4.0
Summer School Teachers	-	2.0	3.0
Principal	1.0	1.0	1.0
Academic Dean	-	1.0	1.0

Teacher and Administrative Salaries

In order to be competitive, Downtown College Prep projects an average teacher salary of \$58,415. Salaries of administrative positions and summer stipends are based on those currently in place at Downtown College Prep (SCUSD).

<u><i>Projected Salary Per Certificated Staffing Position</i></u>	<u><i>Year 1: 2010-11</i></u>	<u><i>Year 2: 2011-12</i></u>	<u><i>Year 3: 2012-13</i></u>
Teachers	\$58,415	\$58,415	\$58,415
Summerbridge Teachers	\$5,000	\$5,000	\$5,000
Summer School Teachers	-	\$5,000	\$5,000
Principal	\$80,000	\$84,000	\$88,000
Academic Dean	-	\$69,000	\$73,000

Substitute Teacher Costs

Included in the budget are projections for each full-time teacher to take 6 sick and 3 personal days. Based on Downtown College Prep the current substitute compensation is \$165 per day.

Classified Employees

The position of Office Manager will be the only classified full-time employee Downtown College Prep will hire in year one. Lunch staff is counted as part-time classified. In year 3, a Reception/Secretary position will be added as increased enrollment will put greater demands on the

Office Manager position. All other services, including business services, will be contracted through Downtown College Prep Business Services (see below).

<i>Projected Classified Staffing Positions</i>	<i>Year 1: 2010-11</i>	<i>Year 2: 2011-12</i>	<i>Year 3: 2012-13</i>
Office Manager	1.0	1.0	1.0
Reception/Secretary	-	-	1.0
Lunch Staff	1.0	1.0	2.0

<i>Projected Salary Per Classified Staffing Position</i>	<i>Year 1: 2010-11</i>	<i>Year 2: 2011-12</i>	<i>Year 3: 2012-13</i>
Office Manager	\$36,000	\$36,000	\$36,000
Reception/Secretary	\$36,000	\$36,000	\$36,000
Lunch Staff	\$4,320	\$4,320	\$4,320

Employee Benefits

Most benefits are statutory and are determined by either state or federal mandate and are based on current rate factors. Statutory benefits are cost factors applied to the salary factor. These benefits differ by type of employee: certificated and classified. Downtown College Prep employees participate in State Teachers' Retirement System ("STRS"), Social Security, Medicare, Unemployment and Workers' Compensation. Health benefits are projected at 6% of total salaries, STRS costs are projected at 8.25% of certificated salaries, and Public Employees Retirement System ("PERS") costs are projected at 9.428% of Non-certificated salaries.

<i>Projected Employee Benefits</i>	<i>Year 1: 2010-11</i>	<i>Year 2: 2011-12</i>	<i>Year 3: 2012-13</i>
Health Benefits	\$26,593	\$50,865	\$77,529
STRS	\$32,051	\$60,849	\$85,757
PERS	\$4,752	\$4,752	\$7,580
Medicare and Social Security	\$4,186	\$4,186	\$6,812
Unemployment	\$3,191	\$5,704	\$8,125
Workers Compensation	\$11,923	\$21,946	\$32,163
Total Employee Benefits	\$82,696	\$148,302	\$217,966

Books and Supplies

Downtown College Prep will pay for books and supplies from the Block Grant funds that will be allocated to Downtown College Prep annually. Many of the cost projections are based on current textbook and instructional supply costs and examining the historical purchasing patterns of Downtown College Prep. Downtown College Prep projects textbooks to be updated and replaced every seven years and paperback novels every four years. The various department budgets project a per-student spending of \$120 for textbooks. Other book purchases include projected purchases associated with special education, the College Weeks program, tutorial, and a Silent Sustained Reading library for the English classes.

Materials and Other Supplies expenses are generated in part by a projected per student expenditure of \$94 for all the academic departments, the bulk of which include supplies for science, music, and physical education. Additional expenses include instructional materials associated with Summerbridge, parent education, advisories, a Principal's discretionary fund, an Academic Dean's

discretionary fund (beginning in year 2), materials for student government and assemblies, and common instructional supplies not specific to any department such as copier paper.

Non-Capitalized Equipment primarily includes any costs associated with the facility that are below the limit for capitalization.

Food costs are projected proportionally from what is currently paid for this service at Downtown College Prep.

<i>Books and Supplies Expense Projections</i>	<i>Year 1: 2010-11</i>	<i>Year 2: 2011-12</i>	<i>Year 3: 2012-13</i>
Books	\$12,000	\$24,000	\$34,800
Materials and Supplies	\$19,916	\$40,840	\$60,574
Non Capitalized Equipment	\$80,565	\$74,032	\$72,996
Food	\$16,001	\$26,902	\$35,184
Total	\$128,482	\$165,774	\$203,554

Services and Operational Expenses

Facilities

Facilities assumptions are based on 80 square feet per student. This number is generated from historical space patterns for Downtown College Prep as a compromise between affordability and providing a suitable working environment for students and staff.

Not wishing to change facilities as enrollment increases, Downtown College Prep projects facility expansion by leasing portable classrooms to accommodate projected enrollment. Looking at current commercial real estate lease rates, Downtown College Prep projects a rent of \$1.15 per square foot in the first two years, and \$1.20 in year three. Base rent is assumed to cover land and existing buildings. The projected facility expenses are summarized in the table below.

Facilities: Tenant Improvements

Downtown College Prep anticipates having to perform tenant improvements for the facility it leases. Downtown College Prep has budgeted \$50,000 for tenant improvements in year 1. These expenses will be capitalized.

<i>Projected Facility Assumptions</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>
Projected Enrollment	100	200	290
Projected Occupied Space (in sq. ft.)	8,000	16,000	23,200
Rent (per sq. ft.)	\$1.15	\$1.15	\$1.20
Total Rent	\$110,400	\$220,800	\$334,080
Tenant Improvements	\$50,000		
Number of portables	2	5	8
Ann'l Lease Cost/Portable	\$5,100	\$5,100	\$5,100
Portable Lease Payments	\$10,200	\$25,500	\$40,800
Total Payments	\$170,600	\$246,300	\$374,880

Insurance

Insurance projections are based on amounts paid by Downtown College Prep for liability and umbrella insurance, adjusted proportionally.

Rentals, Leases, Repairs, and Non-capitalized Improvements

These projections include the total facilities payments from the table above, less tenant improvements, which are capitalized, plus lease and repair payments associated with photocopiers. The copier costs are as quoted to Downtown College Prep by the photocopy representative with which Downtown College Prep contracts.

Professional/Consulting Services and Operating Expenses

Business Services

These are the fees that Downtown College Prep will pay to Downtown College Prep Business Services for services that are beyond the scope of daily academic operations. These services include accounting, payroll, legal, human resources, testing and reporting, data analysis, marketing, information technology, fund development, and student information services.

Operating Fees

Summarized on the table below, these are the oversight fees paid to East Side Union High School District and include 1% of total projected public revenue (excluding PCSGP P&I Grant and SB740) plus \$400 per enrolled student to cover encroachment for Special Education services.

<i>Projected Operating Fees</i>	<i>Year 1: 2010-11</i>	<i>Year 2: 2011-12</i>	<i>Year 3: 2012-13</i>
Projected Enrollment	100	200	290
Encroachment Per Student	\$400	\$400	\$400
Total Encroachment	\$40,000	\$80,000	\$116,000
Projected Total Public Revenue	\$733,303	\$1,531,238	\$2,207,739
1% of Projected Total Public Revenue	\$7,330	\$15,312	\$22,077
Total Operating Fees	\$47,330	\$95,312	\$138,077

Other Expenses

Custodial and technology services, contractor fees for substitute teachers, printing, software license and support and recruiting costs are all included in this expense item.

Communications

Costs associated with the necessary wiring for telephones and computer networks are captured in this expense item.

Capital Outlay

Depreciation for capitalized items such as computer equipment, telephone system, food service equipment and tenant improvements.

Appendix O: Three Year Budget

Please see attachment

CHARTER SCHOOL BUDGET

PERIOD COVER: 7.1.10 to 6.30.13

Charter School Name: Downtown College Prep Alum Rock
 CDS#: _____
 Charter Approving Entity: _____
 County: _____
 Charter #: _____

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

- Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438, 4900-9499, and 9660-0669)
 Modified Accrual Basis (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

		2010-11	2011-12	2012-13
Object Code				
A. REVENUES				
1. Revenues Limit Sources				
Charter Schools Gen. Purpose Entitlement - State Aid	8015	\$ 159,293	\$ 323,136	\$ 470,595
Total, Revenue Limit Sources		\$ 159,293	\$ 323,136	\$ 470,595
2. Federal Revenues (see NOTE on last page)				
No Child Left Behind	8290	\$ 45,000	\$ 90,000	\$ 130,500
Total, Federal Revenues		\$ 45,000	\$ 90,000	\$ 130,500
3. Other State Revenues				
Charter Schools Categorical Block Grant	8480	\$ 38,400	\$ 76,800	\$ 111,360
Lottery	8560	13,152	26,304	38,141
All Other State Revenues	8590	305,502	483,014	503,088
Total, Other State Revenues		\$ 357,054	\$ 586,118	\$ 652,589
4. Other Local Revenues				
Transfers from Sponsoring LEAs to Charter Schools				
In Lieu of Property Taxes	8096	\$ 371,683	\$ 753,984	\$ 1,098,055
All Other Local Revenues	8600-8799	250,000	-	-
Total, Local Revenues		\$ 621,683	\$ 753,984	\$ 1,098,055
5. TOTAL REVENUES				
		\$ 1,183,030	\$ 1,753,238	\$ 2,351,739
B. EXPENDITURES				
1. Certificated Salaries				
Teachers' Salaries	1100	\$ 308,500	\$ 584,560	\$ 878,480
Certificated Supervisors' and Administrators' Salaries	1300	80,000	153,000	161,000
Total, Certificated Salaries		\$ 388,500	\$ 737,560	\$ 1,039,480
2. Non-certificated Salaries				
Non-certificated Supervisors' and Administrators' Salaries	2300	\$ 50,402	\$ 50,402	\$ 50,402
Other Non-certificated Salaries	2900	4,320	4,320	38,640
Total, Non-certificated Salaries		\$ 54,722	\$ 54,722	\$ 89,042
3. Employee Benefits				
STRS	3101-3102	\$ 32,051	\$ 60,849	\$ 85,757
PERS	3201-3202	4,752	4,752	7,580
OASDI/Medicare/Alternative	3301-3302	4,186	4,186	6,812
Health and Welfare Benefits	3401-3402	26,593	50,865	77,529
Unemployment Insurance	3501-3502	3,191	5,704	8,125
Workers' Compensation Insurance	3601-3602	11,923	21,946	32,163
Other Employee Benefits	3901-3902	4,000	8,000	12,000
Total, Employee Benefits		\$ 86,696	\$ 156,302	\$ 229,966

CHARTER SCHOOL BUDGET

PERIOD COVER: 7.1.10 to 6.30.13

Charter School Name: Downtown College Prep Alum Rock
 CDS#: _____
 Charter Approving Entity: _____
 County: _____
 Charter #: _____

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

- Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438, 4900-9499, and 9660-0669)
 Modified Accrual Basis (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

	Object Code	2010-11	2011-12	2012-13
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	\$ 12,000	\$ 24,000	\$ 34,800
Material and Supplies	4300	19,916	40,840	60,574
Non-capitalized Equipment	4400	80,565	74,032	72,996
Food	4700	16,001	26,902	35,184
Total, Books and Supplies		\$ 128,482	\$ 165,774	\$ 203,554
5. Services and Other Operating Expenditures				
Travel and Conference	5200	\$ 600	\$ 618	\$ 637
Dues and Memberships	5300	300	600	870
Insurance	5400	10,000	20,000	30,000
Rentals, Leases, Repairs, and Noncap. Improvements	5600	125,040	252,740	383,320
Professional/Consulting Services and Operating Expenditures	5800	164,323	317,977	458,573
Communications	5900	6,500	8,635	10,574
Total, Services and Other Operating Expenditures		\$ 306,763	\$ 600,570	\$ 883,974
6. Capital Outlay				
Depreciation Expense (for accrual basis only)	6900	\$ 27,660	\$ 30,160	\$ 40,993
Total, Capital Outlay		\$ 27,660	\$ 30,160	\$ 40,993
7. Other Outgo				
Debt Services:				
Interest	7438	\$ -	\$ -	\$ -
Principal (for modified accrual basis only)	7439	-	-	-
Total, Other Outgo		\$ -	\$ -	\$ -
8. TOTAL EXPENDITURES		\$ 992,823	\$ 1,745,088	\$ 2,487,009
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		\$ 190,207	\$ 8,150	\$ (135,270)
D. OTHER FINANCING SOURCES/USES				
1. Other Sources	8930-8979		\$ -	\$ -
2. Less: Other Uses	7630-7699			
4. TOTAL OTHER FINANCING SOURCES/USES		\$ -	\$ -	\$ -
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		\$ 190,207	\$ 8,150	\$ (135,270)
F. FUND BALANCE, RESERVES				
1. Beginning Fund Balance				
a. As of July 1	9791	\$ -	\$ 190,207	\$ 198,357
b. Adjustments/Restatements to Beginning Balance	9793, 9795			
c. Adjusted Beginning Balance		-	190,207	198,357
2. Ending Fund Balance, June 30 (E + F1c)		\$ 190,207	\$ 198,357	\$ 63,088
Components of Ending Fund Balance:				
Designated for Economic Uncertainties	9770	\$ 29,785	\$ 52,353	\$ 59,688
Unappropriated Amount	9790	160,422	146,005	3,399
TOTAL COMPONENTS FOR ENDING FUND BALANCE		\$ 190,207	\$ 198,357	\$ 63,088

CHARTER SCHOOL BUDGET

PERIOD COVER: 7.1.10 to 6.30.13

Charter School Name: Downtown College Prep Alum Rock
CDS#: _____
Charter Approving Entity: _____
County: _____
Charter #: _____

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

- Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities objects are 6900, 7438, 4900-9499, and 9660-0669)
 Modified Accrual Basis (Applicable Capital Outlay/Debt Service objects are 6100-6170, 6200-6500, 7438, and 7439)

	Object Code	2010-11	2011-12	2012-13
G. ASSETS				
1. Cash				
In Banks	9120	\$ 149,788	\$ 157,242	\$ 36,915
2. Investments	9150			
3. Accounts Receivable	9200			
4. Due from Grantor government	9290	60,393	161,802	232,260
5. Stores	9320			
6. Prepaid Expenditures (Expenses)	9330			
7. Other Current Assets	9340			
8. Capital Assets (for accrual basis only)	9400-9499	81,040	58,380	49,887
9. TOTAL ASSETS		\$ 291,221	\$ 377,424	\$ 319,062
H. LIABILITIES				
1. Accounts Payable	9500	\$ 101,014	\$ 179,067	\$ 255,975
2. Due to Grantor Government	9590			
3. Current Loans	9640			
4. Deferred Revenue	9650			
5. Long-Term Liabilities (for accrual basis only)	9660-9669			
6. TOTAL LIABILITIES		\$ 101,014	\$ 179,067	\$ 255,975
I. FUND BALANCE				
Ending Fund Balance, June 30 (G9 - H6)		\$ 190,207	\$ 198,357	\$ 63,088
(must agree with Line F2)				

Appendix P: Three Year Cash Flow

Please see attachment

**Downtown College Prep - Alum Rock
Cash Flow Worksheet**

		Prior Yr Pymt	Current Yr Pymt												Total Cash
Beginning Cash Balance		Jul-10	Jul-10	Aug-10	Sep-10	Oct-10	Nov-10	Dec-10	Jan-11	Feb-11	Mar-11	Apr-11	May-11	Jun-11	FY 10-11
REVENUES:	Object Code	\$ -	\$ -	\$ 115,811	\$ 112,624	\$ 172,428	\$ 319,312	\$ 266,196	\$ 304,147	\$ 251,331	\$ 240,962	\$ 231,371	\$ 214,062	\$ 178,752	\$ -
Charter Schools Gen. Purpose Entitlement - State Aid	8015	-	-	-	54,160	-	-	38,230	-	22,301	11,151	11,151	11,151	-	148,142
State Aid - Prior Years	8019	-	-	-	-	-	-	-	-	-	-	-	-	-	-
No Child Left Behind - Federal, Title I	8290	-	-	-	-	-	-	18,000	-	-	18,000	18,000	9,000	45,000	-
Charter Schools Categorical Block Grant - State Lottery - State	8480	-	-	-	13,056	-	-	9,216	-	5,376	2,688	2,688	2,688	-	35,712
All Other State Revenues	8560	-	-	-	-	-	-	-	-	-	-	-	-	-	-
PCSPG P&I Grant	8590	-	-	-	-	200,000	-	-	-	-	-	-	-	-	200,000
SB740 - Reimbursement Application filed in Aug	8590	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other State Revenue (EIA & Supplemental)	8590	-	-	-	35,871	-	-	25,320	-	14,770	7,385	7,385	7,385	-	98,117
In Lieu of Property Taxes	8096	-	-	22,301	44,602	29,735	29,735	29,735	29,735	29,735	52,036	26,018	26,018	26,018	345,665
All Other Local Revenues - Donations	8600-8799	-	250,000	-	-	-	-	-	-	-	-	-	-	-	250,000
TOTAL REVENUES RECEIVED		\$ -	\$ 250,000	\$ 22,301	\$ 147,688	\$ 229,735	\$ 29,735	\$ 120,501	\$ 29,735	\$ 72,182	\$ 73,259	\$ 65,241	\$ 47,241	\$ 35,018	\$ 1,122,637
EXPENSES:															
Certificated Salaries															
Teachers' Salaries	1100				25,708	25,708	25,708	25,708	25,708	25,708	25,708	25,708	25,708	25,708	257,083
Certificated Pupil Support Salaries	1200														
Certificated Supervisors' and Administrators' Salaries	1300				6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	66,667	
Other Certificated Salaries	1900														
Total, Certificated Salaries		\$ -	\$ -	\$ -	\$ 32,375	\$ 32,375	\$ 32,375	\$ 32,375	\$ 32,375	\$ 32,375	\$ 32,375	\$ 32,375	\$ 32,375	\$ 32,375	\$ 323,750
Non-certificated Salaries															
Instructional Aides' Salaries	2100														
Non-certificated Support Salaries	2200														
Non-certificated Supervisors' and Administrators' Salaries	2300				4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	42,002
Clerical and Office Salaries	2400														
Other Non-certificated Salaries	2900				360	360	360	360	360	360	360	360	360	360	3,600
Total, Non-certificated Salaries		\$ -	\$ -	\$ -	\$ 4,560	\$ 4,560	\$ 4,560	\$ 4,560	\$ 4,560	\$ 4,560	\$ 4,560	\$ 4,560	\$ 4,560	\$ 4,560	\$ 45,602
Employee Benefits															
STRS	3101-3102				3,205	3,205	3,205	3,205	3,205	3,205	3,205	3,205	3,205	3,205	32,051
PERS	3201-3202				396	396	396	396	396	396	396	396	396	396	3,960
OASDI/Medicare/Alternative	3301-3302				349	349	349	349	349	349	349	349	349	349	3,488
Health and Welfare Benefits	3401-3402				2,216	2,216	2,216	2,216	2,216	2,216	2,216	2,216	2,216	2,216	22,161
Unemployment Insurance	3501-3502				319	319	319	319	319	319	319	319	319	319	3,191
Workers' Compensation Insurance	3601-3602				994	994	994	994	994	994	994	994	994	994	9,936
Other Employee Benefits	3901-3902				333	333	333	333	333	333	333	333	333	333	3,333
Total, Employee Benefits		\$ -	\$ -	\$ -	\$ 7,812	\$ 7,812	\$ 7,812	\$ 7,812	\$ 7,812	\$ 7,812	\$ 7,812	\$ 7,812	\$ 7,812	\$ 7,812	\$ 78,120
Books and Supplies															
Approved Textbooks and Core Curricula Materials	4100				6,000	667	667	667	667	667	667	667	667	667	12,000
Material and Supplies	4300				1,992	1,992	1,992	1,992	1,992	1,992	1,992	1,992	1,992	996	18,920
Non-capitalized Equipment	4400				8,057	8,057	8,057	8,057	8,057	8,057	8,057	8,057	8,057	4,028	76,537
Food	4700				1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	800	15,201
Total, Books and Supplies		\$ -	\$ -	\$ -	\$ 17,648	\$ 12,315	\$ 12,315	\$ 12,315	\$ 12,315	\$ 12,315	\$ 12,315	\$ 12,315	\$ 12,315	\$ 6,491	\$ 122,658
Services and Other Operating Expenditures															
Travel and Conference	5200										300				600
Dues and Memberships	5300					300	300								300
Insurance	5400				833	833	833	833	833	833	833	833	833	417	9,583
Rentals, Leases, Repairs, and Noncap. Improvement	5600		10,420	10,420	10,420	10,420	10,420	10,420	10,420	10,420	10,420	10,420	10,420	5,210	119,830
Professional/Consulting Services and Operating Exp	5800		13,694	13,694	13,694	13,694	13,694	13,694	13,694	13,694	13,694	13,694	13,694	6,847	157,476
Communications	5900		542	542	542	542	542	542	542	542	542	542	542	271	6,229
Total, Services and Other Operating Expenditures		\$ -	\$ 25,489	\$ 25,489	\$ 25,489	\$ 25,789	\$ 25,789	\$ 25,489	\$ 25,489	\$ 25,489	\$ 25,789	\$ 25,489	\$ 25,489	\$ 12,744	\$ 294,019
Capital Outlay															
Buildings and Improvements of Buildings	6200		108,700												108,700
Depreciation Expense (for accrual basis only)	6900														
Total, Capital Outlay		\$ -	\$ 108,700	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 108,700
Other Outgo															
Tuition to Other Schools	7110-7143														
Transfers of Pass-Through Revenues to Other LEAs	7211-7213														
Transfers of Apportionments to Other LEAs - Special	7221-7223SE														
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO														
All Other Transfers	7280-7299														
Debt Services:															
Interest	7438														
Principal (for modified accrual basis only)	7439														
Total, Other Outgo		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENDITURES PAID		\$ -	\$ 134,189	\$ 25,489	\$ 87,884	\$ 82,851	\$ 82,851	\$ 82,551	\$ 82,551	\$ 82,551	\$ 82,851	\$ 82,551	\$ 82,551	\$ 63,982	\$ 972,849
BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		\$ -	\$ 115,811	\$ (3,188)	\$ 59,804	\$ 146,884	\$ (53,116)	\$ 37,951	\$ (52,816)	\$ (10,369)	\$ (9,591)	\$ (17,309)	\$ (35,309)	\$ (28,964)	\$ 149,788
Other Sources:	8930-8979														
Less: Other Uses	7630-7699														
Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999														
TOTAL OTHER FINANCING SOURCES/USES		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net Cash Position		\$ -	\$ 115,811	\$ (3,188)	\$ 59,804	\$ 146,884	\$ (53,116)	\$ 37,951	\$ (52,816)	\$ (10,369)	\$ (9,591)	\$ (17,309)	\$ (35,309)	\$ (28,964)	\$ 149,788
Cummulative Cash Position		\$ -	\$ 115,811	\$ 112,624	\$ 172,428	\$ 319,312	\$ 266,196	\$ 304,147	\$ 251,331	\$ 240,962	\$ 231,371	\$ 214,062	\$ 178,752	\$ 149,788	\$ 149,788

**Downtown College Prep - Alum Rock
Cash Flow Worksheet**

		Prior Yr Pymt	Current Yr Pymt	Aug-11	Sep-11	Oct-11	Nov-11	Dec-11	Jan-12	Feb-12	Mar-12	Apr-12	May-12	Jun-12	Total Cash FY 11-12
Beginning Cash Balance		\$ 149,788	\$ 178,461	\$ 126,949	\$ 152,833	\$ 139,906	\$ 256,886	\$ 296,157	\$ 319,465	\$ 287,045	\$ 271,810	\$ 273,051	\$ 251,245	\$ 193,440	\$ 149,788
REVENUES:	Object Code														
Charter Schools Gen. Purpose Entitlement - State A	8015	-	19,388	38,776	25,851	25,851	25,851	25,851	25,851	34,252	17,126	17,126	17,126	-	273,050
State Aid - Prior Years	8019	11,151													11,151
No Child Left Behind - Federal, Title I	8290							36,000				36,000		18,000	90,000
Charter Schools Categorical Block Grant - State	8480	2,688	4,608	9,216	6,144	6,144	6,144	6,144	6,144	8,141	4,070	4,070	4,070	-	67,584
Lottery - State	8560							19,728			6,576			6,576	32,880
All Other State Revenues															-
PCSGP P&I Grant	8590					150,000									150,000
SB740 - Reimbursement Application filed in Aug	8590						72,000								72,000
Other State Revenue (EIA & Supplemental)	8590	7,385	15,661	31,322	20,881	20,881	20,881	20,881	20,881	27,667	13,834	13,834	13,834	-	227,942
In Lieu of Property Taxes	8096	26,018	-	45,239	90,478	60,319	60,319	60,319	60,319	60,319	105,558	52,779	52,779	52,779	727,223
All Other Local Revenues - Donations	8600-8799														-
TOTAL REVENUES RECEIVED		\$ 47,241	\$ 39,657	\$ 124,553	\$ 143,354	\$ 263,195	\$ 185,195	\$ 168,923	\$ 113,195	\$ 130,379	\$ 147,164	\$ 123,809	\$ 87,809	\$ 77,355	\$ 1,651,829
EXPENSES:															
Certificated Salaries															
Teachers' Salaries	1100		25,708	25,708	48,713	48,713	48,713	48,713	48,713	48,713	48,713	48,713	48,713	48,713	538,550
Certificated Pupil Support Salaries	1200														
Certificated Supervisors' and Administrators' Salaries	1300		6,667	6,667	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	12,750	140,833
Other Certificated Salaries	1900														
Total, Certificated Salaries		\$ -	\$ 32,375	\$ 32,375	\$ 61,463	\$ 61,463	\$ 61,463	\$ 61,463	\$ 61,463	\$ 61,463	\$ 61,463	\$ 61,463	\$ 61,463	\$ 61,463	\$ 679,383
Non-certificated Salaries															
Instructional Aides' Salaries	2100														
Non-certificated Support Salaries	2200														
Non-certificated Supervisors' and Administrators' Salaries	2300		4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	50,402
Clerical and Office Salaries	2400														
Other Non-certificated Salaries	2900		360	360	360	360	360	360	360	360	360	360	360	360	4,320
Total, Non-certificated Salaries		\$ -	\$ 4,560	\$ 4,560	\$ 4,560	\$ 4,560	\$ 4,560	\$ 4,560	\$ 4,560	\$ 4,560	\$ 4,560	\$ 4,560	\$ 4,560	\$ 4,560	\$ 54,722
Employee Benefits															
STRS	3101-3102				6,085	6,085	6,085	6,085	6,085	6,085	6,085	6,085	6,085	6,085	60,849
PERS	3201-3202		396	396	396	396	396	396	396	396	396	396	396	396	4,752
OASDI/Medicare/Alternative	3301-3302		349	349	349	349	349	349	349	349	349	349	349	349	4,186
Health and Welfare Benefits	3401-3402		2,216	2,216	4,239	4,239	4,239	4,239	4,239	4,239	4,239	4,239	4,239	4,239	46,820
Unemployment Insurance	3501-3502				570	570	570	570	570	570	570	570	570	570	5,704
Workers' Compensation Insurance	3601-3602		994	994	1,829	1,829	1,829	1,829	1,829	1,829	1,829	1,829	1,829	1,829	20,276
Other Employee Benefits	3901-3902		333	333	667	667	667	667	667	667	667	667	667	667	7,333
Total, Employee Benefits		\$ -	\$ 4,288	\$ 4,288	\$ 14,134	\$ 14,134	\$ 14,134	\$ 14,134	\$ 14,134	\$ 14,134	\$ 14,134	\$ 14,134	\$ 14,134	\$ 14,134	\$ 149,920
Books and Supplies															
Approved Textbooks and Core Curricula Materials	4100				12,000	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	24,000
Material and Supplies	4300		996		4,084	4,084	4,084	4,084	4,084	4,084	4,084	4,084	4,084	2,042	39,794
Non-capitalized Equipment	4400		4,028		7,403	7,403	7,403	7,403	7,403	7,403	7,403	7,403	7,403	3,702	74,358
Food	4700		800		2,690	2,690	2,690	2,690	2,690	2,690	2,690	2,690	2,690	1,345	26,357
Total, Books and Supplies		\$ 5,824	\$ -	\$ -	\$ 26,177	\$ 15,511	\$ 15,511	\$ 15,511	\$ 15,511	\$ 15,511	\$ 15,511	\$ 15,511	\$ 15,511	\$ 8,422	\$ 164,509
Services and Other Operating Expenditures															
Travel and Conference	5200						309					309			618
Dues and Memberships	5300					600									600
Insurance	5400		417	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	833	19,583
Rentals, Leases, Repairs, and Noncap. Improvement	5600		5,210	21,062	21,062	21,062	21,062	21,062	21,062	21,062	21,062	21,062	21,062	10,531	247,419
Professional/Consulting Services and Operating Exp	5800		6,847	26,498	26,498	26,498	26,498	26,498	26,498	26,498	26,498	26,498	26,498	13,249	311,575
Communications	5900		271	720	720	720	720	720	720	720	720	720	720	360	8,546
Total, Services and Other Operating Expenditures		\$ 12,744	\$ 49,946	\$ 49,946	\$ 49,946	\$ 50,546	\$ 50,255	\$ 49,946	\$ 49,946	\$ 49,946	\$ 50,255	\$ 49,946	\$ 49,946	\$ 24,973	\$ 588,341
Capital Outlay															
Buildings and Improvements of Buildings	6200			7,500											7,500
Depreciation Expense (for accrual basis only)	6900														
Total, Capital Outlay		\$ -	\$ -	\$ 7,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,500
Other Outgo															
Tuition to Other Schools	7110-7143														
Transfers of Pass-Through Revenues to Other LEAs	7211-7213														
Transfers of Apportionments to Other LEAs - Special	7221-7223SE														
Transfer of Apportionments to Other LEAs - All Other	7221-7223AO														
All Other Transfers	7280-7299														
Debt Services:															
Interest	7438		-	-	-	-	-	-	-	-	-	-	-	-	-
Principal (for modified accrual basis only)	7439		-	-	-	-	-	-	-	-	-	-	-	-	-
Total, Other Outgo		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENDITURES PAID		\$ 18,568	\$ 91,169	\$ 98,669	\$ 156,281	\$ 146,215	\$ 145,924	\$ 145,615	\$ 145,615	\$ 145,615	\$ 145,924	\$ 145,615	\$ 145,615	\$ 113,553	\$ 1,644,375
BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		\$ 28,673	\$ (51,512)	\$ 25,884	\$ (12,927)	\$ 116,980	\$ 39,271	\$ 23,308	\$ (32,420)	\$ (15,235)	\$ 1,241	\$ (21,805)	\$ (57,805)	\$ (36,198)	\$ 7,454
Other Sources:	8930-8979														
Less: Other Uses	7630-7699														
Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999														
TOTAL OTHER FINANCING SOURCES/USES		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net Cash Position		\$ 28,673	\$ (51,512)	\$ 25,884	\$ (12,927)	\$ 116,980	\$ 39,271	\$ 23,308	\$ (32,420)	\$ (15,235)	\$ 1,241	\$ (21,805)	\$ (57,805)	\$ (36,198)	\$ 7,454
Cummulative Cash Position		\$ 178,461	\$ 126,949	\$ 152,833	\$ 139,906	\$ 256,886	\$ 296,157	\$ 319,465	\$ 287,045	\$ 271,810	\$ 273,051	\$ 251,245	\$ 193,440	\$ 157,242	\$ 157,242

**Downtown College Prep - Alum Rock
Cash Flow Worksheet**

		Prior Yr Pymt Jul-12	Current Yr Pymt Jul-12	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	Jun-13	Total Cash FY 12-13
REVENUES:															
Beginning Cash Balance	Object Code	\$ 157,242	\$ 280,406	\$ 189,828	\$ 189,095	\$ 180,134	\$ 135,272	\$ 234,962	\$ 252,705	\$ 208,713	\$ 189,188	\$ 194,889	\$ 166,709	\$ 86,328	\$ 157,242
Charter Schools Gen. Purpose Entitlement - State Aid	8015	-	28,236	56,471	37,648	37,648	37,648	37,648	37,648	49,883	24,942	24,942	24,942	-	397,653
State Aid - Prior Years	8019	50,086													50,086
No Child Left Behind - Federal, Title I	8290							52,200				52,200		26,100	130,500
Charter Schools Categorical Block Grant - State Lottery - State	8480	11,904	6,682	13,363	8,909	8,909	8,909	8,909	8,909	11,804	5,902	5,902	5,902	-	106,003
All Other State Revenues	8560				6,576			9,535			9,535			9,535	35,182
PCSGP P&I Grant	8590														-
SB740 - Reimbursement Application filed in Aug	8590						144,000								144,000
Other State Revenue (EIA & Supplemental)	8590	40,457		43,091	28,727	28,727	28,727	28,727	28,727	38,063	19,032	19,032	19,032	-	343,886
In Lieu of Property Taxes	8096	52,779	-	65,883	131,767	87,844	87,844	87,844	87,844	87,844	153,728	76,864	76,864	76,864	1,073,970
All Other Local Revenues - Donations	8600-8799														-
TOTAL REVENUES RECEIVED		\$ 155,226	\$ 56,463	\$ 178,808	\$ 213,626	\$ 163,128	\$ 307,128	\$ 224,863	\$ 163,128	\$ 187,595	\$ 213,138	\$ 178,939	\$ 126,739	\$ 112,499	\$ 2,281,280
EXPENSES:															
Certificated Salaries															
Teachers' Salaries	1100		48,713	48,713	73,207	73,207	73,207	73,207	73,207	73,207	73,207	73,207	73,207	73,207	829,493
Certificated Pupil Support Salaries	1200														
Certificated Supervisors' and Administrators' Salaries	1300		12,750	12,750	13,417	13,417	13,417	13,417	13,417	13,417	13,417	13,417	13,417	13,417	159,667
Other Certificated Salaries	1900														
Total, Certificated Salaries		\$ -	\$ 61,463	\$ 61,463	\$ 86,623	\$ 86,623	\$ 86,623	\$ 86,623	\$ 86,623	\$ 86,623	\$ 86,623	\$ 86,623	\$ 86,623	\$ 86,623	\$ 989,160
Non-certificated Salaries															
Instructional Aides' Salaries	2100														
Non-certificated Support Salaries	2200														
Non-certificated Supervisors' and Administrators' Salaries	2300		4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	4,200	50,402
Clerical and Office Salaries	2400														
Other Non-certificated Salaries	2900		360	360	3,220	3,220	3,220	3,220	3,220	3,220	3,220	3,220	3,220	3,220	32,920
Total, Non-certificated Salaries		\$ -	\$ 4,560	\$ 4,560	\$ 7,420	\$ 7,420	\$ 7,420	\$ 7,420	\$ 7,420	\$ 7,420	\$ 7,420	\$ 7,420	\$ 7,420	\$ 7,420	\$ 83,322
Employee Benefits															
STRS	3101-3102				8,576	8,576	8,576	8,576	8,576	8,576	8,576	8,576	8,576	8,576	85,757
PERS	3201-3202		396	396	632	632	632	632	632	632	632	632	632	632	7,109
OASDI/Medicare/Alternative	3301-3302		349	349	568	568	568	568	568	568	568	568	568	568	6,374
Health and Welfare Benefits	3401-3402		4,239	4,239	6,461	6,461	6,461	6,461	6,461	6,461	6,461	6,461	6,461	6,461	73,085
Unemployment Insurance	3501-3502				813	813	813	813	813	813	813	813	813	813	8,125
Workers' Compensation Insurance	3601-3602		1,829	1,829	2,680	2,680	2,680	2,680	2,680	2,680	2,680	2,680	2,680	2,680	30,460
Other Employee Benefits	3901-3902		667	667	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	11,333
Total, Employee Benefits		\$ -	\$ 7,479	\$ 7,479	\$ 20,729	\$ 20,729	\$ 20,729	\$ 20,729	\$ 20,729	\$ 20,729	\$ 20,729	\$ 20,729	\$ 20,729	\$ 20,729	\$ 222,244
Books and Supplies															
Approved Textbooks and Core Curricula Materials	4100				17,400	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	1,933	34,800
Material and Supplies	4300		2,042		6,057	6,057	6,057	6,057	6,057	6,057	6,057	6,057	6,057	3,029	59,587
Non-capitalized Equipment	4400		3,702		7,300	7,300	7,300	7,300	7,300	7,300	7,300	7,300	7,300	3,650	73,047
Food	4700		1,345		3,518	3,518	3,518	3,518	3,518	3,518	3,518	3,518	3,518	1,759	34,770
Total, Books and Supplies		\$ 7,089	\$ -	\$ -	\$ 34,275	\$ 18,809	\$ 18,809	\$ 18,809	\$ 18,809	\$ 18,809	\$ 18,809	\$ 18,809	\$ 18,809	\$ 10,371	\$ 202,205
Services and Other Operating Expenditures															
Travel and Conference	5200		-				319				318				637
Dues and Memberships	5300					870									870
Insurance	5400		833	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	1,250	29,583
Rentals, Leases, Repairs, and Noncap. Improvement	5600		10,531	31,943	31,943	31,943	31,943	31,943	31,943	31,943	31,943	31,943	31,943	15,972	377,879
Professional/Consulting Services and Operating Exp	5800		13,249	38,214	38,214	38,214	38,214	38,214	38,214	38,214	38,214	38,214	38,214	19,107	452,715
Communications	5900		360	881	881	881	881	881	881	881	881	881	881	441	10,493
Total, Services and Other Operating Expenditures		\$ 24,973	\$ 73,539	\$ 73,539	\$ 73,539	\$ 74,409	\$ 73,858	\$ 73,539	\$ 73,539	\$ 73,539	\$ 73,857	\$ 73,539	\$ 73,539	\$ 36,769	\$ 872,178
Capital Outlay															
Buildings and Improvements of Buildings	6200			32,500											32,500
Depreciation Expense (for accrual basis only)	6900														
Total, Capital Outlay		\$ -	\$ -	\$ 32,500	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 32,500
Other Outgo															
Tuition to Other Schools	7110-7143														
Transfers of Pass-Through Revenues to Other LEAs	7211-7213														
Transfers of Apportionments to Other LEAs - Special	7221-7223SE														
Transfer of Apportionments to Other LEAs - All Other	7221-7223AO														
All Other Transfers	7280-7299														
Debt Services:															
Interest	7438		-	-	-	-	-	-	-	-	-	-	-	-	-
Principal (for modified accrual basis only)	7439		-	-	-	-	-	-	-	-	-	-	-	-	-
Total, Other Outgo		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENDITURES PAID		\$ 32,062	\$ 147,042	\$ 179,542	\$ 222,586	\$ 207,990	\$ 207,439	\$ 207,120	\$ 207,120	\$ 207,120	\$ 207,438	\$ 207,120	\$ 207,120	\$ 161,913	\$ 2,401,608
BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		\$ 123,164	\$ (90,579)	\$ (733)	\$ (8,960)	\$ (44,862)	\$ 99,689	\$ 17,743	\$ (43,992)	\$ (19,525)	\$ 5,701	\$ (28,181)	\$ (80,381)	\$ (49,413)	\$ (120,327)
Other Sources:	8930-8979														
Less: Other Uses	7630-7699														
Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999														
TOTAL OTHER FINANCING SOURCES/USES		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net Cash Position		\$ 123,164	\$ (90,579)	\$ (733)	\$ (8,960)	\$ (44,862)	\$ 99,689	\$ 17,743	\$ (43,992)	\$ (19,525)	\$ 5,701	\$ (28,181)	\$ (80,381)	\$ (49,413)	\$ (120,327)
Cummulative Cash Position		\$ 280,406	\$ 189,828	\$ 189,095	\$ 180,134	\$ 135,272	\$ 234,962	\$ 252,705	\$ 208,713	\$ 189,188	\$ 194,889	\$ 166,709	\$ 86,328	\$ 36,915	\$ 36,915

Appendix Q: Attorney's Opinion of Civil Liability



LAW OFFICES OF SPECTOR, MIDDLETON, YOUNG & MINNEY, LLP

JANUARY 21, 2009

PAUL C. MINNEY
JAMES E. YOUNG
MICHAEL S. MIDDLETON
DANIEL I. SPECTOR
LISA A. CORR
AMANDA J. MCKECHNIE
TIMOTHY M. WEIR

Bob Nuñez, Superintendent
EAST SIDE UNION HIGH SCHOOL DISTRICT
830 North Capitol Avenue
San Jose, CA 95133

VIA: REGULAR AND CERTIFIED MAIL
RETURN RECEIPT REQUESTED

Re: Liability Protection for Charter School Authorizers

Dear Superintendent Nuñez:

The purpose of this letter is to describe the protection of a charter authorizer from the debts and obligations of one of its charter schools. The first layer of protection is statutory. Education Code Section 47604(c) states as follows:

“An authority that grants a charter to a charter school to be operated by or as a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school, or for claims arising from the performance of acts, errors, or omissions by the charter school, if the authority has complied with all oversight responsibilities required by law, including, but not limited to, those required by Section 47604.32 and subdivision (m) of Section 47605.”

As Downtown College Preparatory Alum Rock will be operated by a nonprofit public benefit corporation, the statutory protection granted under Education Code Section 47604(c) shall apply to protect its charter authorizer.

The second layer of protection is typically done through a Memorandum of Understanding (“MOU”) between the charter authorizer and the charter school. It is common for a charter school to provide for the indemnification and defense of its charter authorizer in the MOU, and it is also common for a charter school to name its charter authorizer as an additional insured on all insurance of the charter school. Further, the MOU provides a vehicle to document its compliance with its oversight obligations as provided by law.

JESSICA ADAMS ROBISON
JERRY W. SIMMONS
CHASTIN H. PIERMAN
JULIE D. ROBBINS
JAMES L. SHEA
KIMBERLY RODRIGUEZ
ANDREA C. SEXTON
SARAH J. KOLLMAN
JANELLE A. RULEY
AMY L. ROBERTS
ANDREW G. MINNEY

OF COUNSEL
SUZANNE A. TOLLEFSON

Bob Nuñez, ESUHSD Superintendent
Re: Liability Protection for Charter School Authorizers
January 21, 2009
page 2 of 2

Accordingly, Downtown College Preparatory Alum Rock can enter into an MOU with the District to provide additional assurances regarding protection from liability including the indemnification and defense of its charter authorizer and naming the charter authorizer as an additional insured.

It is worth noting that we are unaware of any instance where a charter authorizer has been held liable for the debts and obligations of a charter school.

Please feel free to give me a call if you should have any questions regarding this matter.

Sincerely,

LAW OFFICES OF SPECTOR,
MIDDLETON, YOUNG & MINNEY, LLP


LISA A. CORR

Appendix R: Charter Petition Request for Approval Signatures

The founding members of Downtown College Prep Alum Rock respectfully submit this Charter Petition on March 5, 2009 for approval by the East Side Union High School District Board of Education.

Stephanie Puentes
Stephanie Puentes

Stephanie Puentes
Signature

Julianne M. Biagini
Julianne M. Biagini

Julianne M. Biagini
Signature

DAVID BROWN
David A. Brown

David A. Brown
Signature

James Gibbons-Shapiro
James Gibbons-Shapiro

James Gibbons-Shapiro
Signature

Jorge Gonzalez
Jorge Gonzalez

Jorge R. Gonzalez
Signature

Sandra Moll
Sandra Moll

Sandra Moll
Signature

Jennifer Andalez
Jennifer Andalez

Jennifer Andalez
Signature

Julia Gonzalez Luna
Julia Gonzalez Luna

Julia Gonzalez Luna
Signature

Betsy James
Betsy James

Betsy James
Signature

Paula Gallant
Paula Gallant

Paula Gallant
Signature

Dan Cochran
Dan Cochran

DAN COCHRAN
Signature

Debra Jones
Debra Jones

Debra Jones
Signature

Appendix S: Letters of Support

Please see attachments

3/2/2009
2120 Lyons Dr.
San Jose, CA 95116

To Whom It May Concern:

I am the mother of three school-aged children who are the reason why one of my concerns is education. The oldest of the three currently attends DCP and is in the tenth grade. Although we are residents of EAST SAN JOSE, we decided that to attend DCP was the best option for ensuring her academic success since DCP's goal is to prepare its students for the university.

For this reason, I am contributing [my time] to make it possible to have a DCP within the Alum Rock community.

I thank you in advance for your decision to [give] students in our community additional opportunities.

Sincerely,

Lucina Gonzalez

[Alum Rock Team Member]

March 2, 2009

My name is Ana Chavez and I am the mother of three children, one of whom is currently at DCP The Alameda. His name is Emmanuel Méndez and he is in the 10th grade.

The reason why I was motivated to become part of the DCP Alum Rock Committee is that I believe [DCP] is a special school. My son was somewhat quiet and now he is very sociable and enjoys helping others. All this, I owe to DCP and to his teachers.

The other reason is that I also have a 10-year old daughter who is currently in 4th grade. It was spectacular for me to know that a DCP would be opening in Alum Rock because many students, including my daughter, will benefit from these schools that are so special in that they help their students very much. From the first moment [students] step foot on the DCP campus, DCP instills in them a spirit for community, high academic achievement, and mutual support. In addition, they are taught to believe that they are capable of attending a four-year university and that there are no barriers to their accomplishments.

Attentively,

Ana Chávez

[Alum Rock Team Member]

Appendix T: Charter Petition Parent Signatures

Please see attachment

Appendix T: Charter Petition Signatures

	Name	Date	Address	Phone Number	6th graders in 2010	6th graders after 2010
1	Rolando Soriano	1/22/09	1791 Duffy Way SJ 95116	(408) 923-3061		1
2	Adriana Guel	1/22/09	2155 Lanai Ave #3 SJ 95116	(408) 849-0507		1
3	Lorena Nuñez	1/22/09	758 S. 3rd St. SJ 95112	(408) 279-6739		1
4	Adriana Lugo	1/22/09	3255 Sierra Rd. SJ 95132	(408) 509-7235		1
5	Doris Fajardo	1/22/09	733 Banff St. SJ 95116	(408) 947-1870		2
6	Eusebio Fajardo	1/22/09	733 Banff St. SJ 95116	(408) 667-9893		2
7	Manuel Mayana	1/22/09	5280 Discovery Ave. SJ 95111	(408) 202-1635		1
8	Dulce Salgado	1/22/09	2123 Bayhaven Dr. SJ 95122	(408) 272-1834		1
9	Migiam Hernandez	1/22/09	223 Meridian Ave. SJ 95126	(408) 971-4401		1
10	Claudia	1/27/09	256 La Pala Dr. #2 SJ 95127	(408) 729-5674	1	
11	Maria Ochoa	1/27/09	3156 Mt. McKinley Dr. SJ 95127	(408) 251-9291	3	
12	Veronica Valadez	1/27/09	1711 El Dorado Ave. SJ 95126	(408) 726-8392	2	
13	Maria López	1/29/09	924 Moss Dr. SJ 95116	(408) 251-2919	1	
14	Dinora Hernández	1/29/09	930 Steitz Ct. SJ 95116	(408) 272-8629		2
15	Eli & Yadira Lavera	1/29/09	2163 Tigra Dr. SJ 95116	(408) 259-8224	1	
16	Rufina Sepulveda	1/31/09	227 Oakland Ave SJ 95116	(408) 794-8742	1	
17	Irma Mercado	1/31/09	263 Palacio Royal Cir. SJ 95116	(408) 483-8759		1
18	Mabel Gonzales	1/31/09	579 Sinclair Dr. SJ 95116	(408) 258-5840		3
19	Veronica Siqueiros	1/31/09	133 #A Heller Pl. SJ 95116	(408) 729-1824	1	
20	Martha Peña	1/31/09	1634 Virginia Ave.#1 SJ 95116	(408) 929-8804		1
21	Rudy Castaneda	1/31/09	2109 Shortridge Ave. SJ 95116	(408) 396-1581		1
22	Maria Rentner	1/31/09	289 McCreery Ave SJ 95116	(408) 929-6716	1	
23	Martin Pelayo	1/31/09	207-A S. Sunset Ave SJ 95116	(408) 259-0643	2	
24	Evelia Pelanco	1/31/09	207-A S. Sunset Ave SJ 95116	(408) 259-0643	2	
25	Irma A. B.	1/31/09	2063 Sarasota Ave SJ 95122	(408) 259-4230		1
26	Ana Ortiz	1/31/09	467 Sinclair Dr. SJ 95116	(408) 254-8720	1	1
27	Yolanda de la Cruz	1/31/09	1783 Lavonne Ave. SJ 95116	(408) 258-6416	1	
28	Maria Alvarez	1/31/09	401 Oakland Ave. SJ 95116	(408) 421-4836	1	
29	Martina Mejia	1/31/09	2053 Nottoway Ave. SJ 95116	(408) 768-6523		1

Appendix T: Charter Petition Signatures

	Name	Date	Address	Phone Number	6th graders in 2010	6th graders after 2010
30	Magdalena Montoya	1/31/09	2057 E. San Antonio St. SJ 95116	(408) 661-5075		1
31	Benita Santos	1/31/09	44 Sunset Ave. SJ 95116	(408) 903-9372		2
32	Damiria Osorio	1/31/09	1619 Florida Ave. SJ 95122	(408) 674-8517		1
33	Jose Rivera	1/31/09	39 Schalf Ave. SJ 95116	(408) 937-8342		1
34	Norma	1/31/09	2050 McKee Rd. SJ 95116	(408) 272-4011		1
35	Guadalupe Santiago	1/31/09	2050 McKee Rd. SJ 95116	(408) 272-8420		1
36	Kate Alvarez	1/31/09	470 Sanders Ave. SJ 95116	(408) 910-8786	1	
37	Rocio Gomez	1/31/09	947 Sinbad Ave. SJ 95116	(408) 204-4641		2
38	Maria Rojas	1/31/09	99 N. 34th St. SJ 95116	(408) 251-4350		2
39	Manuela Zatarain	1/31/09	1795 Duffy Way SJ 95116	(408) 923-1230		1
40	Isabel Barrera	1/31/09	257 Duffy Ct. SJ 95116	(408) 417-2848		1
41	Rocio Ramirez	1/31/09	1350 Foxdale Loop SJ 95122	(408) 561-7261	1	
42	Vanessa Figueroa	1/31/09	1925 Margaret St. SJ 95116	(408) 926-4114		1
43	Maria Conriquez	1/31/09	469 Sanders Ave. SJ 95116	(408) 347-8921	1	1
44	Rita Vargas	2/1/09	3766 Alessandro Dr. SJ 95116	(408) 712-1831		1
45	Ana Hernández	2/1/09	2925 Florence Ave. #69 SJ 95127	(408) 258-1506	1	
46	Ricardo Pelado	2/1/09	10290 Claudia Dr. SJ 95127	(408) 228-3105	1	
47	Lidia Cruz	2/1/09	2981 Sherbrooke Way SJ 95127	(408) 258-6931		1
48	Martha Resendez	2/2/09	2404 Barlow Ave. SJ 95122	(408) 926-1471	1	
49	Socorro Zepeda	2/1/09	2929 Florence Ave. #10 SJ 95127	(408) 926-7369	1	
50	Mayra León	2/1/09	3416 Senter Rd. SJ 95111	(408) 229-7369	1	
51	Isabel Winchester	2/1/09	826 Foothill Ct. SJ 94365	(408) 827-6720	1	
52	Rosa Barrios	2/1/09	1723 Marigold Ct. SJ 95133	(408) 251-0361		1
53	Lourdes Flores	2/1/09	3145 Cadillac Dr. #1 SJ 95117	(408) 221-6727	1	
54	Erika Naugo	1/31/09	1833 Virginia Ave. SJ 95116	(408) 937-8972	1	
55	Cynthia Garcia	1/31/09	234 Lynette Way SJ 95116	(408) 509-5731		1
56	Gabriela Paredes	1/31/09	4039 Forestbrook Way SJ 95111	(408) 225-3704		1
57	Fernando Jimenez	2/11/09	10131 Torrance Ave. SJ 95127	(408) 674-3194		1
58	Nancy Rodriguez	2/18/09	2761 Bristol Dr. SJ 95127	(408) 313-4845	1	

Appendix T: Charter Petition Signatures

	Name	Date	Address	Phone Number	6th graders in 2010	6th graders after 2010
59	Juan Rodriguez	2/18/09	2761 Bristol Dr. San Jose 95127	(408) 687-1905		1
60	Mayela Razo	2/5/09	3201 Locke Dr. SJ 95111	(408) 225-9480	1	1
61	Martha Martinez	2/5/09	79 Union St. SJ 95110	(408) 292-5434	1	1
62	Ader Arige	2/5/09	1504 Almaden Rd. Apt 201 SJ 95125	(408) 275-9423	1	1
63	Graciela Pacheco	2/5/09	837 Harliss Ave. SJ 95110	(408) 613-6295		1
64	Graciela Gomes	2/5/09	1006 Pepitone Ave. SJ 95110	(408) 294-6068	1	
65	Oscar Martinez	2/5/09	281 Kirk Ave. SJ 95127	(408) 401-1316	1	
66	Isabel Hernandez	2/5/09	1771 E. San Antonio St. SJ 95116	(408) 729-8709	1	1
67	Jolina Tufetel	2/5/09	2855 Garden Ave. SJ 95111	(408) 329-8165	1	2
68	Ricky Diaz	2/5/09	1325 Plum St. SJ 95110	(408) 219-4436	1	1
69	Luz Martinez	2/5/09	3011 Sunburs Dr. SJ 95111	(408) 629-6072		1
70	Veronica Martinez	2/5/09	714 S. Almaden Dr. SJ 95110	(408) 903-5612	1	1
71	Mary Rodriguez	2/5/09	2115 Nottoway Ave. SJ 95116	(408) 849-9574	1	
72	Leticia Muñoz	2/5/09	118 Roberts Ct. SJ 95110	(408) 293-1614	1	2
73	Antonia Lopez	2/1/09	2053 Ocala Ave. SJ 95122	(408) 926-4089	1	2
74	Alma Osuna	2/5/09	115 E. Reed St. Apt 304 SJ 95112	(408) 221-1515	1	1
75	Araceli Gallegos	2/5/09	30 Floyd St. SJ 95110	(408) 998-1179	1	1
76	G. Gonzos	2/5/09	1325 Plum St. SJ 95110	(408) 219-4436	1	
77	D. & Judah Larimer	2/5/09	312 Willow St. SJ 95110	(408) 287-0856		1
78	Consuelo Medina	2/7/09	17 Marian Ln. SJ	(408) 926-9820	1	
79	Consuelo Gutierrez	2/7/09	81 Piazza Ct. SJ 95127	(408) 251-9738		1
80	Alicia Bedolla	2/7/09	264 Eastside Dr. SJ 95127	(408) 849-6171	1	
81	Claudia Blanco	2/7/09	2954 Warrington Ave. SJ 95127	(408) 585-8150	2	2
82	Matilda Cardenas	2/7/09	1937 Mandarin Way SJ 95122	(408) 251-1910	1	1
83	Maria Lozano	2/8/09	4022 Gion Ave. SJ 95127	(408) 347-1805	1	1
84	Alma Campos	2/8/09	10264 Merklely Row SJ 95127	(408) 347-9014	2	
85	Ana Valenzuela	2/8/09	3039 E. Hills Dr. SJ 95127	(408) 937-5914	1	
86	Lourdes Barragan	2/8/09	1010 Thelma Way SJ 95122	(408) 971-1566	1	
87	Ana Chavez	1/20/09	85 Rancho Dr. Unit C. SJ 95111	(408) 207-8244	1	

Appendix T: Charter Petition Signatures

	Name	Date	Address	Phone Number	6th graders in 2010	6th graders after 2010
88	Guadalupe Alvarez	2/5/09	714 S. Almaden Ave. #201 SJ 95110	(408) 726-8617	1	
89	Estela Rocha	2/5/09	4940 Rue Bordeaux San Jose 95136	(408) 362-0527	1	
90	Lydia Robles	2/8/09	476 Malabar Dr. San Jose 95127	(408) 726-9763		3
91	Alejandro Puel	2/8/09	3271 Cortese Cir. San Jose 95127	(408) 937-1755	1	
92	Allison Torres	2/28/09	1150 Ranchers Way #44 SJ 95117	(510) 731-9300		1

Página de Firmas para Padres de Familia

Nosotros los firmantes de abajo creemos que el charter adjunto para la creación de la Escuela Charter Downtown College Preparatory merece consideración y por este medio presentamos esta petición a la mesa directiva del Distrito Escolar Unido de Preparatorias del Lado Este para conceder aprobación del charter de acuerdo al Código de Educación sección 47605 para permitir la creación de la Escuela Charter Downtown College Preparatory. Los solicitantes para la Escuela Charter Downtown College Preparatory consentimos en seguir haciendo funcionar la escuela de acuerdo con los términos del Acto de Escuelas Charter y las provisiones del charter de esta escuela. Los solicitantes en la lista de abajo certifican que son padres o guardianes de familia quienes están significativamente interesados y tienen la intención de matricular sus hijos/hijas en esta escuela.

Por el Solicitante Principal:

Julia González Luna

Nombre _____
 Firma Julia González Luna
 Fecha 3/2/09

Los solicitantes reconocen a Julia González Luna como el solicitante principal y le dan autorización para negociar cualquier enmienda necesaria a la petición adjunta que sea necesaria para asegurar su aprobación por la mesa directiva del Distrito Escolar de Preparatorias del Lado Este.

Por los Solicitantes:

Nombre (en letra de molde)	Firma	Fecha	Domicilio	Número de Teléfono	# de niños entrando al 6° grade en el 2010-2011	# de niños entrando al 6° grade después del 2010-2011
ROLANDO SERRANO	<u>Rolando S.</u>	<u>2/22/09</u>	<u>1791 DUFFY WAY SAN JOSE CA</u>	<u>(408) 993-3061</u>		<u>1</u>
Adriana Guel	<u>Adriana Guel S.</u>	<u>2/22/09</u>	<u>2155 Lariat Ave. Apt. 3 San Jose CA</u>	<u>(408) 490507</u>		<u>1</u>
Lorena Nuñez	<u>L. Nuñez</u>	<u>2/22/09</u>	<u>758 South Third St. San Jose CA</u>	<u>(408) 279-6739</u>		<u>1</u>
Adriana	<u>Adriana Wgo</u>	<u>1/22/09</u>	<u>3255 Sierra Rd ASan Jose</u>	<u>95132 (408) 5097235</u>		<u>1</u>
Doris Fajardo	<u>Doris Fajardo</u>	<u>1/22/09</u>	<u>733 Bancroft St San Jose</u>	<u>95116 (408) 9471670</u>		<u>2</u>
Eusebio F.	<u>Eusebio F.</u>	<u>1/22/09</u>	<u>733 Bancroft St. San Jose</u>	<u>95116 (408) 667-9893</u>		<u>2</u>

Nosotros los firmantes de abajo creemos que el charter adjunto para la creación de la Escuela Charter Downtown College Preparatory merece consideración y por este medio presentamos esta petición a la mesa directiva del Distrito Escolar Unido de Preparatorias del Lado Este para conceder aprobación del charter de acuerdo al Código de Educación sección 47605 para permitir la creación de la Escuela Charter Downtown College Preparatory. Los solicitantes para la Escuela Charter Downtown College Preparatory consentimos en seguir haciendo funcionar la escuela de acuerdo con los términos del Acto de Escuelas Charter y las provisiones del charter de esta escuela. Los solicitantes en la lista de abajo certifican que son padres o guardianes de familia quienes están significativamente interesados y tienen la intención de matricular sus hijos/hijas en esta escuela.

Por el Solicitante Principal:

Julia González Luna

Nombre _____ Firma Julia González Luna Fecha 3/2/09

Los solicitantes reconocen a Julia González Luna como el solicitante principal y le dan autorización para negociar cualquier enmienda necesaria a la petición adjunta que sea necesaria para asegurar su aprobación por la mesa directiva del Distrito Escolar de Preparatorias del Lado Este.

Por los Solicitantes:

Nombre (en letra de molde)	Firma	Fecha	Domicilio	Número de Teléfono	# de niños entrando al 6° grade en el 2010-2011	# de niños entrando al 6° grade después del 2010-2011
Manuel Mayano	<i>Manuel Mayano</i>	1-22-09	5280 Discovery Ave San Jose Ca. 95111	408 202 1632		1
Dolce Sabido	<i>Dolce Sabido</i>	1/27/09	2123 Bayhoun Dr. San Jose 95022	408 272 1834		1
Nigiyum	<i>Nigiyum A</i>	1/22/09	223 Meridian Ave S. J. CA 95126	(408) 971-4401		1
Claudia	<i>Claudia</i>	1/27/09	256 la pala dr #2 S.S. CA 95127	(408) 729-5674	1	
Maria Ocha	<i>Maria Ocha</i>	1/27/09	3156 Mt McKinley D.	251-922-91	3	
Viviana	<i>Viviana</i>	1/27/09	1711 EL DOMINGO AVE S.J CA 95126	408 726 1832	2	

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of the Downtown College Preparatory Charter School merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code section 47605 to enable the creation of the Downtown College Preparatory Charter School. The Petitioners for the Downtown College Preparatory Charter School agree to continue to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's Charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested and intend to have their children or wards attend the Charter School.

By the Lead Petitioner:

Julia González Luna

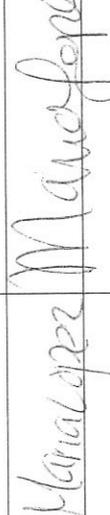
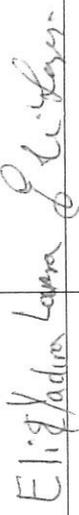


 Signature _____ Date: 3/2/09

Name _____

The petitioners recognize Julia González Luna as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the East Side Union High School District governing board.

By the Petitioners:

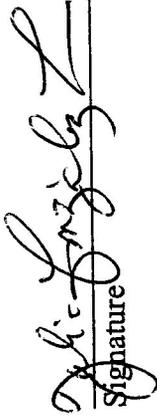
Print Name	Signature	Date	Address	Phone Number	# of current Children entering 6 th grade in 2010-2011	# of current Children entering 6-12 after 2010-2011
María López		1/29/09	924 Moss Dr. San Jose CA 95116	251-2919	1	
DANORA ABER DIGNORA ABER		1/29/09	930 STEIN CT SAN JOSE CA 95116	372-8629		2
Eliq Adriana Luna		1/29/09	2163 Tigua Dr. SS 95116	(408) 259 8224	1	

Signature Page for Parents

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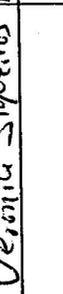

Signature

3/2/09
Date

Name

The petitioners recognize Julia González Luna as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the East Side Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	# of current Children entering 6 th grade in 2010-2011	# of current Children entering 6-12 after 2010-2011
Rubina Sepveda		1-31-09	227 OAKLAND AVE San Jose CA 95116	408 794 8712		2
James Morilla Lopez Jr		1-31-09	363 Felicito Royce Cir. San Jose CA 95116	483 8759		2
NABEL GONZALES		1-31-09	579 Sinclair Dr San Jose CA 95116	408 258 5840		3
Veronica Siqueira		1-31-09	133 #A HELLER Pl San Jose Ca. 95116	408 729 1924		
Martha Pava		1-31-09	1634 Virginia Ave #1	408 924 8204		
Ruby Contreras		1-31-09	2109 Shortridge Ave S.J. CA 95116	408 396 1581		1

Signature Page for Parents

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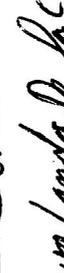
Julia González Luna


 Signature _____
 Date 3/2/09

Name

The petitioners recognize Julia González Luna as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the East Side Union High School District governing board.

By the Petitioners:

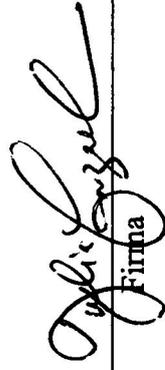
Print Name	Signature	Date	Address	Phone Number	# of current Children entering 6 th grade in 2010-2011	# of current Children entering 6-12 after 2010-2011
Maria		1-31-09	289 McCleary Ave S D.C.A Zip	929 6716	1	0
MARIA		11-31-09	207 A South Sunset Ave 95116	408 259-0643	2	0
Evelia		11/31/09	201A Sunset Av San Jose Ca 95116	408 259-0643	2	0
Irma		1/3/09	2063 S. Yosemite Ave 95122	908 2594230	0	1
Ana		11/31/09	467 Sinclair Dr San Jose 95116	408 254 8720	1	0
Yolanda		11/31/09	1783 Swanone Av. San Jose 95116	408 258-6416	1	0
Maria		11/31/09	401 Oakland Ave. San Jose Ca 95114	408 251-4036	1	0

Página de Firmas para Padres de Familia

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Por el Solicitante Principal:

Julia González Luna

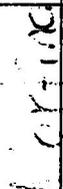
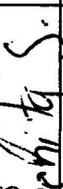
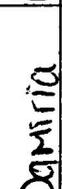
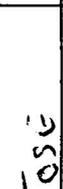

Firma

3/2/09
Fecha

Nombre

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Por los Solicitantes:

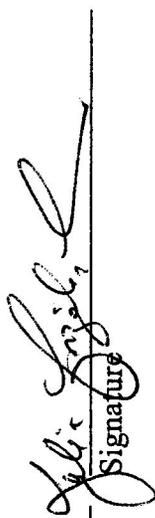
Nombre (en letra de molde)	Firma	Fecha	Domicilio	Número de Teléfono	# de niños entrando al 6° grade en el 2010-2011	# de niños entrando al 6° grade después del 2010-2011
Alexandra		2-2-09	2053 Axtaway Av. 95116	7686523		1
Milagros		11-31	2057 E. San Antonio St. San Jose CA 95116	661-50-75		2
Beñita S. Benita Santos		1/31/09	44 Sunset Ave. San Jose CA 95116	(408) 903-9372		1
Damiría		1/31/09	1619 Florida av. San Jose CA 95122	(408) 674-8517		1
José		1-31-09	39 SCHALFF AVE SAN JOSE CA 95116	(408) 937-8342		1
Norma		1-31-09	2050 McKee Rd. Apt. San Jose CA 95116	(408) 272-4011		1
Guadalupe		1-31-09	2050 McKee Rd. Apt. San Jose CA 95116	(408) 272-8922		1

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By the Lead Petitioner:

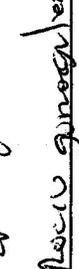
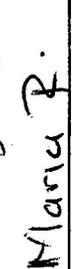
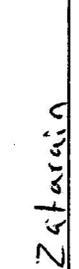
Julia González Luna



 Name _____ Signature _____ Date 3/2/09

The petitioners recognize Julia González Luna as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the East Side Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	# of current Children entering 6 th grade in 2010-2011	# of current Children entering 6-12 after 2010-2011
Kate Alvarez		1/31/09	470 SANDERS AVE SAN JOSE CA 95116	(408) 910-3754 (408) 373-6744	1	
Rocio Gonzalez Luna		1-31-09	947 Simbad AUC SAN JOSE CA 95116	(408) 204-7641		2
Maria R.		1/31/09	99 North 34 th St. 95116	(408) 2514380		2
Manuela		1/31/09	1795 DUFFY WAY SAN JOSE CA 95116	(408) 923-1230		1
Isabel		1/31/09	257 DUFFY CT. SAN JOSE CA 95122	(408) 172844		1
Rocio		1/31/09	1350 Foxdale loop. F507 San Jose CA	408-561-7261	1	2

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of the Downtown College Preparatory Charter School merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code section 47605 to enable the creation of the Downtown College Preparatory Charter School. The Petitioners for the Downtown College Preparatory Charter School agree to continue to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's Charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested and intend to have their children or wards attend the Charter School.

By the Lead Petitioner:

Julia González Luna



 Signature _____ Date: 3/2/09

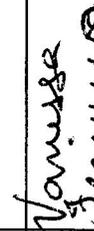
Name

Signature

Date

The petitioners recognize Julia González Luna as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the East Side Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	# of current Children entering 6 th grade in 2010-2011	# of current Children entering 6-12 after 2010-2011
Vanessa Figueras		1/31/09	1925 Margaret St. San Jose CA 95116	(408) 926-4114		1
Maria Carranquez		1/31/09	469 Sanders Ave San Jose CA 95116	(408) 347-8921	1	
Rita Vargas		2-1-09	3266 Alessandro Dr. San Jose CA 95135	(408) 712-1831		1
Anc Hernandez		2/1/09	2925 Florence Ave #69 San Jose CA 95127	(408) 258-1506	1	
Ricardo Lopez		2-1-09	10290 C/AUP 14 or IMPER CA 95127	228-2105	1	
Lidia Cruz		7/1-09	2981 Sherbrooke way San Jose CA 95127	258-6931		1

Página de Firmas para Padres de Familia

Nosotros los firmantes de abajo creemos que el charter adjunto para la creación de la Escuela Charter Downtown College Preparatory merece consideración y por este medio presentamos esta petición a la mesa directiva del Distrito Escolar Unido de Preparatorias del Lado Este para conceder aprobación del charter de acuerdo al Código de Educación sección 47605 para permitir la creación de la Escuela Charter Downtown College Preparatory. Los solicitantes para la Escuela Charter Downtown College Preparatory consentimos en seguir haciendo funcionar la escuela de acuerdo con los términos del Acto de Escuelas Charter y las provisiones del charter de esta escuela. Los solicitantes en la lista de abajo certifican que son padres o guardianes de familia quienes están significativamente interesados y tienen la intención de matricular sus hijos/hijas en esta escuela.

Por el Solicitante Principal:

Julia González Luna

Julia González Luna
Firma

3/2/09
Fecha

Nombre

Los solicitantes reconocen a Julia González Luna como el solicitante principal y le dan autorización para negociar cualquier enmienda necesaria a la petición adjunta que sea necesaria para asegurar su aprobación por la mesa directiva del Distrito Escolar de Preparatorias del Lado Este.

Por los Solicitantes:

Nombre (en letra de molde)	Firma	Fecha	Domicilio	Número de Teléfono	# de niños entrando al 6° grade en el 2010-2011	# de niños entrando al 6° grade después del 2010-2011
ERIKA	Erika Puerto	1-3-09	1833 Victoria Ave	(808) 937-8222	1	
CYNTHIA	CYNTHIA GARCIA	1-31-07	237 CYNETTE WAY	(908) 509-5721		✓
Gabriela	Gabriela Arends	1-31-09	1039 Forestbrook Way	(408) 225-3704		✓
ANA	ANAM fuen	2-11-09	10181 TORRENCE AVE	408 6742174		✓
Remando	Remando	2-11-09	10131 TORRENCE AVE	408 6743794		✓
Mary	MARY ABRAHAM	2-18-09	2761 Bristol Dr.	(408) 315-4845	✓	
Juan	Juan Rodriguez	2-18-09	2761 Bristol Dr	(408) 687-1205	✓	

Página de Firmas para Padres de Familia

Nosotros los firmantes de abajo creemos que el charter adjunto para la creación de la Escuela Charter Downtown College Preparatory merece consideración y por este medio presentamos esta petición a la mesa directiva del Distrito Escolar Unido de Preparatorias del Lado Este para conceder aprobación del charter de acuerdo al Código de Educación sección 47605 para permitir la creación de la Escuela Charter Downtown College Preparatory. Los solicitantes para la Escuela Charter Downtown College Preparatory consentimos en seguir haciendo funcionar la escuela de acuerdo con los términos del Acto de Escuelas Charter y las provisiones del charter de esta escuela. Los solicitantes en la lista de abajo certifican que son padres o guardianes de familia quienes están significativamente interesados y tienen la intención de matricular sus hijos/hijas en esta escuela.

Por el Solicitante Principal:

Julia González Luna

Julia González Luna
Firma

3/2/09
Fecha

Nombre

Los solicitantes reconocen a Julia González Luna como el solicitante principal y le dan autorización para negociar cualquier enmienda necesaria a la petición adjunta que sea necesaria para asegurar su aprobación por la mesa directiva del Distrito Escolar de Preparatorias del Lado Este.

Por los Solicitantes:

Nombre (en letra de molde)	Firma	Fecha	Domicilio	Número de Teléfono	# de niños entrando al 6° grado en el 2010-2011	# de niños entrando al 6° grado después del 2010-2011
Mayela Razo	<i>Mayela Razo</i>	2/5/09	3201 Locke Dr 95111	(408) 255-9480	1	1
Martha Valdez	<i>Martha Valdez</i>	2/5/09	79 Union St 95110	792 5434	1	1
Ada Acosta	<i>Ada Acosta</i>	2/5/09	1504 Almaden Rd Apt. 701	275-9423	1	1
Graciela Pabon	<i>Graciela Pabon</i>	2/5/09	837 Haliss Ave San Jose Ca. 95110	(408) 615-6295	1	1
Graciela Lopez	<i>Graciela Lopez</i>	2/3/09	1006 Pepton Ave San Jose Ca. 95110	(408) 294-6068	1	1
Oscar Martinez	<i>Oscar Martinez</i>	2/5/09	281 Kirk Ave San Jose CA 95127	(408) 901-3136	1	1
Isabel Hernandez	<i>Isabel Hernandez</i>	2/5/09	1771 E. San Antonio St. San Jose, Ca. 95116	(408) 729-8709	1	1

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of the Downtown College Preparatory Charter School merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code section 47605 to enable the creation of the Downtown College Preparatory Charter School. The Petitioners for the Downtown College Preparatory Charter School agree to continue to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's Charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested and intend to have their children or wards attend the Charter School.

By the Lead Petitioner:

Julia González Luna

 Signature  _____
 Name Date 3/2/09

 Signature Date

The petitioners recognize Julia González Luna as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the East Side Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	# of current Children entering 6 th grade in 2010-2011	# of current Children entering 6-12 after 2010-2011
Johanna Toufexis		2/10/09	2855 Garden Ave SJ Ca 95711	408 329 8165	1	2
Ricky Diaz		2/5/09	1325 Plum St. San Jose CA 95110	408 219 4436	1	1
Luz M. M. M.		2/5/09	3011 Sanburs Dr. SJ CA 95111	(408) 629-6012	0	1
Veronica M. M.		2/5/09	714 S Almaden Dr SJ CA 95110	408 903-5612	1	1
Mary Rodriguez		2/5/09	2415 NOTTWAY AVE SO CA 95710	849-9574	1	1
Leticia M. M.		2/5/09	118 Roberts Ct SJ. ca 95110	293-1614	1	2

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of the Downtown College Preparatory Charter School merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code section 47605 to enable the creation of the Downtown College Preparatory Charter School. The Petitioners for the Downtown College Preparatory Charter School agree to continue to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's Charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested and intend to have their children or wards attend the Charter School.

By the Lead Petitioner:

Julia González Luna

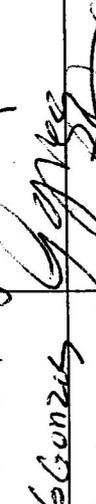


 Signature _____ Date 3/2/09

Name

The petitioners recognize Julia González Luna as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the East Side Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	# of current Children entering 6 th grade in 2010-2011	# of current Children entering 6-12 after 2010-2011
Antonina Lopez & Antonina Lopez		2/1/09	2053 ocata Ave San Jose Ca 95122	(408) 926-4089	1	2
Maria Osuna	Maria Osuna	2/5/09	115 E Reed St. Apt. 304 San Jose 95112	408/221-1515	1	1
Arceli Gallegos		2/5/09	30 Floyd St. San Jose, CA 95110	998-1179 408-1179	1	1
S. Gonzales		2/5	1325 Plum St San Jose	219-4434	1	1
D. Larimer		2/5	312 WILLOW ST. SJ CA 95110	287.0856		1
D. Larimer		2/5	312 WILLOW ST SJ CA 95110	287.0856		1

Louides Damajean

971-1566

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of the Downtown College Preparatory Charter School merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code section 47605 to enable the creation of the Downtown College Preparatory Charter School. The Petitioners for the Downtown College Preparatory Charter School agree to continue to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's Charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested and intend to have their children or wards attend the Charter School.

By the Lead Petitioner:

Julia González Luna

Julia González Luna Signature 3/2/09 Date

The petitioners recognize Julia González Luna as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the East Side Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	# of current Children entering 6 th grade in 2010-2011	# of current Children entering 6-12 after 2010-2011
Concepción Medina	Concepción Medina	2/7/09	17 Marian Ln San Jose	(408) 926-9820	1	
Concepción Medina	Concepción Medina	2/10/09	81 Fuerte St. San Jose, CA 95127	(408) 251-9758		1
Alicia Bedolla	Alicia Bedolla	2/7/09	East Side Dr. San Jose, CA 95128	(408) 949-6171	1	
David Blanco	David Blanco	2/2/09	2081 Warrington Av, San Jose, CA 95128	(408) 585-8150	2	2
Martilde Ardenas	Martilde Ardenas	2-07-09	1437 Mandarin way San Jose CA 95127	(408) 251-1410	1	1
Mario Orzoco	Mario Orzoco	2/8/09	4622 Gion Av SJ 95127	(408) 347-1805	1	1

Página de Firmas para Padres de Familia

Nosotros los firmantes de abajo creemos que el charter adjunto para la creación de la Escuela Charter DOWNTOWN College Preparatory merece consideración y por este medio presentamos esta petición a la mesa directiva del Distrito Escolar Unido de Preparatorias del Lado Este para conceder aprobación del charter de acuerdo al Código de Educación sección 47605 para permitir la creación de la Escuela Charter DOWNTOWN College Preparatory. Los solicitantes para la Escuela Charter DOWNTOWN College Preparatory consentimos en seguir haciendo funcionar la escuela de acuerdo con los términos del Acto de Escuelas Charter y las provisiones del charter de esta escuela. Los solicitantes en la lista de abajo certifican que son padres o guardianes de familia quienes están significativamente interesados y tienen la intención de matricular sus hijos/hijas en esta escuela.

Por el Solicitante Principal:

Julia González Luna

Julia González Luna
Firma

3/2/09
Fecha

Nombre

Los solicitantes reconocen a Julia González Luna como el solicitante principal y le dan autorización para negociar cualquier enmienda necesaria a la petición adjunta que sea necesaria para asegurar su aprobación por la mesa directiva del Distrito Escolar de Preparatorias del Lado Este.

Por los Solicitantes:

Nombre (en letra de molde)	Firma	Fecha	Domicilio	Número de Teléfono	# de niños entrando al 6° grade en el 2010-2011	# de niños entrando al 6° grade después del 2010-2011
Alma Camps	<i>Alma Camps</i>	2/8/09	1026W MERKLEY ROW SS 95027	3479014	2	0
Ana Valenzuela	<i>Ana Valenzuela</i>	2/8/09	3039 E. Hills Dr. 95127	804-5571	0	0
Cynthia Ramirez	<i>Cynthia Ramirez</i>	2/8/09	12661 sheree Ct. San Jose, CA 95127	971-1566		
Lourdes Lopez Borja	<i>Lourdes Lopez Borja</i>	2/8/09	1010 THELMA WAY San Jose CA 95128			

Signature Page for Parents

We the undersigned believe that the attached Charter for the creation of the Downtown College Preparatory Charter School merits consideration and hereby petition the governing board of the East Side Union High School District to grant approval of the charter pursuant to Education Code section 47605 to enable the creation of the Downtown College Preparatory Charter School. The Petitioners for the Downtown College Preparatory Charter School agree to continue to operate the school pursuant to the terms of the Charter Schools Act and the provisions of the School's Charter. The petitioners listed below certify that they are parents or guardians who are meaningfully interested and intend to have their children or wards attend the Charter School.

By the Lead Petitioner:

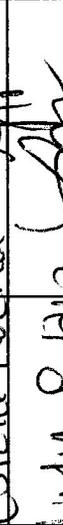
Julia González Luna


 Signature _____ Date 3/2/09

Name _____

The petitioners recognize Julia González Luna as the Lead Petitioner and hereby authorize the Lead Petitioner to negotiate any amendments to the attached charter necessary to secure approval by the East Side Union High School District governing board.

By the Petitioners:

Print Name	Signature	Date	Address	Phone Number	# of current Children entering 6 th grade in 2010-2011	# of current Children entering 6-12 after 2010-2011
Carabalupe Alvarez		2/5	7145 Alameda Av #201 San Jose CA.	(408) 286-8617	1	0
Estelita Rocha		2/5	4940 Rue Bordeaux, San Jose, CA.	(408) 362-0577	1	0
Lydia Robalo		2/8/09	476 MALABAR D SS 95127	726-97763		3
Alexandro Puel		2/8/09	3271 Cortese cir. SJ 95127	408-937-1755	4th grade	1
Allison Torres Allendo		2/28/09	1150 Rancheros Wy #44 SJ 95117	(510) 731-9300		1
Naira Ortega		2/28/09	1418 Woodcock Ct. Milpitas CA. 95035	(408) 586-9222		
NOEA OF HERRERA		2/28/09		(408) 667-1509		

Página de Firmas para Padres de Familia

Nosotros los firmantes de abajo creemos que el charter adjunto para la creación de la Escuela Charter Downtown College Preparatory merece consideración y por este medio presentamos esta petición a la mesa directiva del Distrito Escolar Unido de Preparatorias del Lado Este para conceder aprobación del charter de acuerdo al Código de Educación sección 47605 para permitir la creación de la Escuela Charter Downtown College Preparatory. Los solicitantes para la Escuela Charter Downtown College Preparatory consentimos en seguir haciendo funcionar la escuela de acuerdo con los términos del Acto de Escuelas Charter y las provisiones del charter de esta escuela. Los solicitantes en la lista de abajo certifican que son padres o guardianes de familia quienes están significativamente interesados y tienen la intención de matricular sus hijos/hijas en esta escuela.

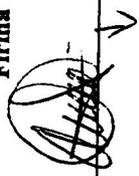
Por el Solicitante Principal:

Julia González Luna

Nombre _____ Firma Julia González Fecha 3/2/09

Los solicitantes reconocen a Julia González Luna como el solicitante principal y le dan autorización para negociar cualquier enmienda necesaria a la petición adjunta que sea necesaria para asegurar su aprobación por la mesa directiva del Distrito Escolar de Preparatorias del Lado Este.

Por los Solicitantes:

Nombre (en letra de molde)	Firma	Fecha	Domicilio	Número de Teléfono	# de niños entrando al 6° grade en el 2010-2011	# de niños entrando al 6° grade después del 2010-2011
Ana Chavez		11/26/09	84 Rancho Dr. Unit C. San Jose, CA 95111	(408) 207-8244	✓	